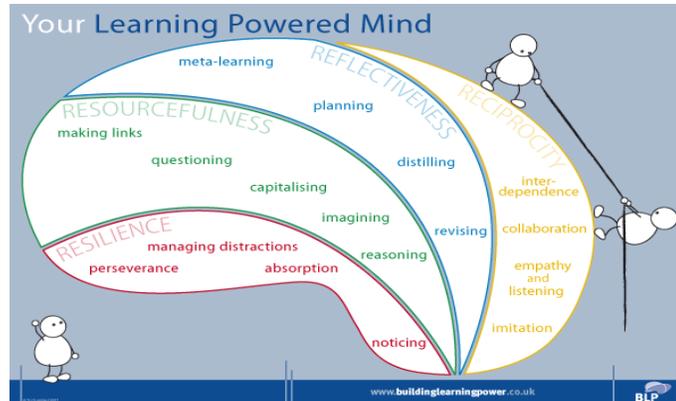


What is Building Learning Power (BLP)?



Building Learning Power (BLP) is a whole school approach to life-long learning which we have decided to encourage and implement at The Grove. This approach was created by Professor Guy Claxton. It is based on the idea that we are all capable of becoming better learners.

BLP is not a change in curriculum and does not essentially change 'WHAT' we teach the children.

BLP concentrates on 'HOW' the children are learning and focuses on the qualities of a good learner.

Why are we Building Learning Power?

- BLP allows us to develop a common language for learning across the school. The language is used in all classrooms, with all children.
- It allows children to approach difficulties in learning without fear of failure.
- We hope that this understanding will begin to spill over into life outside school, where you will be able to reinforce the ideas by encouraging the children to use their learning language in their everyday lives.
- We want the children to see learning as a process. For them to see that ability is not fixed, but something that can be improved with hard work and practice. We want them to know that they are all good at something and that they can get better at the things that they find a challenge.
- **BLP encourages children to focus on themselves as learners and to realise that they can learn to be good at learning.**

What does BLP look like?

You may have heard your children already using some of the language that has been introduced in school. There are four main learning 'dispositions':

- **Resilience**- not giving up,
- **Resourcefulness**- –being able to use a range of learning strategies and knowing what to do when you get stuck,
- **Reflectiveness**- being able to think about yourself as a learner and how you might be able to do this better,
- **Reciprocity**- –being able to learn with and from others, as well as on your own.

These dispositions are then split into seventeen learning 'muscles' that the children are encouraged to 'stretch' within their everyday lessons and activities and apply to different aspects of their learning.

Resilience



Absorption Learning Muscle; you become engrossed in what you are doing; you are unaware of time passing. In Years 1 & 2 we often refer to this as being 'in your learning bubble'

Managing Distraction Learning Muscle; you know what distracts you, you try to minimise distractions, you settle back quickly after an interruption.



Noticing Learning Muscle; you notice how things look, what they are made of, or how they behave, you can identify significant detail.

Perseverance Learning Muscle; you are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle.

Resourcefulness

Questioning Learning Muscle; you are curious about things and people, you often wonder why, you play with ideas, asking "How come?" and "What if?"

Making Links Learning Muscle; you look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns.



Imagining Learning Muscle; you picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas.

Reasoning Learning Muscle; you create logical arguments, you deduce what might happen, you look for evidence.

Capitalising Learning Muscle; Drawing on the full range of resources from the wider world- other people, books, the internet, past experience, future opportunities.

Reciprocity

Collaboration Learning Muscle; you manage your feelings when working with others, you understand the ground rules of team work, you are able to work effectively as part of a pair or team.

Empathy and Listening Learning Muscle; you put yourself in other people's shoes to see the world from their point of view, show you are listening by eye contact and body language, hear feelings and thoughts behind someone's words.

Imitation Learning Muscle; you are ready to learn from others, notice the approach and detail of how others do things

Interdependence Learning Muscle; you know how much interaction you need with others to assist your learning, you make informed choices about working on your own or with others.

Reflectiveness

Planning Learning Muscle; you think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need.

Revising Learning Muscle; you are ready to revise your plans as you go along, monitor how things are going, change your plans when you've had a better idea.

Distilling Learning Muscle; you mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons.

Meta-Learning Muscle; you are interested in how you learn as an individual, know your strengths and weaknesses as a learner, are interested in becoming a better learner.



What can parents do to help?

Things for you to try -

- Praise - that focuses on the effort and achievement to do something (Praise your child when they persevere but also encourage them to take a break when they have had enough.)
- Look at routines – what can I change to increase their resilience?
- Show your child that you don't always know the answer (getting stuck is good!)
- Instill the ethos that we learn from our mistakes and that it is good to make them.
- Remind them that learning can be messy and there will always be ups and downs.
- Encourage questions.
- Ask not what they did at school, but what they learned.