



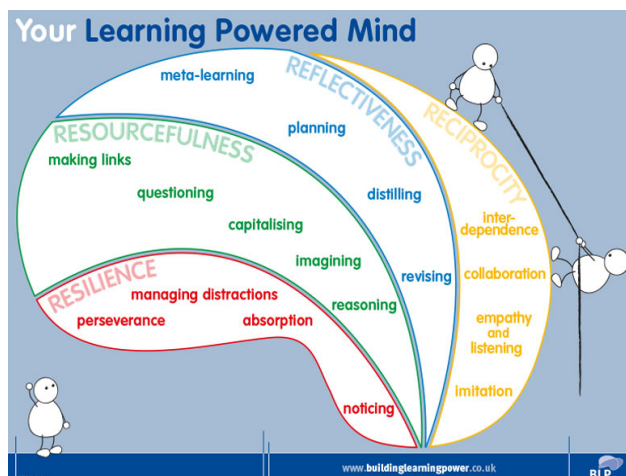
What is **Building Learning Power (BLP)**?

Building Learning Power (BLP) is a whole school approach to life-long learning which is part of every area of school life. It is based on the idea that we are all capable of becoming better learners.

“An approach to help young people to become better learners both in school and out... it’s about creating a culture that cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.”

(Professor Guy Claxton – founder of BLP)

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 families will be able to reinforce these 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, that making mistakes is part of learning and life, that mistakes create learning opportunities, 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 child(ren) already using some of the language that has been introduced in school. We talk about ‘learning muscles’ which the children are encouraged to ‘stretch’ within their everyday lessons and activities and apply to different aspects of their learning. Some examples of these learning muscles are collaboration, making links, questioning, reasoning, empathy and so on. The idea is that these are all muscles that we can exercise and develop. The first learning muscles that the children have been focusing on are perseverance, collaboration and managing

distractions. There are lots more though! Read on to find out about some of the other learning muscles that are part of **Building Learning Power**.



Absorption

You become engrossed in what you are doing, you are unaware of time passing, you are 'in your learning bubble'.

Managing Distractions

You know what distracts you, you try to minimise distractions, you settle back quickly after an interruption.

Noticing

You notice how things look, what they are made of, or how they behave, you can identify significant detail.



Perseverance

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.



Questioning

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

Making Links

You look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns.

Imagining

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



Reasoning

You create logical arguments, you deduce what might happen, you look for evidence.

Capitalising

You make use of a full range of resources from the wider world – other people, books, the internet, past experience, future opportunities, etc.

Collaboration

You understand the ground rules of team work, you are able to work effectively as part of a pair or team, you share, take turns, listen and respond appropriately, you manage your feelings when working with others.



Empathy and Listening

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, recognise feelings and thoughts behind someone's words.



Imitation

You are ready to learn from others, notice the approach and detail of how others do things

Interdependence

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.

Planning

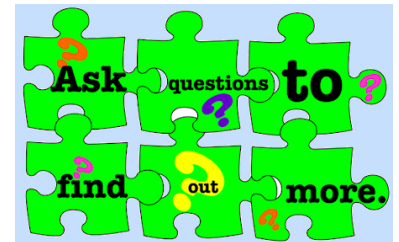
You think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need.

Revising

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

You mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons.



Meta-Learning

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.

How can parents and carers support and encourage BLP?

- 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 children that learning can be messy and there will always be ups and downs.
- Encourage questions.
- Rather than asking a child what they *did* at school, ask them what they *learned*.

miStAkEs
are proof
that you are
TRYING