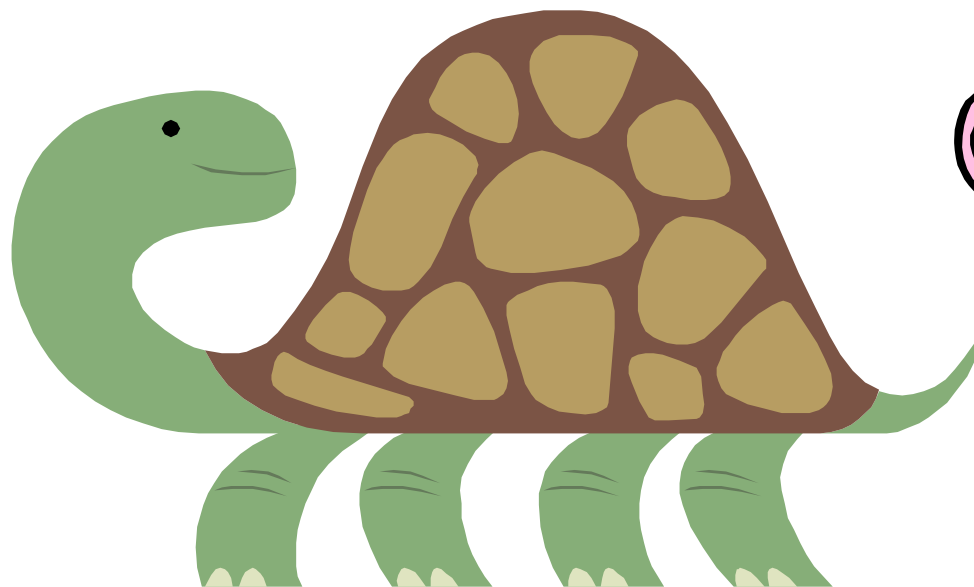
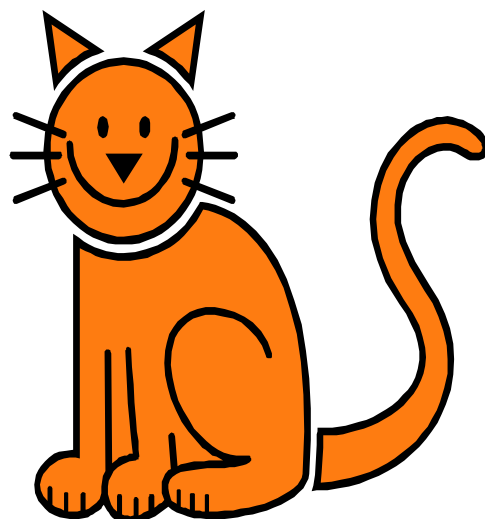
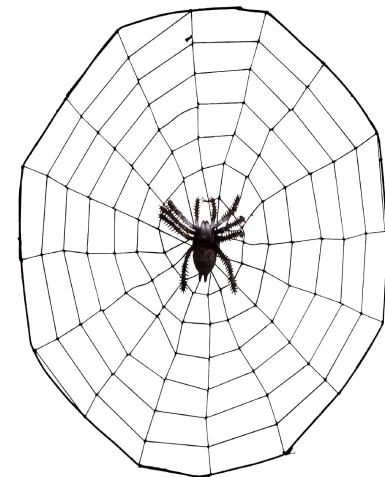


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OUR VISION:

LEARNING TO BRING OUT THE BEST IN EVERYONE

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

Consequently, our vision is '*Learning to Bring out the Best in Everyone*' through living life in all its fullness – it applies to our children, our staff and the members of our whole-school community. Our aim is to develop happy, healthy, confident, responsible and respectful children who delight in learning and to enable each child reach his or her full, God-given potential.

