



Sheep Dip Lane Learning Characteristics

At Sheep Dip Academy, skills for learning are broken up into six areas: Resilience, Teamwork, Motivation, Creativity, Evaluation and Investigation which need to be taught and nurtured across all areas and ages. They are referred to as the 'Learning Superpowers' and are represented by four Learning Sheep characters for the pupils to relate to. These characters have been designed by the children and show a range of different learning needs.

In order to secure progression in learning superpowers, it is important to ensure they are incorporated into all lessons and all areas of school life, such as the school's recognition and behaviour policy. In order to achieve the highest possible outcomes for all learners, pupils must understand that learning is a process not just an outcome on a test so that they become lifelong learners.

How the Learning Superpowers progression maps are used?

Teachers need to use the criteria in a holistic way and decide on the best fit approach. School leaders need to ensure all teachers and staff are putting appropriate processes in place to ensure equity and consistency across the school.

What are we looking for? Overview of Learning Superpowers	
Resilience	<ul style="list-style-type: none"> • Ability to organise themselves and work out goals and priorities • Show personal responsibility, initiative, creativity and enterprise • Anticipate, take and manage risks • Commit themselves to learning and self-improvement • Respond positively to change
Teamwork	<ul style="list-style-type: none"> • Engage actively with issues that affect them and those around them. • Take responsible action to bring improvement for others as well as themselves • Try to influence others, negotiating and balancing diverse views • Work confidently with others, adapting to different contexts and taking responsibility for their own role • Listen and take account of others' views • Form collaborative relationships, resolving issues and reaching agreed outcomes • Show fairness and consideration towards others
Motivation	<ul style="list-style-type: none"> • Play a full part in the life of the school • Discuss issues of concern, seeking resolution • Adapt behaviours to suit different roles and situations
Creativity	<ul style="list-style-type: none"> • Present a persuasive case for action • Propose practical ways forward
Evaluation	<ul style="list-style-type: none"> • Evaluate their strengths and limitations as learners • Review their work and act on outcomes • Set themselves realistic goals and criteria for success • Monitor their own performance and progress • Invite feedback and deal positively with praise, setbacks & criticism • Make changes to improve their learning

	<ul style="list-style-type: none"> Communicate their learning in relevant ways to different audiences
Investigation	<ul style="list-style-type: none"> Gather, process and evaluate information in their investigations Plan what to do and how to go about it Draw conclusions and evaluate outcomes Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes Use range of techniques to collect and organise information

How to teachers and pupils use the Learning Superpower Success Criteria?

It is important to recognise that there are no programmes of study or National Curriculum objectives set against these criteria. It is important to remember that developing positive 'learning behaviour' is a priority and this structure attempts to help teachers to focus on learning superpowers/ learning behaviours accordingly. Teachers must involve the pupils directly in their use. For each of the six identified areas: resilience; teamwork; motivation; creativity; evaluation and investigation, a set of expectations has been drawn up for each year group between Foundation and Year 6. They provide guidance for teachers and staff as to what to expect in age related terms.

Immediately following the outline for each area there is a self-evaluation form for pupils to use to help focus on what they do well and what they could improve upon. These are used in a variety of ways and as often as teachers think they serve a positive purpose. It is expected that pupils are given the opportunity to reflect and self-evaluate at least 3 times per year. There is inevitably some cross over between the six areas but the statements attempt to focus on the main aspects related to each of the four Learning Superpowers as we see them.

Key Assessment Criteria: Being a Resilient Learner			
As a Foundation resilient learner	As a Year 1 resilient learner	As a Year 2 resilient learner	As a Year 3 resilient learner
<ul style="list-style-type: none"> I understand that I will find some activities easier than others. I can remain positive and seek support and encouragement when I need it. I can enjoy a sense of achievement in developing my learning. I can explain or represent my own ideas, thoughts and feelings. I can concentrate and remain focussed for an appropriate length of time. 	<ul style="list-style-type: none"> I can ask for help if the time is appropriate I can choose and use equipment needed for a set task. I am happy to have a go at something new or even when something is hard. I am able to set myself a target or goal. I can tell how others are feeling 	<ul style="list-style-type: none"> I can think about more than one way to solve a problem. I can use a variety of strategies to control feelings. I do not allow myself to get distracted easily. I keep going even when the going is tough and others find it easy. I know that my actions can impact on others. I can explain why others may feel unhappy or sad. 	<ul style="list-style-type: none"> I enjoy taking responsibility. I can work within a time frame. I can carry on and not be put off by change. I can set and review my own targets for learning. I can explain to others who helps me learn and why they help me learn. I can use a range of strategies to control my feelings.

