

## Empowering Lifelong Learning Inventory (ELLI) Action Plan 2021 – 2022

**Intent** – To inspire and enable pupils to understand how they learn and regard subject matter as an opportunity to practise and enhance their learning skills.

| Activities                                                                               | Timescale      | Personnel                            | Resources       | Desired Outcomes                                                                                                                                                                                                                                                   | Monitoring                                           | Evaluation                                 |
|------------------------------------------------------------------------------------------|----------------|--------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------|
| 1. Purchase ELLI questionnaire system tokens for all Year 3 and 4 pupils (120 tokens).   | September 2021 | TW / LS                              | £430            | All pupils will have access to a learning dimension assessment identifying their learning dimension strengths and areas for development.                                                                                                                           | Invoice                                              | All pupils have access to the ELLI system. |
| 2. Purchase ELLI training modules                                                        | September 2021 | TW / LS                              | £650            | Staff and SMT will have a greater understanding of the rationale of ELLI, research driven pedagogy and theory behind the programme.                                                                                                                                | Invoice.                                             | Training will be available to watch        |
| 3. Set up the ELLI administration system with log in details for all Year 3 and 4 pupils | September 2021 | TW / LS                              | Time allocation | All pupils will have access to a learning dimension assessment identifying their learning dimension strengths and areas for development.                                                                                                                           | TW monitor lists of pupils                           | Completed questionnaires.                  |
| 4. Watch the ELLI training modules.                                                      | Autumn term    | SMT / Year 3 and 4 teachers and LSPs | Time allocation | Staff and SMT will have a greater understanding of the rationale of ELLI, research driven pedagogy and theory behind the programme.                                                                                                                                | Ensure training is completed by staff.               | Attendance register                        |
| 5. Attend the Q+A consultation meeting                                                   | Autumn term 2  | SMT                                  | Time allocation | SMT will have the opportunity to clarify any misconceptions or gain answers to questions that they may have, ensuring clarity of the programme's intent, implementation and impact.                                                                                |                                                      | Attendance register and questions asked.   |
| 6. Pupils complete the ELLI questionnaires – 72 learning dimension questions.            | Autumn term 1  | TW / Year 3 and 4 teachers / LSPs    | Time allocation | All pupils will complete a learning dimension assessment identifying their learning dimension strengths and areas for development.                                                                                                                                 | All pupils will receive a learning report.           | Completed questionnaires                   |
| 7. Create consistent 'Learning to Learn' displays in each classroom.                     | Autumn term 1  | Year 3 and 4 teachers / LSPs         | Time allocation | The 'Learning to Learn' displays will emphasise and reinforce the importance of the 7 learning dimensions on a consistent basis and allow for daily retrieval practise; referencing pupils strengths and the weekly / fortnightly learning focus when appropriate. | Displays will be present and utilised in classrooms. | Displays in class                          |

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|                                                                                                                                                            |               |                                                     |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                |                                             |
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| 8. Create a school ELLI story PowerPoint presentation to share each learning dimension through a character representation.                                 | Autumn term 1 | TW                                                  | Time allocation | The story will enable pupils to understand and remember the relevance of each character and how they represent each of the 7 learning dimensions. The story will also identify the individual gifts of learning (dimensions) in context and make links to the learning displays in class.                                                                                                                                                                                                                                                                                                                                                                                   | All classes to share the story.                                                                                                | Story presentation                          |
| 9. Share the ELLI story with all Year 3 and 4 pupils.                                                                                                      | Autumn term 2 | Year 3 and 4 teachers                               | Time allocation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This will be monitored through the timetables sharing of the story. It will also be monitored through discussions with pupils. | Pupil voice<br>Story presentation           |
| 10. Print and share individual pupils' reports for teachers / LSPs and, pupils to go through via small group consultations and parents at parents' evening | Autumn term 2 | TW / Year 3 and 4 class teachers / pupils / parents | Time allocation | Each pupil will receive a comprehensive report, outlining their 7 learning dimension strengths and areas for development. This will be presented using a spider graph as a well as a written report. In small groups (pupil consultations) pupils will gain a greater understanding of their own learning strengths and identify their strengths as well as areas for development, with suggestions to improve. Parents will become aware of their child's learning and will be able to work collaboratively with school to enhance their child's learning power. Parents will be given a hard copy of the report at parents evening to reference with their child at home. | This will be monitored through the printed reports, pupil discussions and parent feedback.                                     | Pupils reports<br>Parents' evening comments |