LEARNING TO BRING OUT THE BEST IN EVERYONE

Five Curriculum Drivers



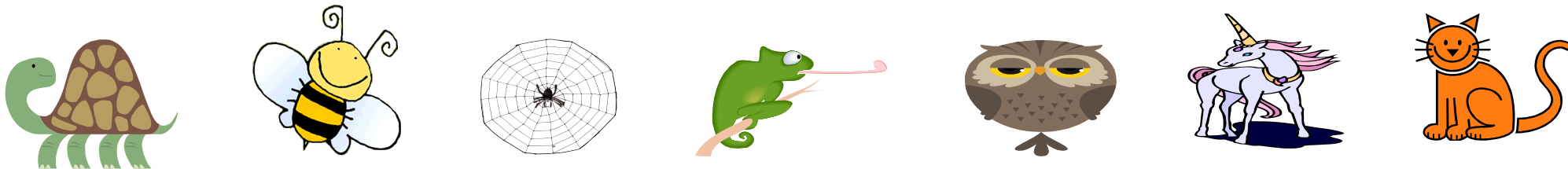
Our curriculum is designed to enable children to *live life in all its fullness*. This vision is lived and learnt through every aspect of school life and is supported by our five curriculum drivers. We work to ensure our children become:

- Lifelong Learners
- Embedded In Our Community
- Healthy For Life
- Environmentally Aware
- Rights-Respecting Citizens of the World

Lifelong learners



Our curriculum is broad, balanced and stimulating; it has been designed to enable pupils to achieve the highest academic standards, to develop the knowledge and skills needed for their next stage of education and eventual employment, to promote a positive attitude to learning and fulfil their God-given potential. In order to develop lifelong learning skills, we also help children identify their strengths and areas of development as learners. By exploring seven learning characteristics (creativity, resilience, strategic awareness, making links, changing and learning, learning collaboratively and curiosity) we equip children with a 'language of learning' that underpins our learning, our curriculum and our relationships across the school.



The Effective Lifelong Learning Inventory



The idea of Learning Power has been a feature of education for more than 20 years and there are many ways of deconstructing it. Learning Power began its journey in research undertaken at the University of Bristol led by Professor Patricia Broadfoot and Professor Guy Claxton.

This research into learning sought to capture the essence and meaning of Learning Power and identified **7 critical dimensions** of Learning Power. These dimensions should be viewed more like attitudes or **dispositions** than capabilities or skills.



Metacognition: Learning to learn



Metacognitive approaches to learning (which means learning about learning) is one of the most effective strategies for improving attainment.

Seven dimensions of learning



Changing and Learning – our disposition to grow as a learner

Critical Curiosity – our disposition to ask questions to ‘get to the bottom of it’

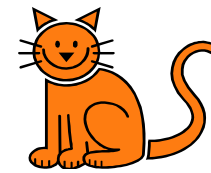
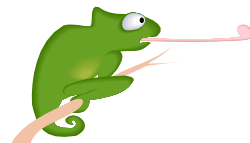
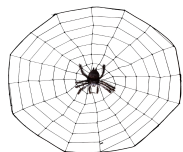
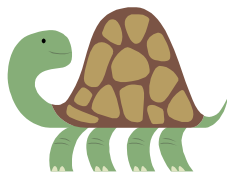
Meaning Making – our disposition to make connections between past information / experience and new knowledge

Creativity – our disposition to think ‘outside the box’

Learning Relationships – our disposition to learn with and from others

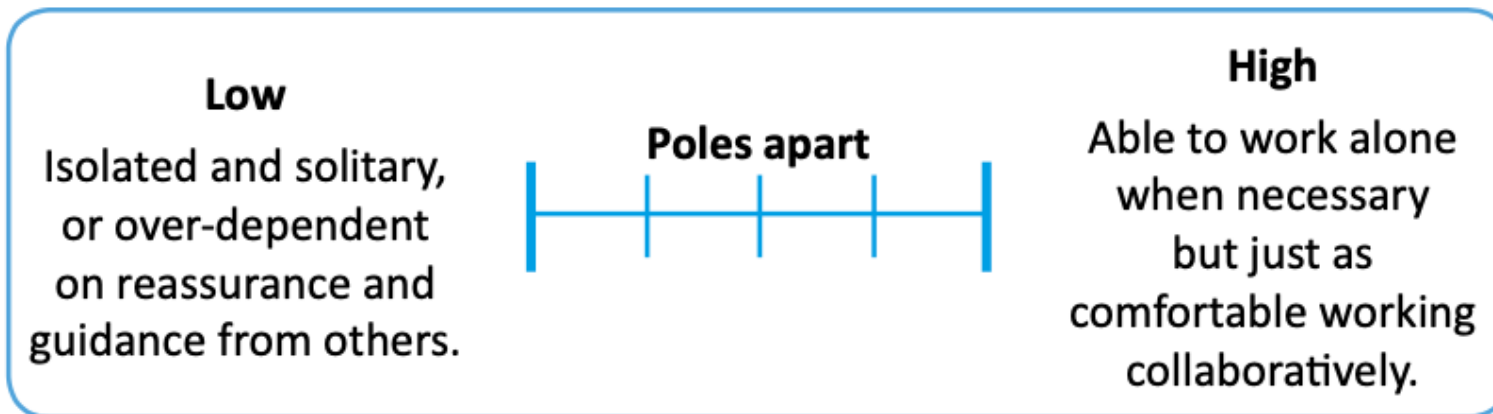
Strategic Awareness – our disposition to be aware of and in control of our learning