As a Year 4 resilient learner	As a Year 5 resilient learner	As a Year 6 resilient learner	
<ul style="list-style-type: none"> • I enjoy challenges, especially open ended or deeper thinking ones. • I can prioritise the most important things that need doing first. • I welcome opportunities to take on added responsibility for a range of things. • I am a good organiser of time. • I am not put off by changes that may occur to normal routine. • I can manage disappointments and keep my emotions in check. • I am determined not to give in too easily. 	<ul style="list-style-type: none"> • I recognise risks that may be involved when tackling my work. • I can organise things well, including resources and others, when working independently. • I appreciate how learning can happen from mistakes. • I can use success criteria to check on how successful a task has been. • I am happy to persevere even when the solution is not easily at hand. 	<ul style="list-style-type: none"> • I am able to assess risk and make sensible decisions. • I cope well with additional pressures such as SATS, transition • I am confident and capable when allowed to organise my own time and space. • I can call on a range of strategies to help me overcome a problem. • I appreciate that feelings change over time and I can cope with it. • I can empathise with others, appreciating that different people react in different ways to certain situations. • I am able to control my own mood swings. • I can cope with criticism and learn from it. 	 <p data-bbox="1563 730 2011 829">  Resilience </p>

Key Assessment Criteria: Teamwork

As a Foundation collaborative learner	As a Year 1 collaborative learner	As a Year 2 collaborative learner	As a Year 3 collaborative learner
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<ul style="list-style-type: none"> • can form positive relationships with adults and peers. • I work and play as part of a group or class, taking turns and sharing fairly. • I can show consideration for the feelings and ideas of others. • I consider the consequences of words and actions for myself and others. • I can listen to others in a range of situations and respond appropriately. • I can share my ideas with a familiar group. • I am beginning to negotiate and solve problems • I understand that people have different needs, views, cultures and beliefs that need to be treated with respect. • I take into account the ideas of others 	<ul style="list-style-type: none"> • I recognise when and who I need to talk to about a concern and that this can help me. • I am happy to listen to the point of view of others in a dispute or discussion. • I listen carefully to instructions and follow them. • I know when and how to stand up for myself appropriately. • I can work collaboratively in a group and take turns. • I am happy to engage in collaborative tasks. • I am prepared to listen to the ideas of others without interrupting them. • I am happy to share ideas with others. 	<ul style="list-style-type: none"> • I can suggest a way forward following a dispute. • I am happy to have a go at something that is new to me. • I will leave an activity and go back to it later if it has not been completed. • I am happy both to lead and to be directed by others. • I consider the views of all group members during discussions. • I am happy to share my learning with others in my class. • I can help others to overcome a problem. • I am happy to follow instructions given to me by another team member. 	<ul style="list-style-type: none"> • I know how to make an idea even better. • I am able to put my point of view across in a positive way. • I am always prepared to listen to the points made by others including opposing. • I show empathy with others. • I can use a range of strategies to control my feelings. • I can listen to and follow instructions independently. • I willingly try out new things even when I am feeling nervous. • I can work harmoniously and constructively with others in a joint activity. • I can make sure that everyone takes turns when speaking. • I am happy to give feedback to others in the group on their performance. • I work readily in different teams. • I will get on with a task without any need to be reminded what to do • I am happy to give an opinion and explain it. • I can listen and follow instructions independently.
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As a Year 4 collaborative learner	As a Year 5 collaborative learner	As a Year 6 collaborative learner	Represented by
<ul style="list-style-type: none"> • I can persuade others to accept a proposal even though others may not at first agree with my suggestion. • I know that sometimes my ideas can help other people. • I can decide when I need 'time out' or 'thinking time' to deal with my emotions. • I am happy to take on a specific allocated role in a group. • I respect and tolerate the values and beliefs of others within a joint activity. • I can communicate capably as a team member so as to convince others of my point of view. • I can keep focused on a task and avoid distractions. • I understand that others may have an opinion that is different to mine. 	<ul style="list-style-type: none"> • When making suggestions, I can break down practical ideas into manageable steps. • I am prepared to discuss and debate issues until a sensible compromise is reached. • I am able to act as an ambassador for class/school etc. • I can act as a 'buddy' or mediator. • I am able to take on a range of roles within a group. • I can accept constructive criticism from others in a group to enable improvement in my performance. • I can share a working environment with others and respect their varying needs. • I can motivate others to contribute more effectively. • I understand differences of opinion and respond positively. 	<ul style="list-style-type: none"> • I can act as an advocate for views and beliefs that may differ from my own. • I show maturity when acting as a mediator. • I can be a good role model for good learning behaviour. • I know what the risks are when considering my work. • When suggesting ideas, I can break them down into manageable steps suited to others in the group. • I am able to work with dispositions, views and beliefs that differ from my own. • I am eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on. • I make the most of others' strengths when organising work. 	 <p data-bbox="1585 587 2027 678">  </p>

