

The ALIVE Model of Learning

“The glory of God is a human being fully alive.” (Irenaeus)

Each member of our school community is created by God and our aim is to achieve our full potential. All we do is rooted in this **Hope** of who we are as people and who we can become. The factors that help young people be fully themselves are: **Safe Boundaries**, **Good Relationships** and **Empowered Learning**.

We want every student to be able to say **“I feel safe and belong here. I enjoy my learning and achieve well. This school helps me make my hopes come true.”**



Safe Boundaries include good order, security and accountability and consistency.

Good Relationships include a sense of belonging to God and each other, positive feedback and ways back when things go wrong.

Empowered Learning is active, reflects our values, beliefs and aspirations. We have high expectations and give and receive realistic feedback.

The move in the school from 'good' to 'outstanding' (twice now) needed all our students to own their own learning and to be empowered active learners. We believe the "glory of God is a human being fully alive". We want to help students develop in all these values, qualities and skills and to become more reflective learners.



We are particularly inspired by **Irenaeus** 'the glory of God is a human being fully alive,' and Jesus' 'I have come that you might have life and life in all its fullness' (John 10 v10).

Alive Descriptions

In each section the first sentence describes the Alive theme 'in essence'; the subsequent paragraph describes the theme 'at its best'.

We value Diversity and Choice: I am tolerant and show mutual respect for all.

I appreciate and respect all cultures, sexualities, genders, and ethnicities. I believe that celebrating our differences as well as our common interests helps unite and educate us and by understanding another perspective, I will broaden my own.

I know that my individuality means that we all have different strengths and value the choices that I can make about my future career. I realise that my future choices are based on wise choices now and I value the options available to be in terms of subjects and course types.

I choose to value the diversity of every member of our school community. I am alert to any examples of prejudice both in my own actions and the actions of others. I believe that everyone should feel safe and welcome in our school and make sure that my actions support this.

We value Justice and Respect: I can **identify** situations within – and beyond – my own experience which are unjust, and I **do** whatever is within my power to set them right, whilst showing that I am able to **accept** other people's understanding of these situations.

- **Identify** – within my own experience at school I am able to articulate what I think just solutions to different situations that I face would be. I am able to move beyond a surface reaction to the situation and link it to my own core values and beliefs. I am aware of injustices from the past and how people tried to overcome them. I am aware of injustices in the world today.

- **Do** – within school, when I have become aware of an injustice, I have acted appropriately to get the situation resolved. I have participated in events which support charities campaigning for justice and respect in the wider world. I have followed the school rules showing my own respect of others in the school community. I deal with issues by talking about them rather than resorting to violence.

- **Accept** – I can show where my opinion is different to someone else's on a matter concerning justice. I have demonstrated respect by not mocking or dismissing their opinion but seeking instead to understand it. I have shown a wholehearted love for others, unmarred by fear, whose opinions, core beliefs, culture and lifestyle are different to mine. I accept when I have done something wrong and the consequences of my actions.

We value Trust and Truth: I am honest, and I seek to find out what is true.

I don't tell lies and I don't gossip, I keep my friends' secrets and promises, and I am faithful. Other people can rely on me and come to me when they are in need. I am fair. I place trust in myself. I like the truth be told to me and value what others say. If people can't trust each other, the world would be a cruel place, and this leads to wars because countries wouldn't trust each other. If people do trust each other, they can share things that they don't want others to know and so they don't feel so alone, and it helps them to make good friendships and be respected. "The truth will set you free" (Jesus Christ)

We value Ourselves: I am fulfilling my potential in many areas of my life.

I value myself and have respect for myself and other people. I have confidence in who I am. I am not afraid to express myself, to voice my own opinion. I can demonstrate how I have fulfilled my potential in many areas of my school life. I am not afraid to be myself and be who I am around other people. I take pride in myself and look after my body. Because I value myself, I value other people. I am not arrogant, selfish, or big headed. If I am struggling with how I feel about myself, I know who I can go to talk to about it and ask for help. I know my life has purpose.

We value Faith: Everything that we do is shaped by what we believe. What we believe is at the heart of everything that we say, think or do.

I value the role played by faith in shaping ourselves, our school, our society, and our world. I have a personal faith that is important to me. I try to learn more about my faith and consistently put my beliefs into action. I recognise the importance of God in my life and spend time in prayer/meditation, reading and worship with other believers in order to grow in my faith OR I can explain why I don't have a religious faith and recognise and respect the faith of others OR I can explain why I am not sure whether there is a God or not and I seek to understand this more as I recognise that others have a faith that they value.

I am interested in and actively find out about the Christian faith and how it has shaped our school, our society and our world. I value and promote Jesus' message of love, hope, joy and faith. I respect and value the worship we share as a school and as tutor groups and I take part fully or make sure that I enable others to take part in a meaningful way. I make sure I can understand the significance of the different aspects of service and try to contribute in a way that helps others to meet with God.

I understand the importance of faith in today's world including the benefits and challenges of living in a multi-faith society. I am curious about all faiths and actively try to understand why others hold views that are different to mine. I work at strengthening relationships with those who do not share my faith as well as those who do.

We are Creative: I can find fresh ways of doing, seeing, and making things.

