

The DVIS approach to holistic education

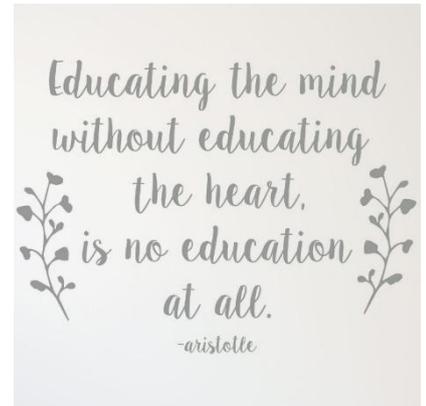
INTENT

At DVIS our approach to supporting all learners to flourish is ensuring the children are being prepared to:

Be self-aware emotionally, meta-cognitively and socially.

Be able to self-regulate emotionally, meta-cognitively and socially.

Express themselves emotionally, meta-cognitively and socially.



At DVIS we want all children to flourish with God in life, learning and love. It is therefore important to capture our approach to key aspects of early childhood education in school. These key elements of a child's life include their emotions, relationships and their approach to learning. Without a solid basis to spring from, our experience and evidence based practice shows that children can't and won't learn, therefore it is vital that we focus on the children's emotions, their relationships with themselves as well as with others and their approach to learning i.e. *how* they learn.

Emotions - Life

At DVIS we use the **RULER** approach to emotional intelligence and literacy. Through this approach we encourage the children to recognize, name and work with their emotions, whatever they may be. We build up a bank of vocabulary in relation to emotions and a tool box of ideas to work through that emotion.

Our **bespoke PSHE curriculum** also supports this work, using the curriculum, specific programmes e.g. R-Time and PSHE & Me, discussion and circle times to allow time for talking about emotions and experiences in a safe and inclusive space.

What this could look like for a holistic learner:

- Naming and regulating emotions (their own and others) to be ready to learn.
- Understanding their emotions and that they will change
- Waiting for feelings to pass using self-control
- Using tools to express their feelings
- Reflecting on previous pleasant and unpleasant feelings and understanding that they will pass
- Recognising their own strengths in order to be resilience
- Empathising and co-operating with others

Meta-Cognition - Learning

At DVIS we use **Building Learning Power – BLP** (G. Claxton) as the basis for teaching children *how* to learn. When children are aware of their emotions and how they might approach their learning (meta-cognition) they are also more able to look at what tools they need in order to help them to learn. We show the children through our curriculum and approach to teaching that skills such as resilience, questioning, managing distractions, creativity and collaboration can produce a deeper learning experience.

In Reception we use the EYFS characteristics of effective learning as well as BLP.

What this could look like for a holistic learner:

- Utilising the learning powers
- Using the language of the learning powers
- Hearing the children talk positively about their mistakes
- Being willing to give learning a go.
- Being confidently able to identify what they need to solve a problem or approach a task.

- Using their surroundings and resources and choosing the most efficient strategy.
- Being flexible and adapting to different pedagogies.
- Noticing when others are using their learning powers.
- Being able to communicate their process of learning and evaluating and adapting.
- Justifying their choices by making links with previous learnings.

Socially - Love

At DVIS a trusting and positive relationship between pupil and adult, pupil and pupil, adult and adult is essential to a great learning environment. These relationships can be used to model healthy boundaries, resolution and approaches to learning.

Restorative justice is an essential part of making sure relationships stay affirming and open. A restorative process allows all involved to be listened to, heard, understood and for the resolution to be owned by everyone. Restorative justice is part of the RULER approach.

What this could look like for a holistic learner:

- Showing grace and understanding that there will be times when we make mistakes
- Managing conflict using pupil voice
- Respectfully listening to one another
- Empathising with one another
- Being self-aware when resolving conflict
- Appreciating diversity, difference and that we are all unique.
- Treating all members of the school community with respect.
- Understanding that the choices that they make have consequences and they adjust their behaviour accordingly.

All three key elements of the DVIS approach sit within the vision values we promote daily.