Key Assessment Criteria: Being an Evaluative Learner			
As a Foundation evaluative learner	As a Year 1 evaluative learner	As a Year 2 evaluative learner	As a Year 3 evaluative learner

<ul style="list-style-type: none"> • I respond to significant experiences by showing a range of appropriate feelings. • I can say when I do or don't need help. • I can select tools, resources and technology for particular purposes. • I talk about my likes and dislikes. • I can talk about an activity or experience and say what I might change if I did it again. • I can answer questions making suggestions about why some things happen and begin to connect my ideas and experiences. 	<ul style="list-style-type: none"> • I know and understand what I do well. • I can tell others why I enjoy a task. • I can tell someone about what I have learnt. • I can pick the best time to talk to someone. • I am happy to try something different if something has not worked. 	<ul style="list-style-type: none"> • I understand what I need to do next to improve. • I can recognise where my learning could have been done better. • I know what helps me learn well. • I pick the best time to talk to someone about my learning. • I can share my learning with others. • I am happy to make changes from original ideas. 	<ul style="list-style-type: none"> • I understand the factors that stop me from learning effectively. • I can say who or what helps me learn and how and why. • I can gauge when a task has been completed to the best of my ability. • I can take time to consider experiences and what needs to be done next. • I can check and edit my own work.
As a Year 4 evaluative learner	As a Year 5 evaluative learner	As a Year 6 evaluative learner	Represented by
<ul style="list-style-type: none"> • I value feedback that will help me improve my learning. • I can review my learning and ponder what will help make me be more effective as a learner. • I know when a piece of work has been completed to the best of my ability. • I use more than one piece of evidence to support my learning. 	<ul style="list-style-type: none"> • I accept different types of feedback and learn from it. • I make good use of time to reflect on what I have learnt. • I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be. • I use a range of criteria to reflect on my own and others work. • I can cope with criticism and learn from it. 	<ul style="list-style-type: none"> • I can explain and discuss in different ways what I have learnt from others. • I can identify strengths and weaknesses in my learning and give reasons. • I can take account of others' viewpoints when considering success. • I consider the pros and cons of different views to support an argument. • I revise my work based on the feedback of others and also provide feedback to others. 	