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|                                                                                                                           |                                                  |                                 |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                    |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------|
| 11. Collate and share phase, year group and class report summaries                                                        | Autumn term 2                                    | TW                              | Time allocation | SMT / Phase leader and class teachers will have a clear picture of the class, year group and phase learning dimensions as a whole. This will enable staff to question learning, with an increased awareness of class strengths and development areas to facilitate learning and enable pupils to make academic progress. The ELLI learning champion (TW) will be able to plan the school teaching schedule based on phase data. | Data to be shared with governors and SSMT   | Data                               |
| 12. Collate PP report summary.                                                                                            | Autumn term 2                                    | TW                              | Time allocation | PP champion will have knowledge of learning dimension strengths and areas for development to facilitate learning.                                                                                                                                                                                                                                                                                                               | This will be monitored through the PP data. | Data                               |
| 13. Add pupil names to 'Learning to Learn' display, identifying pupil strengths.                                          | Autumn term 2                                    | Year 3 and 4 teachers / LSPs    | Time allocation | Pupils will share learning dimension strengths and support each other's learning in class.                                                                                                                                                                                                                                                                                                                                      | Class teachers to take photos.              | Class display                      |
| 14. Create a learning dimension teaching schedule and display weekly / fortnightly focus on learning display – see below. | Autumn term 2                                    | TW/ Year 3 and 4 class teachers | Time allocation | The teaching schedule will teach each dimension in a systematic way to address areas of need and ensure that pupils gain a greater understanding of learning power. Pupils will increase their learning scores on their final questionnaire. Pupils will make achieve core skills targets (reading, writing and maths)                                                                                                          | Learning schedule to be shared with staff   | Teaching schedule<br>Class display |
| 15. Phase meetings to discuss teaching techniques to explicitly teach learning dimensions.                                | Autumn term 2 and ongoing half termly thereafter | TW / Year 3 and 4 teachers      | Time allocation | Staff will share learning power techniques and strategies for implementation in the classroom.                                                                                                                                                                                                                                                                                                                                  | Phase meeting minutes.                      | Phase meeting minutes              |



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Copy of ELLI questionnaire combined average scores – phase data