Resilience – our disposition to be robust when the going gets tough



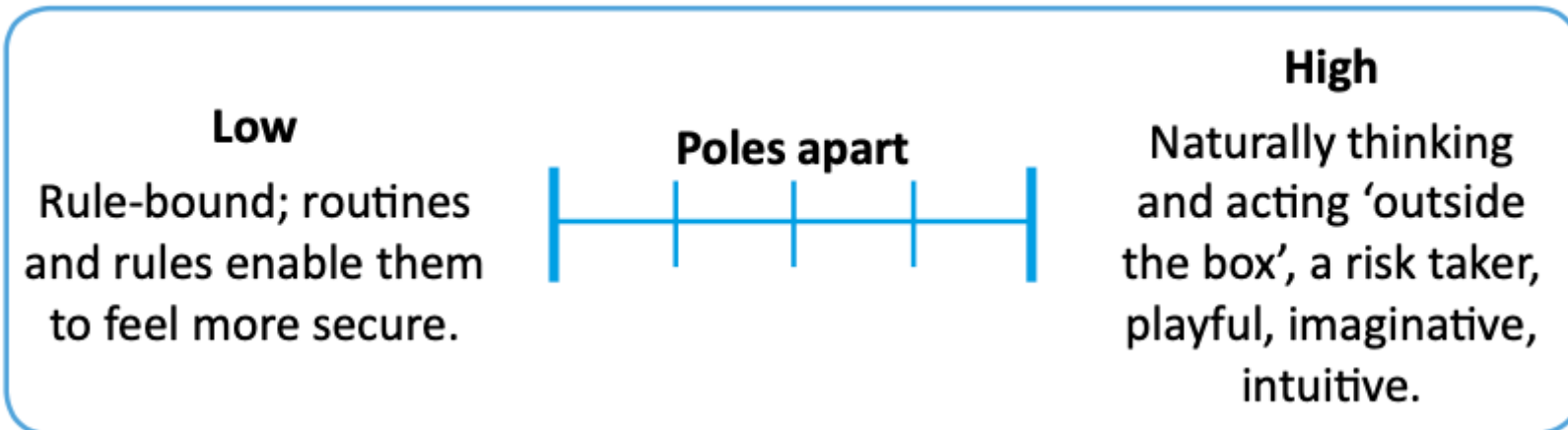
The Busy Bee: Learning Relationships

The Busy Bee, like a real bee, works as part of a team. He knows how to work by himself, but can also collaborate with his peers to help create a better team of workers. The Busy Bee has to make sure he is talking to the other members of his team. He also has to ensure that he is listening to the other members of his team – there is no point in talking to each other if nobody is listening to each other! The Busy Bee also has to make sure that everybody in the group has a job to do and that nobody is standing around doing nothing.



The Magical Unicorn: Creativity

The Magical Unicorn is a character that encourages the children to be creative and imaginative in everything that they do. We tell the children a story about some children who always did the same sorts of drawings, paintings, dances and other activities. Then one day a magical unicorn visited them, sprinkled magical dust onto them and transformed them into children who were adventurous, imaginative and bold in their creativity. We encourage the children to use this creativity in everything that they do – art, dance, construction, role-play, writing, maths, etc



The Resilient Tortoise: Resilience

The Resilient Tortoise, like the tortoise in the famous story of the Hare and the Tortoise, never gives up. Even when he finds something difficult or hard to do, the Resilient Tortoise keeps on trying. He has a hard shell that helps deflect negative comments and to accept feedback positively.