Key Assessment Criteria: Being an Investigative Learner

As a Foundation investigative learner	As a Year 1 investigative learner	As a Year 2 investigative learner	As a Year 3 investigative learner
<ul style="list-style-type: none"> • I explore different areas of the provision and am keen to try new activities. • I can follow my own curiosities and imagination to extend my learning and play. • I can draw on my experiences to ask 'how' and 'why' questions. • I can make observations, talk about changes, similarities and differences and why some things occur. • I can predict what may happen next and suggest how I might solve problems. 	<ul style="list-style-type: none"> • I use all my senses to gather information about what is being investigated. • I can ask sensible questions about my learning. • I can offer an opinion about an issue and explain why I feel that way. • I show curiosity about new things. • I use 'how' and 'why' when trying to find things out. 	<ul style="list-style-type: none"> • I take enough time to make sense of a problem that is presented to me. • I ask questions to find out more about something new • I can give instructions for others to follow. • I can explain why I prefer one of two ideas that are proposed. 	<ul style="list-style-type: none"> • I understand the basics of cause and effect. • I can devise sensible questions to ask different people. • I can show my learning in different ways (e.g. mind mapping) to represent thinking. • I can plan and finish a simple task within a given time frame. • I can see relationship between things and explain ideas to others.
As a Year 4 investigative learner	As a Year 5 investigative learner	As a Year 6 investigative learner	Represented by
<ul style="list-style-type: none"> • I can follow up a question to gain clarification. • I can use more than one piece of evidence to support my findings. • I will get on with a task without anyone reminding me what to do. • I make lists when it is helpful to do so. • I can sort information and choose what is relevant. 	<ul style="list-style-type: none"> • I recognise that sometimes you need expertise from others to help solve a problem. • I can show that I am confident enough to plan clear steps to take to improve my learning. • I can plan longer activity, breaking it into a manageable number of steps. 	<ul style="list-style-type: none"> • I can use feedback from a range of sources to help solve a problem. • I give more than one reason to support an argument when appropriate. • I can plan a complex task, anticipating blocks and apply skills to overcome them. • I can listen to a range of different views and opinions and reach a conclusion from them. 	

	<ul style="list-style-type: none"> • I can make constructive judgement about someone else's work. • I can set targets for completing learning and work to them. 		
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Key assessment criteria: Motivated Learner			
<u>As a Foundation Stage Motivated Learner</u>	<u>As a Year 1 Motivated learner</u>	<u>As a Year 2 Motivated Learner</u>	<u>As a Year 3 Motivated learner</u>
<ul style="list-style-type: none"> • I can show confidence when initiating ideas, trying new activities and speaking in a familiar group. • I can persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion. • I can test out my own ideas through provision, though I am not always able to explain my thinking. • I am willing to have a go at new experiences. • I show tenacity when working on a task; either independently or with others. 	<ul style="list-style-type: none"> • I can think of my own ideas once given a starting point. • I can play, observe and experiment to find things out. • I am willing to have a go at something new. • I use my imagination in role play. • I am quick to ask for help, if it is sensible to do so. 	<ul style="list-style-type: none"> • I can leave an activity and go back to it if it takes a long time to solve. • I can generate questions linked to my learning challenge. • I can use my imagination to generate ideas. • I can explain what I have learnt to someone else. • I ask sensible questions about my work. 	<ul style="list-style-type: none"> • I can have a go at something that may not work. • I can generate questions to link ideas related to my learning challenge. • I can keep my emotions in check when tasks get tough. • I can use my imagination to improvise. • I can think of different ideas and possibilities when solving problems. • I can improve my learning by imitating others.
<u>As a Year 4 Motivated Learner</u>	<u>As a Year 5 Motivated Learner</u>	<u>As a Year 6 Motivated Learner</u>	<u>Represented by</u>