I am at my most creative when I am inspired to produce imaginative work and to find many solutions to the challenges I am set.

Being creative involves: being imaginative; being inspired; being inspiring; problem-solving; having new ideas; being able to communicate ideas; original thought; exploring new ideas with others.

We are Resilient: I persevere and don't give up.

I have the ability to cope with significant difficulty. I stay positive even when I am struggling. I have the power to recover and try again and this experience makes me stronger. When things go wrong, I try to learn from it. When I don't meet my targets, I find out what to do to improve and come up with lots of ideas. I use others to help me to improve. I am able to hold out against factors that are preventing me from achieving my goals, including people who are standing in my way. I also encourage others when they are struggling.

We are Forgiving: Forgiveness involves taking responsibility for putting things right and giving someone the opportunity to start again.

I am able to wipe the slate clean when someone asks and to give someone a second chance. I can let it go and not bear a grudge. If I have done wrong, I say sorry and mean it. I understand that forgiveness starts by saying sorry and trying not to do it again. It involves choosing to forget and that this takes time. Forgiveness is good for the person who has done wrong. Jesus is the perfect example of forgiveness.

We are Organised: I arrive at School and to lessons on time, prepared and ready to learn. I know what I am aiming for and the steps that I need to take to get there.

I pack my bag the night before school, so I have everything that I need ready for the following day. I have a good night's sleep. In the morning, I eat a healthy breakfast and make sure that I leave enough time to get to school. Throughout the day, I get to my lessons on time with the equipment that I need. I record all my homework tasks in my planner with the dates that they are due, and I plan my time so that I get all my homework done without having to rush it.

I take a positive attitude to my work. I can draw up a scheme or method in advance with a series of steps to achieve an objective. I set S.M.A.R.T. targets and know what my school targets are and how to achieve them. I can put the steps into a logical order and spread them out over a sensible time frame. I create and stick to detailed revision plans at exam time and have long term plans in place to make sure that projects and coursework are completed in good time.

We are Interdependent: I know I cannot do everything on my own. I know we need each other to achieve our best.

I can work well on my own and as part of a team and I can judge when to use each way of working. I am aware of my weaknesses and strengths.

I can ask for help and offer help when I see that other people need it. I help sort out team problems, so we get the task done. I can lead and develop effective relationships so a group of people will work well together.

We can Review: I want to improve so I take time to look back before I push on. I want to achieve my academic potential by being thoroughly prepared for my exams.

I think about what I have done, how I can improve and what I need to do to make sure that I continue to make progress. I apply this to my life within school and beyond. I know my goals and I value peer review and coaching both to help me and to help others. I respond positively to helpful feedback from my peers and my teachers. I can give sensitive feedback to others and receive feedback with good grace.

I have developed my own style of revising. I plan my revision in three clear phases: prepare, learn, and test. I make good use of different learning styles. I can find effective ways to learn and recall key facts and concepts and I can put together revision materials that help me to revise effectively. I use my revision time efficiently and understand how to take frequent breaks to help my concentration. I know my strengths and weaknesses. I can work with others in a way that helps us revise thoroughly. I can use internet websites to help me revise.

We can Question: I am inquisitive, not willing to accept things at face value.

I am able to take ownership of my learning by controlling the direction and depth of the information obtained.

'I don't get it' becomes: What do I need to do to move on? How do these pieces of information relate to each other? Why does this work? Where could I find the answer to my question?

We can Research: I want to find the answer to every question.

- **Find** – I know how to use both the internet and the library to find relevant material. I am confident using a wide range of different types of visual, audio, and written sources to answer questions. I am able to select and reject information based on its relevance to the question I am answering. I am able to collect original data for myself.

- **Evaluate** – I understand that information needs to be handled critically. I understand that biased information may still be useful but must be assessed for its reliability. I understand how the purpose, nature, and provenance of any source of information will affect its usefulness for answering any question.

- **Judge** – whether the information gathered is sufficient – I am confident when I have enough information to answer the question I have been set. I am able to corroborate pieces of information, establish where there are gaps within my knowledge, address new questions which may have arisen from my original research and give tentative conclusions when evidence is inconclusive.

- **Record** – I am able to record my research in ways that mean I am able to use it to answer the original question. I am able to construct a bibliography or list of references, use footnotes and present a portfolio of audio or visual materials gathered from my research.

We can Contribute: I have a part to play in my school community and I value the contributions of others.

I believe that we all need to be the change we want to see in the world and every one of us has a contribution to make. I want to get involved and participate in school activities to make the most of my time in school and to learn extra skills that will be useful in whatever I choose to do in the future.

I want my future career and life choices to be ones that will impact society in a positive way. I am planning ahead and making choices now that will ensure I have the career I want in the future.

I will be courageous in contributing to our community, leading by example with confidence and grace.

We can Communicate: It's good to talk – and, better still, to be understood.

I can speak confidently, clearly, and appropriately. I always think about what I am going to say before I say it. I understand how to use non-verbal methods of communication effectively. I am a good listener. When I take part in a discussion, I try and build upon other people's points of view. If I feel that I am not being understood, I try and put myself in the other person's position. I understand that there are lots of different ways to communicate, such as the written word, ICT, phones, video, and audio media, and I can use these effectively and gauge my audience appropriately.