Low

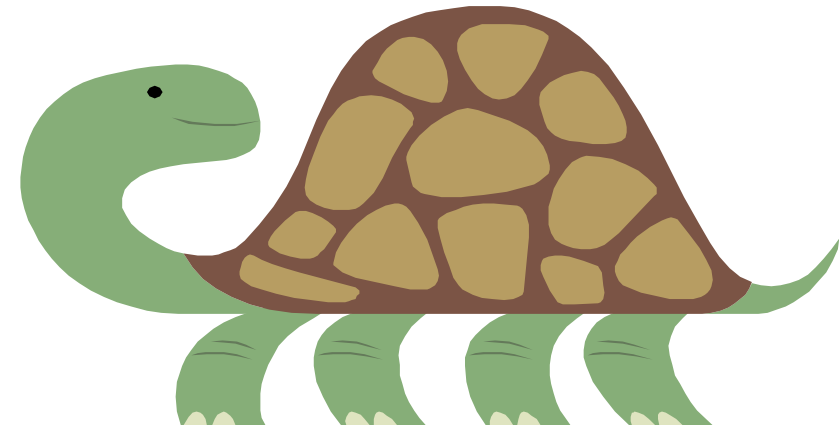
Fragile and overt dependence.
Unable to use skills and knowledge to overcome difficulty.

Poles apart



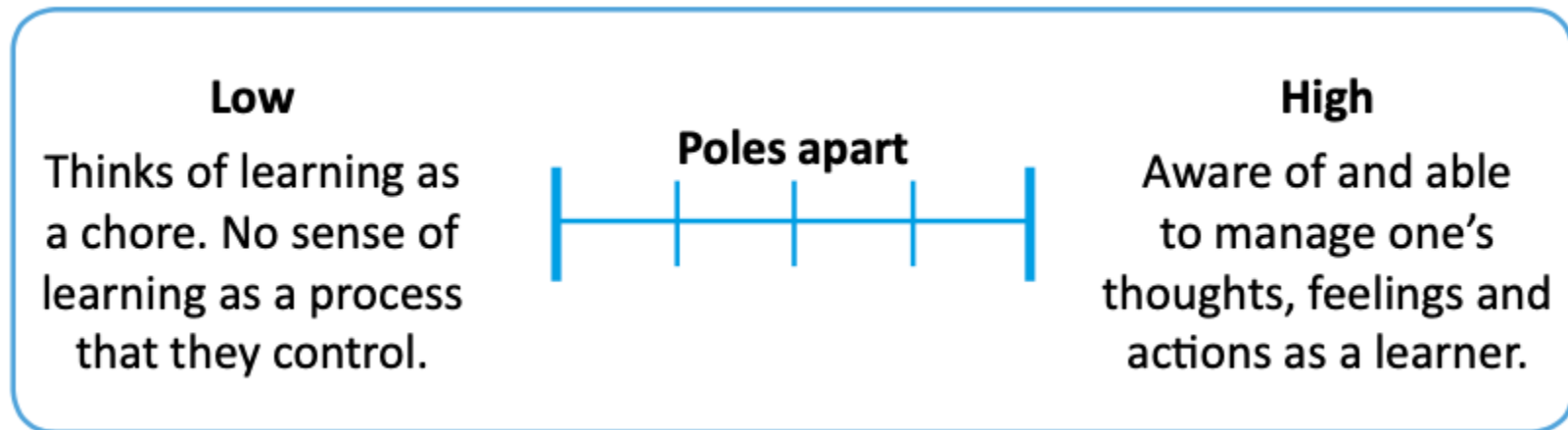
High

Perseveres through difficult problems and relishes the challenge.