<ul style="list-style-type: none"> • I can ask questions to check my understanding. • I am tenacious when things get difficult. • I can sort and classify information and check it for accuracy. • I can draw inference and make deductions from a range of sources. • I can give alternative solutions or explanations. 	<ul style="list-style-type: none"> • I can link ideas from different learning challenges to solve problems and present my findings. • I am happy to persevere even when the solution is not readily available. • I understand the difference between a task that is too difficult and one that requires me to think more deeply. • I know the difference between sensible risks and a fool-hardy risk. 	<ul style="list-style-type: none"> • I am always prepared to explore more than the first possible solution to a problem. • I am aware that solutions can depend on an understanding of other issues. • I can generate questions which promote higher order thinking. • I can adapt and apply learning to new situations. 	
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Key assessment criteria: Creative Learner			
As a Foundation Stage Creative Learner	As a Year 1 Creative learner	As a Year 2 Creative Learner	As a Year 3 Creative learner
<ul style="list-style-type: none"> • I can explain or represent my own ideas, thoughts and feelings. • I am beginning to negotiate and solve problems • I can mark make in a variety of different ways, using different tools. • I can give meaning to my marks • I can explain and discuss my creation with others. 	<ul style="list-style-type: none"> • I can recognise and describe visual and audio patterns and differences • I can sing and dance and I enjoy talking about my learning • I can recognise patterns and anomalies and can make up my own patterns • I can engage in different activities alone and with friends and can talk about my learning • I can identify problems and enjoy finding solutions 	<ul style="list-style-type: none"> • I can set goals and work towards achieving them • I can use my creativity and knowledge of different subjects to contribute ideas and make things on my own and in groups • I can make links between my hobbies and interests and the things I learn in school • I can identify problems and enjoy finding solutions • I can record and explore ideas from first hand 	<ul style="list-style-type: none"> • I can use my skills to set and achieve goals in and out of school that are ambitious for me • I can pose interesting questions and constructively challenge ideas that are presented to me • I can identify problems and enjoy finding solutions • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about

<ul style="list-style-type: none"> • I can express myself through play and making things • I can describe what I like doing and learning • I can learn about the world through creative play and by making and presenting things • I can develop ideas and take part in projects to make things • I can ask and answer questions about the starting points for their work, and develop their ideas. 	<ul style="list-style-type: none"> • I can record and explore ideas from first hand observation, experience and imagination. • I can ask and answer questions about the starting points for their work, and develop their ideas. • I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<p>observation, experience and imagination.</p> <ul style="list-style-type: none"> • I can ask and answer questions about the starting points for their work and the processes they have used. -Develop their ideas. • I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<p>starting points and select ideas to use in their work.</p> <ul style="list-style-type: none"> • I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
<p>As a Year 4 Creative Learner</p>	<p>As a Year 5 Creative Learner</p>	<p>As a Year 6 Creative Learner</p>	<p>Represented by</p>
<ul style="list-style-type: none"> • I can demonstrate my creativity and apply the skills I have learnt across the curriculum • I can identify problems and enjoy finding solutions • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about starting points and select ideas to use in their work. • I can explore the roles and purposes of artists, craftspeople and designers working in 	<ul style="list-style-type: none"> • I can identify my interests, strengths and skills and use them to make informed choices • I can identify problems and enjoy finding solutions • I can constructively challenge the status quo and am able to justify my ideas and suggestions • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about starting points and select ideas and processes to use in their work. 	<ul style="list-style-type: none"> • I can think laterally and apply my creativity skills in a wide range of contexts • I can identify problems and enjoy finding solutions • I can constructively challenge the status quo and am able to justify my ideas and suggestions • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about starting points and select ideas and processes to use in their work. 	

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What teachers and other adults can do to support pupils' learning behaviour/ 'Learning Superpowers'?

The following pages are intended to provide support for staff as they try to ensure that 'learning superpowers' are being focused on in each classroom. They are simply a guide and may help to draw attention to what many are doing automatically but not consciously. The set of ideas here have been gathered as a result of observing positive learning in classrooms and from talking to pupils and staff. They certainly are not intended to suggest that they are an exhaustive list but may provide useful guidance nonetheless.

What teachers and adults can do to support pupils as 'resilient learners'	
<p>Develop prompts for what to do when learners get stuck;</p> <ul style="list-style-type: none"> •Help learners to be flexible when priorities change; •Reinforce that having to try hard in learning is not symptomatic of a lack of ability-teachers being prepared to share times when they found learning hard; •Set slightly difficult activities which learners may have to struggle with; •Point out when learners are enjoying their learning and help them capture how it feels; •Invite learners to mind map what distracts them from their learning; •Create 'I can' classroom environments; •Use a swing-ometer to help learners indicate their readiness for learning, e.g. 'I am in an excellent frame of mind this morning' or 'I feel a little distracted this morning'; •Help learners deal with competing pressures, including personal and work related demands; 	<p>Encourage learners to keep learning logs that record what they are good and not so good at;</p> <ul style="list-style-type: none"> •Encourage learners to work out goals showing initiative, commitment and perseverance; •Consciously build in small steps to break down their learning; •Use questions such as 'What did you find tricky?' or 'Why did you find that easy?' or 'What could I have done to have made learning easier for you today?'; •Work at improving learners' self-esteem so that they feel positive about learning; •Create 'special boards' and (with younger learners) special badges to celebrate success; •Create a session where learners have to respond quickly to statements such as: 'I am fantastic at...' or 'I like Harry because...'

