



Worle Village Primary School

Learning without Limits



What is Learning without Limits?

In the mid-1990's researchers at Cambridge University were looking for a way to raise standards for all children. They advertised for teachers who taught successfully without labelling children according to their ability. Following an application process they selected nine teachers from Primary and Secondary schools to form a research group. Over a period of time they ascertained the three main similarities between these successful teachers. These were a belief in Trust, Co-agency and Everybody.

Trust

Children have the trust of the teachers and all school staff to become responsible for their own learning. Open discussions with teachers and their peers allow children to gain an understanding of the purpose of school and the importance of their learning. This means children will want to learn more, work harder and be determined learners for their own personal gain rather than to please other people. This is undoubtedly a life-skill.

Co-agency

At Worle Village we ensure that adults and children work together to create exciting learning journeys. Engagement in all areas of their learning is essential to enable children to own their steps to success. We listen to children's ideas, likes and interests and alongside the curriculum we aim to inspire them to want to make progress in all they do.

Everybody

At Worle Village we believe that everybody is a unique individual that has something to offer. We respect each other and work together to ensure everyone reaches beyond their potential into the world of **unpredictability**. We encourage children to be the best they can be for themselves and aim to support them to learn to encourage those around them to achieve also.

How is it different?

For many years, maybe even in your own schooling, children were put into groups of ability. This would be the case for most subjects. Groups would have inconspicuous names such as apples, pears, blue group or triangles but all children were aware of what group they were in, and who was deemed higher or lower than them. This limited the children's view of themselves and made them believe they were only capable of the work that group was provided with. Through this new system, we challenge children daily to believe in their own capabilities and to stretch themselves

when choosing the level they work at. Children are guided by teachers only when necessary and the level of challenge chosen is not stuck.

They can change how they work dependent on their confidence levels at the time. Already teachers have been surprised by the skill children have at knowing what they can do and not being afraid to make errors as they are aware of the 'brain firing' that occurs when we make these marvellous mistakes.

The myth of fixed ability

Research has shown that our brains are capable of more than most of us imagined possible. Many experts whether mathematical, literacy or sporting have stated that their achievements are down to hours of practise not an innate ability they are born with. Our aim at Worle Village is to develop children who don't have a set mindset about what they can or can't do but know that continued practise, positive attitudes and support will help them reach unpredictable levels of skill and ability. We use phrases such as: "you may not be able to do it yet" and "your learning is a journey not a destination". We never allow a child to think they cannot achieve or won't amount to anything.

We strongly believe that all children have the capacity to learn, they just need to be given encouragement and support from all round them to succeed.

How can I find out more?

Talk to your child – ask them::

"What have you been learning today?"

"What is going really well at school?"

"What do you need to do next to improve?"

Your child can tell you more about their learning than their teachers. Encourage them to keep trying even when it seems challenging.

Below are the two books that the research comes from. The first is about the initial project and the second is the story of how it was made to work in a school in Hertfordshire.