The Wise Owl: Strategic Awareness

The Wise Owl is a strategic thinker. He plans what he is going to do before he does it. We explain to the children that a real owl flies high above the ground and studies his prey down below. He plans what he is going to do before he does it. The children do the same in their work. They plan how they are going to do what they are going to do - and then they do it. They might do this planning on paper, as a drawing or verbally. From this planning they might build a model, create a mini garden, do some writing ...



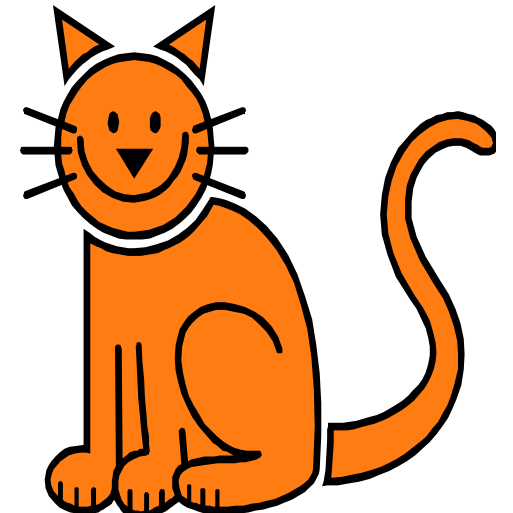
The Curious Cat: Curiosity

The Curious Cat is full of questions. He loves to find out more about the World around him. He likes to dig a little deeper to find out how things work and answer his own questions. We introduce the Curious Cat through work on our senses. Many children respond well to a multi-sensory approach to learning. Across the school we encourage the children to ask questions, explore, investigate and find things out in a practical, hands-on way.

Low
Passive and detached,
finds questioning
uncomfortable.

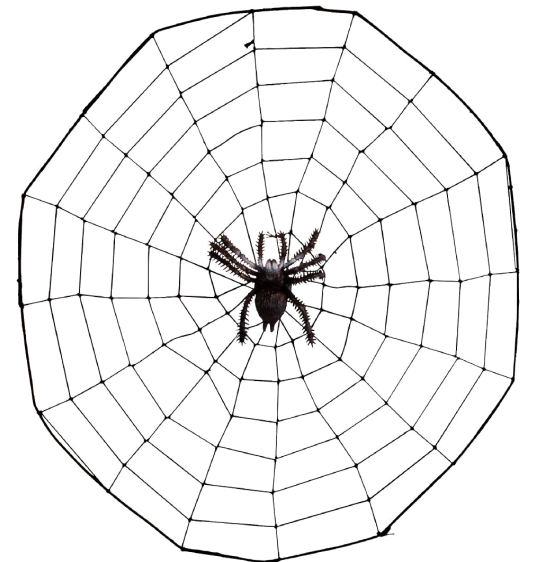
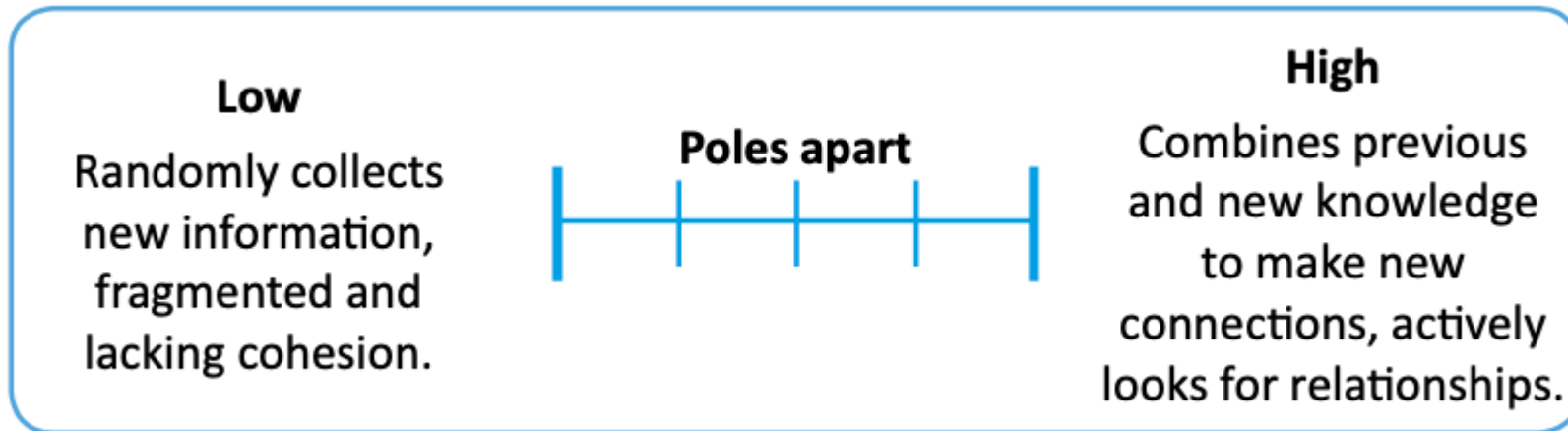


