

School Vision

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10. Our vision stems from our Christian foundation and is firmly rooted in our values:

Love God, Love Others, Love Learning.

What is Irresistible Learning?

There are many research papers and educator views on what 'Irresistible Learning' is and what it looks like! What many schools who teach 'Irresistible Learning' have in common is a desire for children's learning to be 'hands-on', rich in learning that is experienced through topics that are creative and capture interest. We all want pupils to be engaged and enjoy their learning as much as we want them to make great progress!

At Crookham Infant School we have reviewed much of the research on Irresistible Learning in order to reach a shared understanding of what Irresistible Learning means to us - here at Team Crookham! We've used this research knowledge and shared understanding to inform our practice - to plan a curriculum offer that will be irresistible to all our Team Crookham pupils!

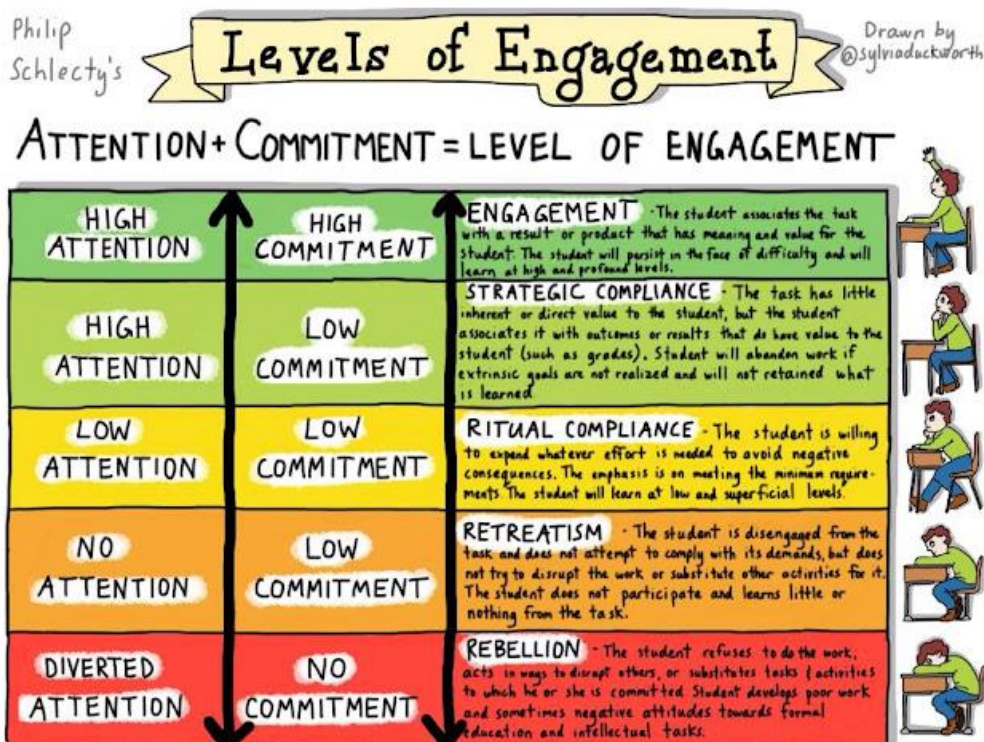
Furthermore, we know that our curriculum is effective in meeting the goal of bringing Irresistible Learning because we have an agreed evaluation toolkit against which to measure.

Shared below are some key models we use to evaluate the effectiveness of our curriculum implementation. Our starting point looks at pupil engagement using Leuven's Scales of Well Being and Involvement.

Leuven Scales Well Being		
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance

Leuven Scales Involvement		
1	Extremely Low	If a child's engagement is extremely low, they can be observed to be bored, absent minded, lacking energy, or aimless when trying to engage in tasks. Often, this is due to a lack of understanding, or an unwillingness to attempt new things.
2	Low	When a child's engagement is low, they exhibit behaviours such as restlessness, boredom, or being easily distracted. In slightly older children, this can be exhibited as feigning focus, or only focussing on tasks when being observed.
3	Moderate	If a child shows patterns of behaviour that would suggest a moderate level of engagement, this typically means they are completing tasks and engaging superficially, but not enthralled or engrossed by these tasks. Similar to the moderate stage on the emotional well-being scale, this can be a key point for engagement and involvement.
4	High	If a child is highly engaged and involved in the task at hand, they will appear engrossed and not very easily distracted. Some children can become irritable at this stage if they are interrupted, and separating a child from a task or event that they are finding highly involving and engaging can cause dissonance in their emotional well-being.
5	Extremely High	Very highly engaged children are continuously and intensely engaged. They are creative, lively and persistent, and often their enthusiasm for the subject or task at hand can become almost contagious, as others are drawn in by their passion. This high level of engagement is perfect for learning new skills and developing socially, cognitively, and even physically, fine tuning fine motor skills.

Another useful way of thinking about engagement is this model:



Sometimes it can be helpful to look at levels of engagement or Irresistible Learning as more of a 'creative flow' or rich experience. With that in mind we find these models helpful in evaluating our curriculum implementation:

Claxton 2006 - Wild Topics:

- Rich- much to be explored
- Challenging - topic contains real difficulty
- Extended - time and opportunity for depth
- Relevant - connects to children's own interests and concerns
- Responsibility - children have genuine control over what, why, how and when they organise their learning
- Real - solve the problem or make progress genuinely matters to someone
- Unknown - don't already have the answer
- Collaborative - enjoy opportunity to work together with others on tasks

David Guerin 2020 Flow State

1. Choice
2. Talk for learning
3. Creative - finds flow
4. Meaningful - makes a difference/community
5. Play- fun, laughter, imagination
6. Discovery - wonder and curiosity
7. Involves community
8. Visible to real people -
9. Challenging