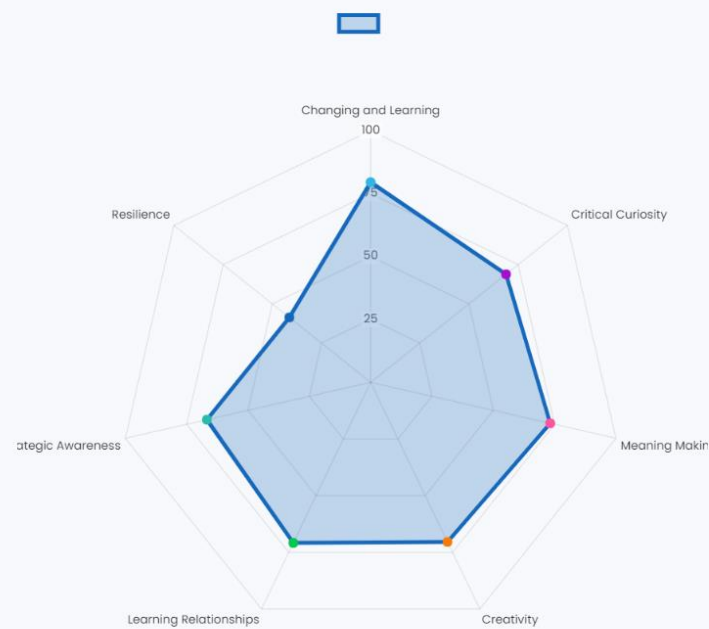
Questionnaires

Tracy Whitehurst – Organisation Owner



### Combined Averages

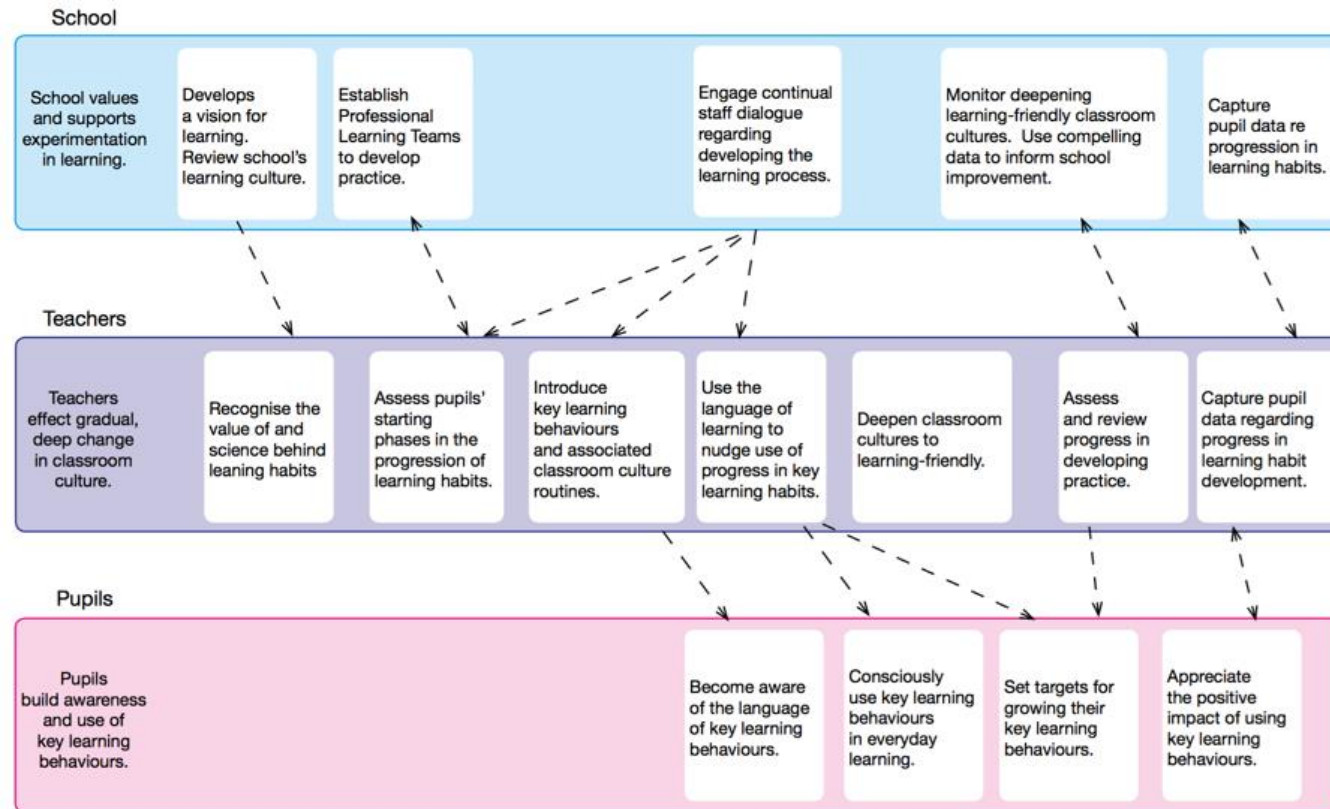
|                        |       |
|------------------------|-------|
| Changing and Learning  | 79.51 |
| Critical Curiosity     | 68.83 |
| Meaning Making         | 73.21 |
| Creativity             | 70.42 |
| Learning Relationships | 70.83 |
| Strategic Awareness    | 66.77 |
| Resilience             | 41.34 |