What teachers and adults can do to support pupils as 'collaborative learners'

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| <ul style="list-style-type: none"> • Create opportunities for learners to be part of a playground buddy or reading buddy system; • Encourage learners to discuss issues of concern, seeking resolution where needed; • Help learners to look for practical ways forward, breaking these down into manageable steps; • Explain to learners how they could influence others, negotiating and balancing diverse views to reach workable solutions; • Ensure that learners do not get impatient if solutions are not readily at hand; • Help learners to manage feelings (including anxiety, anger and fear) by using appropriate strategies; • Encourage learners to work and learn independently, encouraging them to seek help when needed, to help them know when they have completed a task and when to change activity; • Help learners to anticipate how they will respond and feel in a situation by referring to past experiences; • Help learners to identify any particular barriers to their learning, including emotional and social barriers, and seek to overcome them. | <ul style="list-style-type: none"> • Get learners to develop codes of conduct for working in groups; • Divide the class into research teams, each having to find part of the answer; • Use 'Rainbow Technique' for disseminating information from group to the whole class; (<i>Rainbow technique is where individuals in a group number themselves and all 1s, 2s, 3s, etc. get together to tell each other the main outcomes of their group's discussion</i>) • Find different ways for learners to disseminate information after group discussion, e.g. envoy system; • Coach learners the art of good listening; • Discuss how we all 'soak up' other people's skills and ideas; • With younger learners, use visual symbols for working as a group; • Help learners recognise similarities and differences between themselves and other people; • Help learners to recognise and anticipate the thoughts and feelings of others in different situations, basing this on their own experience; • Help learners to adapt behaviour to suit different roles and situations; • Provide learners with the skills to help them reach agreements and manage discussions to achieve results. |
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What teachers and adults can do to support pupils as 'evaluative learners'

Encourage learners to anticipate hurdles and obstacles when planning their learning;

- Create a learning wall to display learners' own challenges and progress as learners;
- Encourage learners to set success criteria and check their own work;
- Give practice in drawing out the essence of a lesson or experience;
- Allocate time for learners to keep a learning log;
- Provide learners with more time to think having asked them a question;
- Encourage greater use of mind maps to help them set out what they have learnt;

Provide time for learners to present their learning to different groups, including younger and older peers;

- Provide regular time for reviews, maybe called 'brains on' time;
- Get learners to reflect about when they are least and most effective and efficient learners;
- For younger learners, post learning logs which outline what learning has happened today and encourage parents to talk to their children about this;
- Help learners to learn from past experience and reflection to manage their future feelings, learning and behaviour;
- Help learners to draw on a range of evidence sources to support evaluation.

What teachers and adults can do to support pupils as 'Investigative learners'

Create opportunities for learners to use 'post-its' to display a personal question linked to their learning challenges;

- Provide opportunities for learners to evaluate their own learning and ensure that they have the necessary self-evaluation skills to do so;
- Encourage learners to investigate objects and materials by using all their senses;
- Encourage learners to ask relevant questions about why things happen and how things work;
- Encourage learners to use different techniques to collect and organise information;

Help learners to ask and answer questions, and select and record information relevant to the focus of enquiry;

- Encourage learners to use a range of data-gathering techniques (e.g., surveys, questionnaires);
- Encourage learners to plan the steps and strategies for an enquiry;
- Enable learners to draw conclusions and evaluate outcomes;
- Encourage learners to predict and anticipate events;
- Help learners understand and recognise that conclusions can be tentative or definitive and that their judgements should reflect this.