



Case Study

Embedding UFA Practice through a Super Learning Day

Why was this an important area for improvement

Both UFA Fellows from Beechdale Primary School felt that UFA activity would help to motivate pupils at the school and enable them to become more engaged in learning. Prior to UFA activity many pupils did not enjoy or value learning and were unwilling participants in their own learning.

The focus for the Super Learning Day was 'Learning how to learn'. This was chosen to promote strategies for learning that children could use themselves to become more independent learners. Additionally it was intended that pupils would learn simple and easy things that would help them to



become better learners and therefore finding learning easier and more enjoyable.

How this has related to our strategic objectives and targets

The SLD was planned for the first half term of the school year, so the new

strategies could be implemented throughout the year. The workshops that took place that day were shorter than lessons to enable all pupils to sustain interest throughout the whole day. The content of the workshops was a mixture of simple steps children could take to become more effective learners, such as brain break and knowing what the brain likes, and techniques, such as mnemonics, mind mapping and De Bono's thinking hats.

What have we done to make the difference

In lessons we apply our knowledge of learning, as teachers, to our planning. We refer to learning styles and brain friendly techniques while we teach, because children are now aware of how they learn best and why we do what we in the classroom. For example when we do writing activities and note taking we say things like 'remember your brain loves colour, your brain loves pictures'. We make sure we include movement to our lessons. We review children's learning together using various techniques.



The difference we have made

Children know and understand why doing brain breaks, drinking water, moving and many other things are important to learning. Therefore the children participate willingly in these activities and value them. This in turn creates a safe atmosphere for learning and taking chances. Pupils are able to become more involved in all aspects of learning as a result of this, and are more independent when it comes to doing their own work.

How we know things have improved

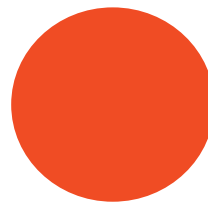
Children are more confident in using different approaches to learning, because on the SLD they learnt that there is a lot they can all do to become good learners. Pupils have a greater understanding that learning can be fun and can be done in many different ways. Observations of good lessons at

Beechdale regularly cite brain breaks as being an effective tool in maintaining pupils focus and concentration throughout lessons.



Our next steps

Taking the notion from ECM: Prepare for future economic well being, we will plan a SLD where we will invite guest speakers from different professions and provide activities around different jobs to create interest and enthusiasm. We chose this focus because after discussing children's futures we found that their aspirations were poor or none at all.



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