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Implementation – Phase I (ELLI preparation)



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Implementation – Phase 2.1 (Teaching and classroom practice)

Intended teaching schedule – road map using the analysed data above and ELLI school learning journey research guidance

|                                                                               | Learning dimension focus      | Character          | Learning dimension scale                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning dimension summary                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------|-------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3-week focus<br><br>10 <sup>th</sup> January – 28 <sup>th</sup> January 2022  | <b>Resilience</b>             | Topol the Tortoise | <p><b>Whilst persistence is an important attribute in the young student it should not be at the expense of a balanced proficiency in other dimensions ....</b></p> <p><b>LOW</b><br/>Fragile with overt dependence.<br/>Unable to use skills and knowledge to overcome difficulty</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Readiness to cope with any challenge whatever the circumstances. On occasion, missing opportunity as a result.</p> | <b>RESILIENCE</b><br>Having an orientation towards perseverance in the development of personal <i>Learning Power</i> . Relishes challenge such that is enabled to remain unmoved in diversity and exhibit a sustained strength of purpose when the going gets tough. It is nonetheless important that a pronounced 'spike' in the learner's profile is balanced by strengths elsewhere and no undue demonstration of weakness. |
| 3-week focus<br><br>31 <sup>st</sup> January – 18 <sup>th</sup> February 2022 | <b>Strategic awareness</b>    | Ollie the Owl      | <p><b>Tend to know what they want out of life at a very young age, determined and taking transitioning in their stride ...</b></p> <p><b>LOW</b><br/>Thinks of learning as a chore. No sense that learning is a process they control</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Able to manage thoughts, feelings and actions as a learner.</p>                                                                                                 | <b>STRATEGIC AWARENESS</b><br>Sufficiently self-aware to be able to construct and deconstruct situations by using personal thoughts, feelings and actions as a learner to manage the learning process. This creates a strategic awareness that becomes invaluable in times of uncertainty and potential transition.                                                                                                            |
| 3-week focus<br><br>28 <sup>th</sup> February – 18 <sup>th</sup> March 2022   | <b>Learning relationships</b> | Bessy the Bee      | <p><b>Scoring regularly a reflection not only of relations with teachers and peer group but parental guidance and interest ...</b></p> <p><b>LOW</b><br/>Isolated and solitary. Over-dependent on the reassurance and guidance offered by others</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Just as comfortable working alone as collaboratively.</p>                                                                                           | <b>LEARNING RELATIONSHIPS</b><br>Moves easily between contrasting learning environments with confidence. Open to the contributions of others and willing to compromise if circumstances demand it. Naturally inclusive and willing to delegate. This is important where colleagues and students are being encouraged to think of themselves as part of a learning-centred organisation.                                        |
| 3-week focus<br><br>21 <sup>st</sup> March – 8 <sup>th</sup> April 2022       | <b>Critical curiosity</b>     | Charlie the Cat    | <p><b>Strength here is often found to be an attribute of a natural leader in team and project work ....</b></p> <p><b>LOW</b><br/>Passive, detached. Finds questioning uncomfortable</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Natural enquirer. Distrusting of received wisdom.</p>                                                                                                                                                           | <b>CRITICAL CURIOSITY</b><br>This is the student who can be either the teacher's pet or the teacher's nightmare! Unaccepting of an interim solution or unprepared to paper over the cracks when problem-solving. Always has a further question and wanting to get to the truth of the matter or the root cause.                                                                                                                |

