Presentation - Social Learning Agenda - for All Parliamentary Group

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A Social Learning Agenda

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Steve Emmett (Deputy Head Teacher)
Libby Smith (Year 5)
Shannon Irvin (Year 6)
Alex Kavaz (Year 6)
Scarlett Parnell (Year 6)

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Presentation to All Parliamentary Group for Children

• The foundation for the social learning agenda
  
  • Why social learning?
  • What is social learning?
  • The impact of social learning?

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The Foundation for the Social Learning Agenda

A Social Learning Agenda

- Allowing the individual child to **grow in awareness** of themselves and others.
- Equipping children with the **knowledge and skills** so they can **successfully navigate** the complexities of the social world they are part of.
- A foundation to **maximise learning potential** in school and increase children’s **participation and engagement** in their families and communities.

1. **Ethos:** establish children as partners
2. **Community:** a space for the social learner
3. **Lead:** a learning process
4. **Speak:** create a language of social engagement
5. **Act:** provide opportunities for practice
The Social Learning Agenda transforms individual children’s well-being as school communities:

- value the individual child
- are provided with a strategic framework
- make the social aspects of learning visible & explicit
- pursue positive impact

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The Social Learning Agenda in action: a change in perspective
The Social Learning Agenda in action: bringing together research and innovation in practice

SOCIAL LEARNER

School Audit
Reflect and review
Identify needs and priorities
Evaluate impact

SCHOOL ETHOS

Implement; support, develop, encourage, reflect, monitor and review

Ethos Community Lead Speak Act

Strategic and tactical plan
The social learning agenda invites school communities to:

<table>
<thead>
<tr>
<th>Pillars</th>
<th>Practical Aims</th>
<th>Schools invited to... (an example list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value the individual child</td>
<td><strong>review the school’s vision</strong> - working with children and others to unite the school community (reflected in programmes such as the ‘belonging project’ highlighted in this presentation)</td>
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<tr>
<td>re-consider how children are positioned within the school community (recognising the need of working together to allow children ownership of their learning)</td>
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<td><strong>Provide a strategic framework</strong></td>
<td><strong>review of the school’s mission statement and consequently those learning attributes that the community seeks to advance</strong></td>
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<td>review the school’s behaviour policy (as children and adults work together to engage with themes such as rights, responsibilities and respect)</td>
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The Social Learning Agenda invites school communities to:

<table>
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<th>Practical Aims</th>
<th>Schools invited to... (an example list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Social Learner</td>
<td>Make social learning visible &amp; explicit</td>
<td>define those social learning attributes, embedding them in daily practice through techniques such as split level learning objectives (where lessons see children focus on both defined academic and social learning goals)</td>
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<tr>
<td>Ethos, Community, Lead, Speak and Act</td>
<td>target ‘projects’ on social learning within specific curriculum areas such as physical education or literacy</td>
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<td>Pursue positive impact</td>
<td>prioritise social learning within the school improvement plan linked to ‘action research’ (children and staff)</td>
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<td>focus ongoing training, evaluation and discussion</td>
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<td>measure and review attainment goals as school communities work towards their notion of ‘secondary readiness’</td>
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The Social Learning Agenda in action: A curriculum model
### Why a Social Learning Agenda?

- Pupil Parliament
- Forest schools
- News ’n views
- Stay, play and learn
- Collective worship
- Teacher led development work
- Developing children as leaders
- Whole school rights and responsibilities linked to behaviour policy
- Split level learning objectives
- Sense of belonging
- Young enterprise
- Chatty maths
- Enrichment days
- Developments in sport

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**Evaluation: Belonging**

<table>
<thead>
<tr>
<th>Task</th>
<th>Learning Objectives 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
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What social learning looks like

The Belonging Project! Yr 5 & Yr 6

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The Social Learning Agenda:
Impact and Influence

Question 1

In June their responses to the question ‘How do you see yourself in school?’ included;

- happy
- grateful
- thankful
- pleased
- good at writing
- I feel sad
- don’t be bossy
- sad if you are getting bullied

In November their responses to the question ‘How do you see yourself in school?’ included;

- creative
- full of joy
- believe in yourself
- thinking
- persevering
- cheerful
- clever
- sensible
- interested
- determined to learn
- respectful
- responsible
- I see myself as a confident learner
- I see myself safe and learning

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Question 2

In June their responses to the question ‘How do you see adults in school?’ included:

- selfish
- bossy
- not saying thank you
- harsh
- annoying
- anti-social

they are in their very own world  being taken over by aliens

In November their responses to the question ‘How do you see adults in school?’ were numerous and included:

- work with you when you are stuck
- helping us
- go over it
- systematic in their thinking
- awesome
- make sure you are OK
- support us when stuck
- busy
- showing
- friendly

- trusting
- reliable
- cool
- caring
- clever

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The Social Learning Agenda:
Impact and Influence
Question 3
In June their responses to the question ‘How do you see learning in school?’ included:

- I don’t understand
- I never learn
- get tired
- scary
- hard
- boring
- confusing
- tiring
- use a lot of ‘not’
- brains are packed full
- serious
- makes your head ache

In November their responses to the questions ‘How do you see learning in school?’ included:

- makes you clever
- always challenging
- brain achey
- useful in life
- brilliant
- brain changing
- helpful
- learn a lot in one lesson
- teaching our mind to learn

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The views of children
What children say Baseline interviews (June 2014) and follow up discussions (November 2014) indicated there was:

✓ a greater awareness of the school’s values,

✓ an increase in the children's enthusiasm and engagement,

✓ a significant change in the children's ability to 'reflect upon and articulate' their views,

✓ a greater breadth of language to talk about their thoughts and experiences

✓ a change in the way children saw themselves as learners

✓ a change in the children’s perception of the role of adults in school

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The Social Learning Agenda: Impact and Influence

<table>
<thead>
<tr>
<th>Data</th>
<th>APS Increase (KS1)</th>
<th>Level (Mar '13)</th>
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<tbody>
<tr>
<td></td>
<td>R</td>
<td>W</td>
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<tr>
<td>Salma</td>
<td>8</td>
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<tr>
<td>Leya</td>
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<td>10</td>
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<td>Joseph H</td>
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<tr>
<td>Sophie S</td>
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<td>3</td>
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<tr>
<td>Tyler W</td>
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<td>3</td>
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<tr>
<td>Eisha</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Ayaz H</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Appreciative enquiry; what are the characteristics of the most successful children and how can we use this information to support others

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The views of OfSTED

“Behaviour is exemplary and relationships with staff are highly positive. Pupils are exceptionally polite, well mannered and motivated. They work well together to discuss ideas and support one another, particularly when pupils are newly arrived from other countries.

Pupils’ excellent behaviour and positive attitudes to school make an outstanding contribution to their good learning and progress. Pupils are exceptionally keen to learn. They strive to give of their very best and work hard.

One of the many strengths of this highly inclusive school is the way in which pupils from many different backgrounds work and play happily together. The ‘Holywell Explorers’ sessions where pupils engage in high quality, practical-learning activities in the school grounds support their collaborative learning experiences and encourage curiosity. Case study school one

(Case study school one: Inspection Report May 2013)

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