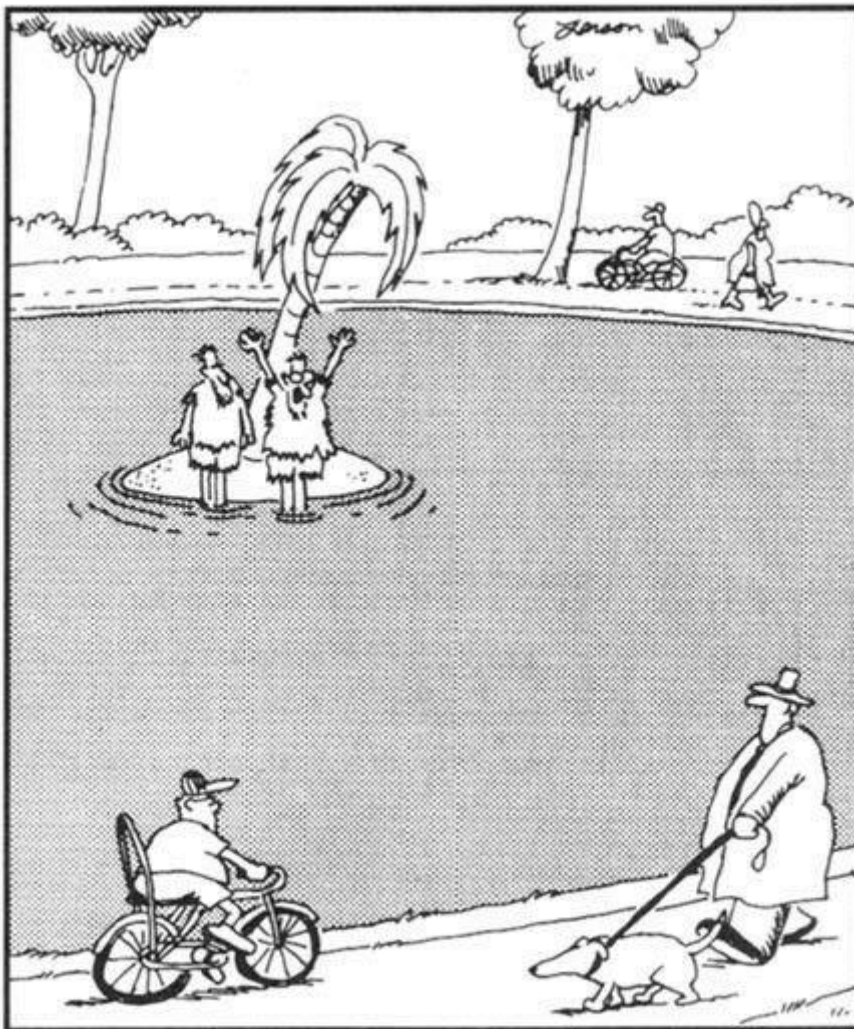




LORD
WANDSWORTH
COLLEGE

A very brief guide to A²RH



"Yes! Yes! This is it, Sidney! The guy with the dog! ...
I think he sees us!"

A²RH

The academic curriculum at Lord Wandsworth College is underpinned by four principles known as A²RH. Through these principles, set out below, we aim to enable all pupils to find and develop a passion for learning that inspires them to improve and that will stay with them beyond their time with us.

Attitudes

Beliefs that you can and will improve your learning.

Pupils' attitudes towards learning determine their life-long engagement with learning, so at LWC we focus on helping pupils to develop and shape positive learning attitudes from the very first lesson. We encourage each pupil to seize every opportunity to learn while encouraging and supporting others in their learning, positive attitudes that we believe apply at school and in life. Shaping, questioning, and encouraging pupils' attitudes is at the heart of our learning values, as everything follows from this important life skill.

At LWC, we believe that everyone can develop positive learning attitudes.