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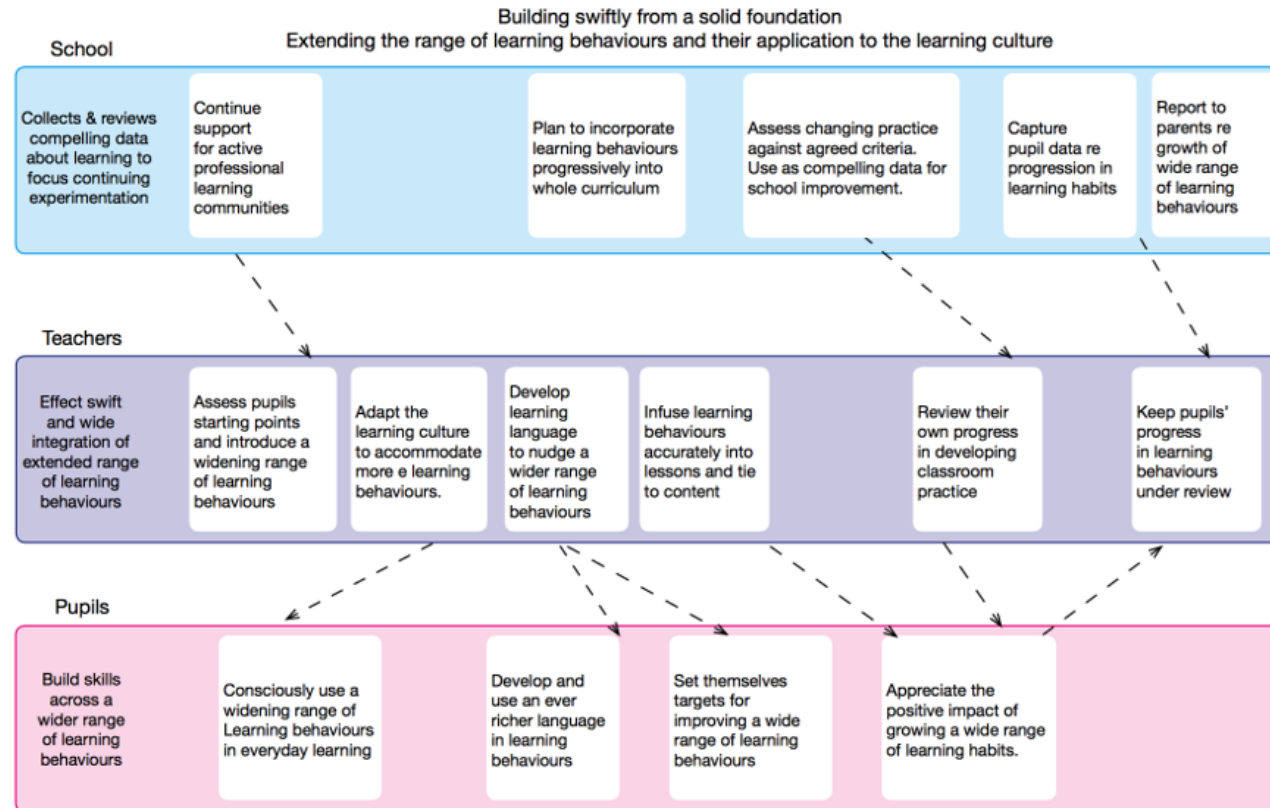
Implementation – Phase 2.2

