

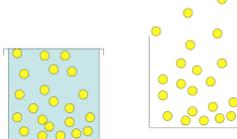
## Local Authority Vision

Learning without Limits has been introduced to every Primary School in North Somerset since September 2015. Every Primary School has committed to trialling this way of working. Mrs Dadds and Mr Phillips attend a training and information morning every term before disseminating information back in school.

Our St Anne's staff started our journey in June 2014 following a visit to listen to Dame Alison Peacock. She has been working with the Learning without Limits philosophy for about 12 years at her school in Wroxham and has secured three 'outstanding' Ofsted judgements in this time.

Mrs Dadds is part of the Headteacher Learning without Limits advisory group in North Somerset and attends 3 learning networks per year at Cambridge University to share good practice and acquire new skills and knowledge.

Lifting the lid: learning without limits

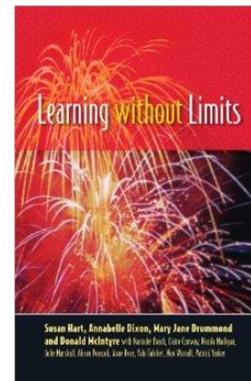
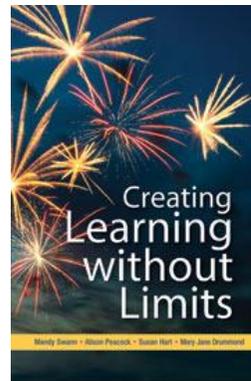


## How can I find out more?

Please watch our Learning without Limits video on our school website. This shows what our children think about this style of learning.

Also please talk to your children - ask them – “What have you been learning today? What is going really well at school? What do you need to do next to improve even more?” This might encourage more answers than ... “What did you do today?” To which many children often say – nothing!

These are the two books that the research comes from. The first is about the initial project and the second is how Dame Alison made it work in her school in Hertfordshire



## St Anne's

### CEVA Primary School

### Learning without Limits Information for Families



In order to raise outcomes for all children we have adopted a '**Learning without Limits**' approach. This means that we don't put a ceiling on any child's ability and believe that **all** children have immense learning capacity and should be given the opportunity to succeed.

We believe that our job as a school is to foster this love of learning by encouraging all children to be the best that they can be in all areas of the curriculum.

**Learn to love...Love to Learn**

## What is Learning without Limits?

In the mid-1990s 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 their 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 are trusted to become responsible for their own learning. Through discussions with teachers they are encouraged to become intrinsically motivated to become better and better learners. This means that they want to get better for their own personal gain not to please somebody else. This is undoubtedly a life-skill.

### Co-agency

This is where children and adults work together to shape their learning journeys. The National Curriculum identifies the knowledge and skills that

children need to learn. By talking and listening to each other, teachers at St Anne's assemble learning themes to engage children and inspire them to make progress.

### Everybody

A belief in *Crew*, where everybody is a crew member and there are no passengers. This means that children are encouraged to be the best they can be both for themselves and through encouraging those around them to succeed. It is based upon the outward bounds model where everybody is encouraged to succeed and 'no child is left behind'.

### How is it different?

In the "good old days", children were put on the red table, or in the Roald Dahl group, or Triangles set according to their previous ability. Whatever names we have for these ability groups, children knew exactly whether they were top or bottom in the class. Through our system of choice and challenge children have the ability to choose the level of the work undertaken according to how confident they feel with the subject matter. Children often need guidance to choose an easier or harder challenge and are encouraged to change the level of challenge throughout the

learning according to their level of success.

Children are aware that they are part of the learning process, it's not being done to **them, they are an active part of it**. It helps move towards no child saying "I'm no good at maths" and instead saying "I'm not good at that yet ..... but if I keep practising, I will be."

### The myth of fixed ability

Our brains have the capacity to achieve more than we ever imagined possible. Many researchers have proved that the experts have reached that position through hours and hours of practice. This is our aim for the children at St Anne's. We talk about "you may not be able to do it yet" and "learning is a journey". We strongly believe that all children have the capacity to learn, they just need to be given the encouragement and support to succeed.

*All our children are gifted, they just open their presents at different times.*

For more information about the idea of fixed ability, please take a look at this youtube video about training fleas.

<https://www.youtube.com/watch?v=BND6ox0RV3Y>