We encourage pupils to:

- focus on learning goals rather than outcome goals
- value feedback
- be honest about their learning
- be comfortable with 'failing' as an integral part of learning
- have a clear vision of what they want to achieve academically and of the purpose of studying

Approaches

The right strategies to respond to different learning challenges.

Having the right attitude is the first step to building and maintaining effective approaches to learning. Just as there are many different paths to success in learning terms, so there is a range of different approaches necessary to achieve the goal. In class and in tutor time we encourage and guide pupils to shape and adapt their approaches as challenges evolve, or as they change from one key stage to another, or as mastery of one skill 'unlocks' a new level of challenge.

At LWC, we work with pupils to help them build the right approaches to learning, including:

- Flexibility in thinking
- Open-minded
- Emotional self-awareness, especially when facing a learning challenge
- Willingness to *fail forwards*
- Awareness that the core aspects of one's approach will grow and develop

Routines

Repeatable personalised behaviours beneficial to learning.

Once pupils have established positive attitudes and approaches to learning, we support them in establishing a range of different learning routines, driven by their learning approaches and governed by their learning attitude. These routines will change as their learning challenges change. Some routines will depend on the pupil having the right approaches, as inherent frustrations or 'bumps in the road' will rely on the pupil being able to demonstrate emotional, behavioural and even metacognitive self-regulation.

Through coaching conversations in class, tutor time and in House, we help pupils to build life-long routines. These routines may be to set aside time to practise a skill, or to review content from the previous week's lessons. It might be always to read ahead in a particular subject, or to review and learn from feedback on a piece of PREP. It might have a more general aim, such as setting aside 15 minutes at the end/beginning of each PREP time to review learning, or to complete half-finished worksheets.

Habits **Embedded personalised behaviours that support learning.**

At LWC, we encourage pupils to develop simple habits that support their learning routines. At the same time, we encourage them to develop habits that support positive mental health.

Once it feels right to:

- Practise skills as well as topic content
- Start with what they don't know, not what they do know
- Use feedback effectively
- Review work and take *effective* notes
- Make every PREP moment count
- Work in a clear, clean, quiet environment
- Remove all distractions when focusing on learning
- Take meaningful breaks from work
- Focus on excellence in performance rather than perfection in outcome

Then pupils are building powerful, supportive habits that will help them not just at school but also in later life.

Failing Forwards **Learning from mistakes.**

It can be hard for pupils to rid themselves of that zero-sum game: 'good marks = intelligent, bad marks = stupid', and that the learning journey of is therefore of little importance. Instead of asking for guidance or feedback, pupils often remain silent rather than 'expose' their 'failure' in a public way in the classroom.

We combat this by encouraging our pupils to recognise two approaches to failure, defined as failing forwards and failing backwards. One is the 'right type' of failure, and the other is not! The concept is a simple one, but it demands strength of character, self-awareness, and bravery if it is to have a long-term positive impact.

Failing forwards is tougher and takes time to learn. If we are honest, we are probably never fully comfortable with the concept. It involves taking risks, taking responsibility, recognising that there are times when you have to be brave *and that it might not work*, whilst having the resilience to stick with the belief that failing forwards defines you positively as a person. It's about extending one's comfort zone, not 'going beyond' it. Extending suggests that you are using, shaping and challenging what you know so that you can know and do more. It needs everyone's help, from the teacher who encourages those steps through constructive feedback and intelligent questions, to the other pupils in the class on the same journey, who will themselves seek that same support when they too are in a similar position.

Creating a culture of failing forwards empowers pupils at all stages of their learning and attainment. The importance of sometimes choosing the difficult path over the easy one, of being comfortable with making mistakes to improve rather than being frightened of investigating places where mistakes might be made, is a significant part of the learning journey. It is most effective when pupils know that what matters for sustainable success is the process, not the outcome, and that embracing failure is a vital part of that process. If our aim is to equip young people for the challenges of the adult world, then one of the biggest responsibilities of a school is to create and celebrate a healthy approach to failure that lasts a lifetime.