|                                                                          |                                                                                                                                                                                                                                                                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |
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| 2-week focus<br><br>25 <sup>th</sup> April – 6 <sup>th</sup> May<br>2022 | Creativity                                                                                                                                                                                                                                                       | Jasper the Unicorn  | <p>Creativity in young people shows up in a number of very diverse forms from athletes to wordsmiths, and, unsurprisingly, truants and ring-leaders!</p> <p><b>LOW</b><br/>Rule-bound; routines and rules enable them to feel more secure</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Champions the new and different. Comfortable with the unexpected.</p>                                    | <b>CREATIVITY</b><br>Apparently unphased by difficult situations and likes to experiment. Characterised by risk-taking, playfulness and 'thinking outside the box' by regularly using imagination and intuition. Receptive to hunches and inklings that bubble randomly into the mind.                                                                                               |
| 2-week focus<br><br>9 <sup>th</sup> May – 20 <sup>th</sup> May<br>2022   | Meaning making                                                                                                                                                                                                                                                   | Sammy the Spider    | <p>We find that those who exhibit profile 'spikes' in Meaning Making tend to make the best use of their learning resources such as library and internet ...</p> <p><b>LOW</b><br/>Careless and Unmoved by the new. Deals in data fragments not meaningful associations</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HIGH</b><br/>Excited by new knowledge and connections to create new ideas, concepts.</p> | <b>MEANING MAKING</b><br>Constantly researching and investigating to find the new or unexpected in order to add value to what is already known. A propensity for learning, making linkages and seeking out hidden connections to gain an improved insight into the 'bigger picture'. The purpose will often be to gain a purposeful vision of what the future may hold or look like. |
| 2-week focus<br><br>23 <sup>rd</sup> May – 3 <sup>rd</sup> June<br>2022  | Changing and learning                                                                                                                                                                                                                                            | Chamy the Chameleon | <p>Our young people must learn to embrace every learning experience if they are to adapt to changes in the society in which they will grow up ...</p> <p><b>LOW</b><br/>Stuck, static, disinterested in the unfamiliar.</p> <p style="text-align: center;"><b>Poles apart</b></p> <p><b>HGH</b><br/>Attracts learning opportunities. Open Minded.</p>                                                                           | <b>CHANGING and LEARNING</b><br>Day after day we are exposed to new ideas, new experiences and new knowledge but it is what we do with it that counts. A proficient learner will combine the new with what they already know and have learned and either purposefully or intuitively, change their attitudes or the way they behave.                                                 |
| 6 <sup>th</sup> May – 24 <sup>th</sup> June<br>2022                      | Revisit all learning dimensions within typical lesson structure. Teachers to address any particular learning dimensions which are highlighted as areas for further development based on evidence presented through class discussions and application in lessons. |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |
| 20 <sup>th</sup> June – 1 <sup>st</sup> July<br>2022                     | Exit questionnaires completed                                                                                                                                                                                                                                    |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |
| 4 <sup>th</sup> July 2022                                                | Pupil consultation. Reports shared with parents. Exit data analysis.                                                                                                                                                                                             |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |

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### PHASE TWO: Teaching and Classroom Practice

