

ELLI



DEVELOPING EFFECTIVE LIFE-LONG LEARNING

Everyone in our school community is a learner - nobody is too old to learn! At St Benedict's we believe that we can all become better at learning by developing new skills and strategies to help us.

ELLI, which started as a learning project at the University of Bristol, describes seven characteristics that help us to become better learners. In St Benedict's we focus on these learning dimensions and through them have a shared language for learning. Each one is represented by an animal.



The Bees - Learning Relationships



- I can share my thoughts and ideas with others and work well together to solve problems.
- I can decide when it is best to work alone or in a team.
- I know who I can ask to help me learn.

Children may be asked to 'Think, Pair and Share' or to decide whether to work alone, in pairs or as a group on a particular task.



The Tortoise – Resilience or 'Stickability'

- I don't give up easily when things start to get difficult.
- I try to have a go and take risks.
- I know to keep going and to learn from my mistakes.
- I use a range of strategies if I get stuck.

Children may be asked to complete open-ended activities where there is no right or wrong answer.



The Chameleon – Changing and Growing

- I know what makes me a good learner and I understand that I can become a better learner over time.
- I try to adapt my learning to different tasks and situations.
- I use 'mistakes' to help me to learn and to improve.

Children may be asked how they would work, create or learn differently next time.



The Spider – Making Connections

- * I can find links between what I know already and what I am learning.
- * I like to make connections between what I learn in class and what I learn outside of school.
- I love to see how all of the pieces fit together.

Children may be asked how they can use what they learnt in another lesson to help with the task.



The Cat – Curiosity

- * I ask my own questions to find out what is really going on, e.g. Why? What? Who? How?
- I like to be a detective and find things out by asking the correct questions.
- I challenge myself by trying to work things out.

Children may be asked to question 'What is new?' about a method they have been learning and 'What is similar or what is different?'



The Unicorn- Creativity

- I love playing with possibilities and using my imagination to solve problems in different ways.
- I like to think 'outside of the box'.
- I record my work in a variety of ways.

Children may be asked to use their creativity in English or Art or to think about approaching a problem in DT or Science in a creative way.



The Owl- Strategic Awareness or Seeing the 'Big Picture'

- I can plan ahead in my learning.
- I can reflect on what I have done and talk about what I am going to do next.
- I have a toolkit of strategies which I am able to choose between and I know what will help me to learn.

Children may be asked to select for themselves the level/difficulty of their work to ensure they are working with the right amount of challenge.

When St Benedict's began our ELLI journey in September 2015 we decided to add an eighth learning dimension.

The Leopard- Independence



- I can work well on my own when I need to.
- I can organise my resources and equipment independently.
- I know I am responsible for my own learning and know where to look for help should I need it.
- I can keep on task until the job is done.

Children may be asked to work independently on a task, sometimes before sharing with the rest of the group or class.



After a successful start to our ELLI learning Journey, and after consulting with the children through School Council meetings and in assemblies, we decided in the Summer term 2016 to add another learning dimension. A competition was held which produced lots of amazing ideas but in the end there could only be one winner..

New for September 2016: by Madison (year 3)

Presentation Peacock



- I take pride in my work; I try to get it just right.
- I take pride in my manners and in my appearance.
- I check things carefully and try to correct any mistakes.
- I try to work quickly but with quality.
- I take care with the presentation of my work, I ensure it looks the best that it can be. I try to keep my handwriting neat and joined.
- I like to keep my classroom and cloakroom tidy and I help to look after outside spaces.

Children may be asked to present their work in a particular way or be challenged to edit and improve it, to make it the best it can be.

Good learners develop their learning muscles by:

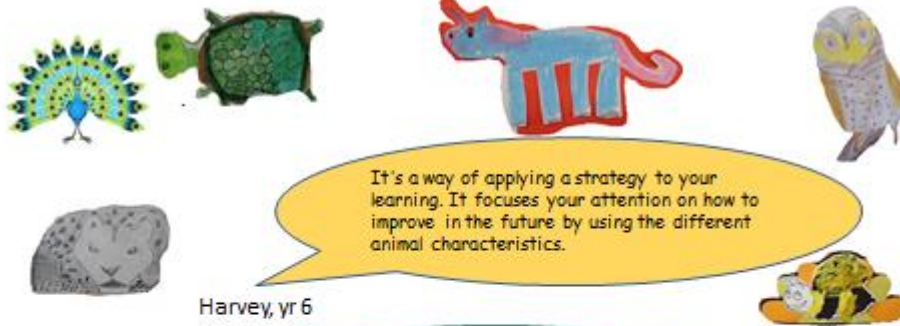


ELLI in our school

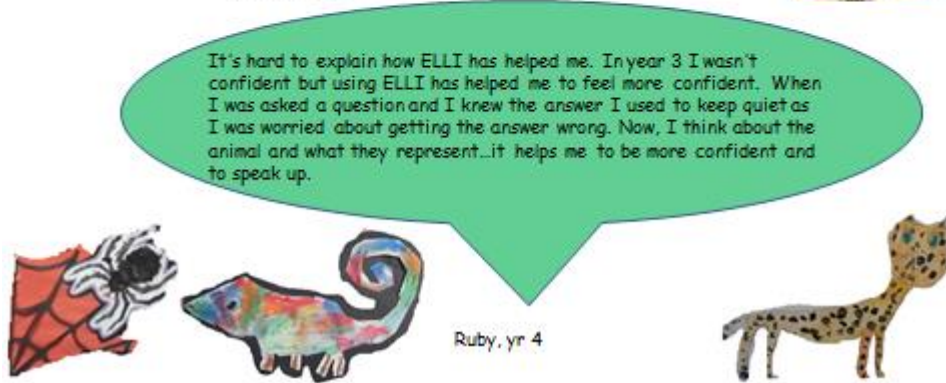
As you walk through our school, you will see that ELLI and the language of learning are very evident. Each classroom has a display with all of the animals represented. The children are encouraged to discuss their work in terms of the different learning dimensions and are regularly given the opportunity to reflect upon their learning journey in their learning journals.

Head teacher's certificates are linked to our ELLI framework and awarded on a weekly basis for those children who demonstrate improved learning behaviour. Each term, one child per class is designated as a 'Super Learner' and rewarded with a special trip.





Harvey, yr 6



Ruby, yr 4



When we were doing 'Scratch' it was hard but I kept going. I was a resilient tortoise and a spider because I made connections with maths. There was a square with a repeating pattern. I'm mostly a tortoise because I don't ever stop trying...I need to work on being a curious cat and thinking more carefully about the type of question I ask.

Lily, yr 5



I like being a bee because I like working with people. If it's using all of you, it gives you more ideas. I do use the tortoise because when I get stuck I always try to carry on. I normally ask for help but sometimes after looking at it again I can get it. I'm working on the owl because I'm not good at planning. I'm learning to read music and it's hard to read ahead.



Phoebe, yr 3



It's a way of children knowing how to learn rather than what to learn. We reflect at the end of the lesson...It makes you more resilient and helps you to talk about your learning.

Michael, yr 6



When you're a bee, it's learning as a team and not on your own which makes it more focused. The chameleon changes how you learn - sometimes, like in bridge building, the ideas in our book were wrong but we learnt from our mistakes and then improved our work.



Dana, yr 3