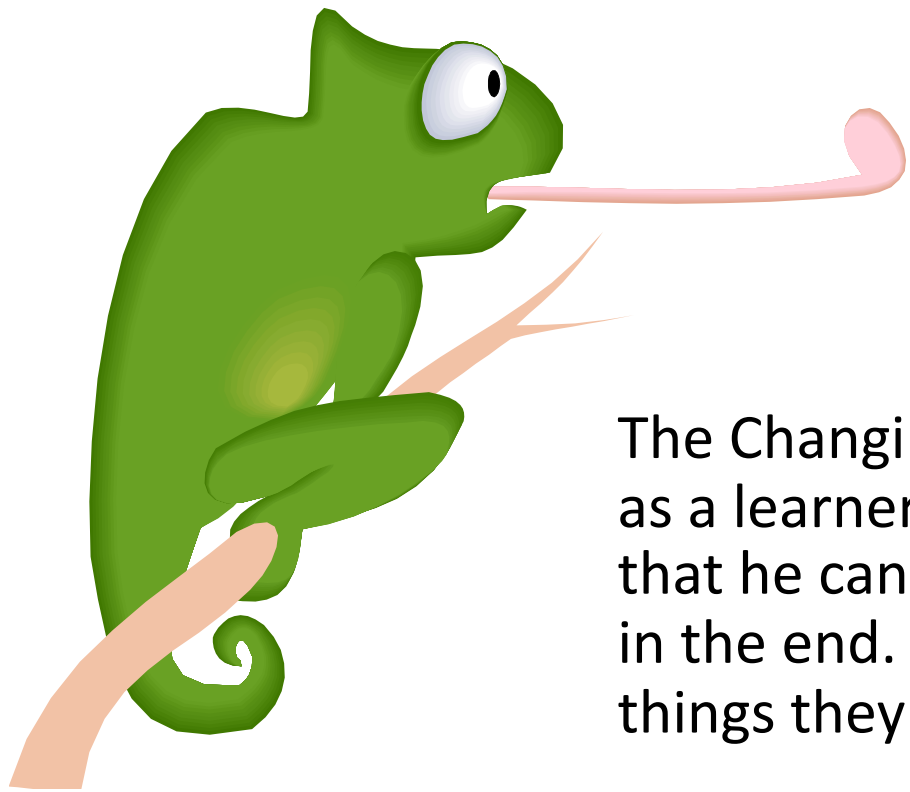
High
A natural enquirer,
orientated towards
questioning received
wisdom.



The Connecting Spider: Making Meaning

The Connecting Spider makes links between the different things that he has been learning. The Connecting Spider brings what he has learnt before and joins it to what he is learning now. He solidifies and embeds his learning. The opposite of making meaning is data accumulation – learning empty facts without understanding.





The Changing Chameleon: Changing and Learning

The Changing Chameleon loves to learn. He has a sense of himself as a learner. He knows that he can get better at things over time, that he can set goals for himself to meet and that he will get there in the end. The Changing Chameleon will have an idea about the things they want to learn next and can see where they are going.

Low
Being stuck and static,
often demotivated and
uninterested.



High
Intuitively using
new knowledge
purposefully.

Resillience

(willingness)

Strategic Awareness

(comprehension)

Learning Relationships

(interactivity)

=

**Changing and
Learning**

(responsiveness)

Creativity

(inventiveness)

**Critical
Curiosity**

(inquisitiveness)

**Meaning
Making**

(synthesis)