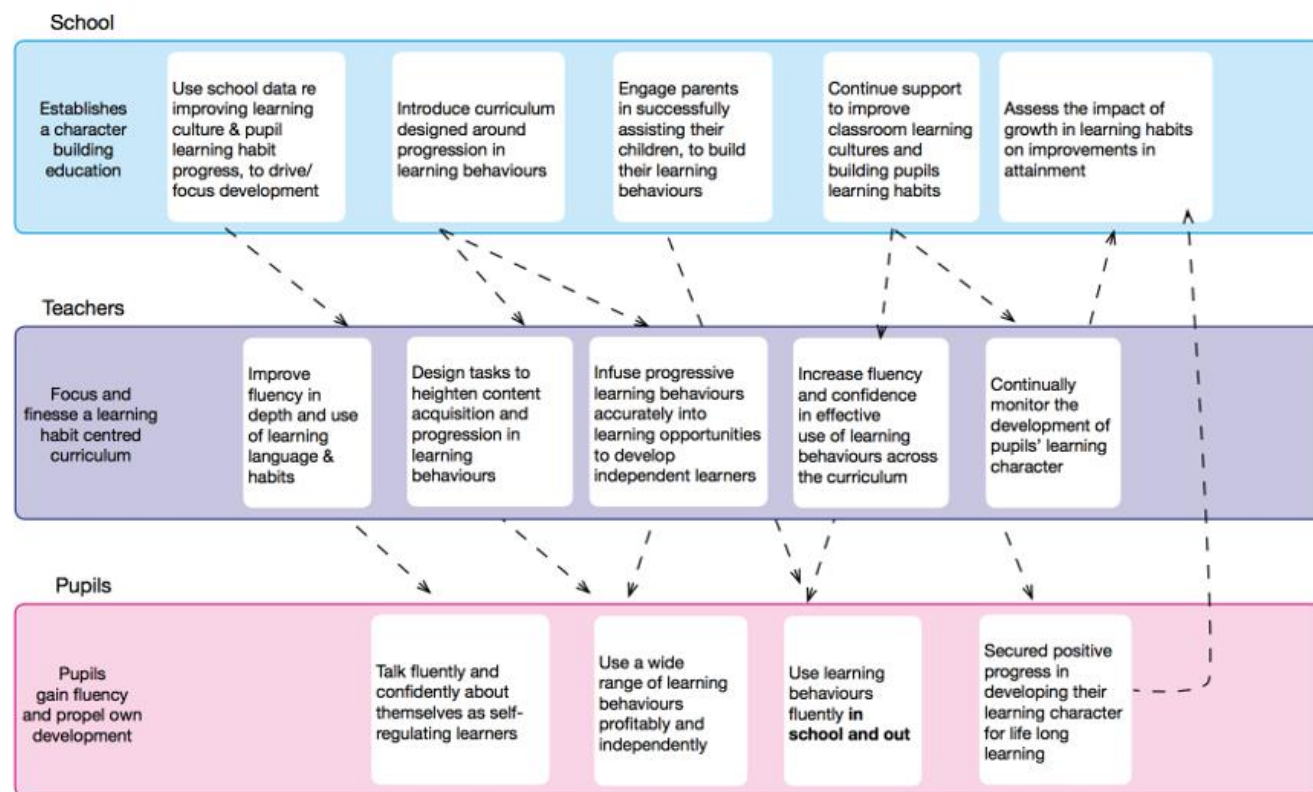


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Implementation – Phase 3 (Student understanding and action)

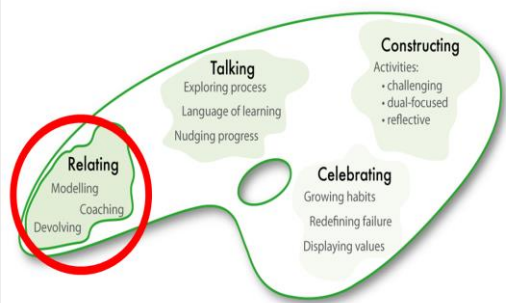
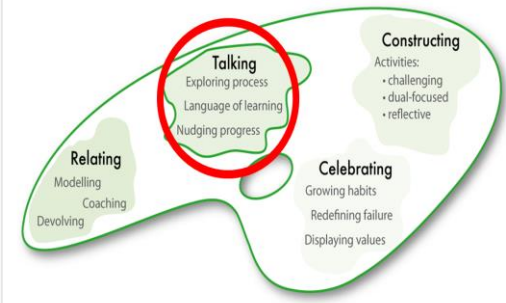
### PHASE THREE: Student understanding and action



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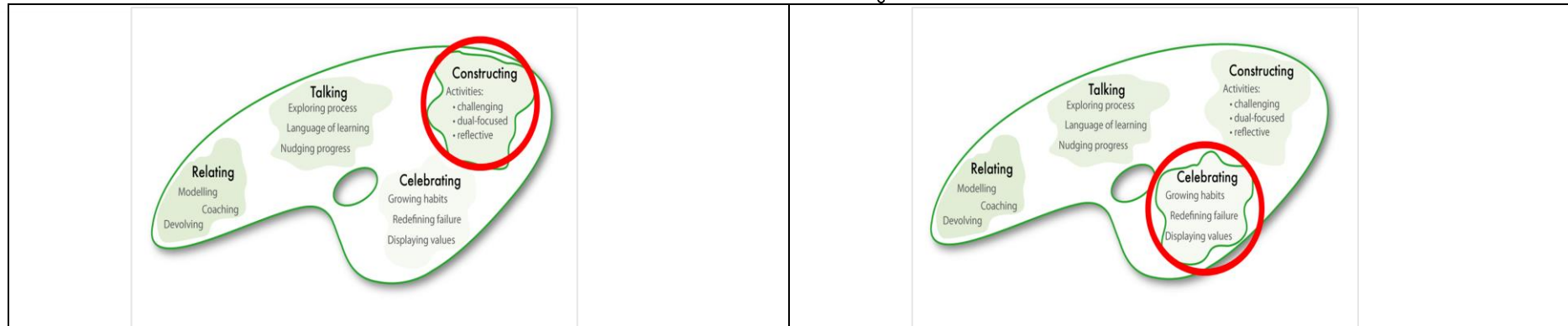
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Strategies to implement ELLI learning dimensions in the classroom

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>SHIFT 1: RELATING</b></p> <p><b>Shifting the way in which teachers relate to their students, gradually devolving more of the responsibility for their learning to them.</b></p> <p>Learning becomes a shared responsibility as students take greater control. The role of the teacher changes from <i>'the sage on the stage'</i> to <i>'the guide by your side'</i>. Coaching more and teaching less.</p> <p>The role of the student moves from <i>'passenger'</i> to <i>'crew'</i> and ultimately the <i>'pilot'</i> of their own learning. They do more of the thinking, ask more questions, talk about their understanding and feel that they are valued contributors.</p>                       | <p><b>SHIFT 2: TALKING</b></p> <p><b>Shifting how teachers talk about learning ... the language, content and style they use to explain and enhance learning processes.</b></p> <p><i>Learning Power's</i> language of learning with its 7 recognizable dimensions and underlying habits and behaviours enables learning to become the subject of classroom conversation. It creates a powerful linguistic environment where students can become fluent in talking about the process of learning.</p> <p>Learning's language helps students to discuss, understand and become conscious of using their learning behaviours. This is a language that will be with them for life and enable them to embrace changes in their learning environments as they happen.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>SHIFT 3: CONSTRUCTING</b></p> <p><b>Shifting how teachers construct learning activities: the tasks and classroom routines they design to build positive learning habits.</b></p> <p>Learning activities become designed to question and challenge, not only do they examine and explore content but stretch student use of their learning behaviours.</p> <p>Teachers offer less 'chalk and talk' and build review and reflection of how learning is learned into their lessons. Students can then become regulators of their own learning; explore knotty questions or problems and reflect on the processes they are using in order to create meaning and apply their understanding elsewhere.</p> | <p><b>SHIFT 4: CELEBRATING</b></p> <p><b>The outward signs of a teacher's beliefs about learning: what they celebrate, prize, recognize, display. Learning becomes the object of attention.</b></p> <p>In this instance being stuck for an answer or making mistakes have become valuable. Here effort, questions, risk-taking, welcoming feedback, rising to a challenge become part of the accepted process of improving as a learner.</p> <p>These celebratory activities give visibility to the underlying character of a learning environment</p>                                                                                                                                                                                                              |

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**In Summary:**

### **TRADITIONAL CLASSROOM CULTURE:**

#### **The teacher:**

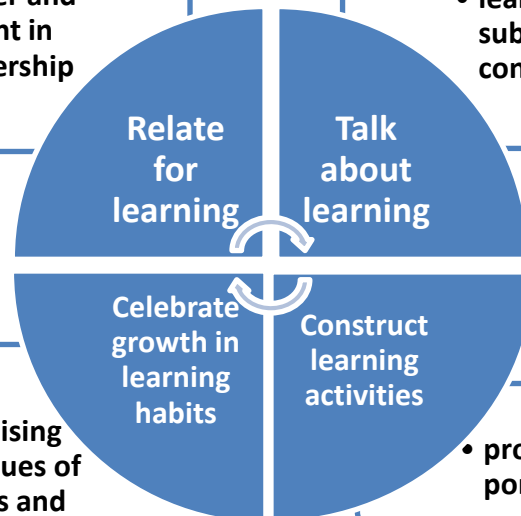
- provides the knowledge and expects the student to absorb it
- uses the language of lesson content
- finds engineering persistence among those who 'switch off' as learning gets tough
- praises success but is less tolerant of mistakes

- **teacher and student in partnership**

- **learning the subject of conversation**

- **recognising the values of success and failure**

- **promoting portability**



### **THE LEARNING-FRIENDLY CLASSROOM**

#### **Teacher and Student:**

- share responsibility for the learning process
- adopt a language that embraces both 'what' and 'how'
- understand resilience to be a learning imperative
- value every learning experience