

What Does *Adventurous Learning* Mean At Ashford School?

We define **adventurous** as daring, bold, audacious, brave, risky, exploratory and courageous. These are the characteristics we seek to develop in our pupils, students and staff. What is brave and risky for one boy or girl will not be the same for every boy or girl so the adventure is particular and individual.

Learning is the acquisition and application of wisdom whether it is through the advance of an individual's knowledge, understanding and skills or their understanding of themselves, others and the world around them.

Adventurous Learning is a challenge to the adults and staff at the school to take each other beyond the comfortable and familiar, to enjoy success and embrace failure. We see Adventurous Learning in many school activities and events such as the Arts Festival, sports and music tours and drama productions but our every day focus is on the individual and how they are changed by the challenge of Adventurous Learning.

Examples from teachers at Ashford School:

- Y9 pupils submitting their poetry for scrutiny in a national competition
- Regular theatre visits for pupils of all ages to challenge their beliefs and experience the realisation of the written word
- Regular visits to professional concerts at the RFH to experience the spiritual power of music and performance
- Challenging pupils to express their views in English and giving them the confidence to do so because it is normal and not unusual
- Asking students to produce, edit and publish the school journals and deal directly with our professional consultants
- Asking students to write, direct and produce the House drama entries
- Asking students to teach their language to others
- Students choose and support local and national charities through fund raising and community action
- Students learn and exercise leadership through House activities such as competitions and the prefect structure
- Students explore current affairs and politics through European Youth parliament and Amnesty groups
- Being at the forefront of educational innovation such as the use of voting pads in lessons to engage students (Active Expression)
- Boosting confidence by insisting students perform through music, drama, public speaking, debating, assemblies, Young Enterprise, English and MFL lessons
- Providing exploration of self and others through expeditions, exchanges and visits both within the UK and internationally e.g. Project India
- Confronting students about their views of other cultures and religion through lessons and living with people from all parts of the world
- Being politically aware through groups such as Amnesty and assemblies
- Students take the initiative through fund raising for local and national charities
- Encouraging ambition through visits to Cambridge or other leading universities
- Encourage self-expression in a foreign language and not shy away from difficult or complicated areas of language
- Learning perseverance through failure on the croquet lawn
- Encouraging intellectual challenge through independent research and tutorials
- Instilling a "try it" attitude in science investigations
- Using humour as an integral part of motivation
- Discovering what you can do through experimental learning using Lego Robotics
- Action research in questioning skills to see what works best for enhancing pupils' learning
- Authors' visits engage students in reading and narrative
- The tour of the dark side of London asks students to confront their fears
- The Learning Centre encourages exploration and contemplation
- Interactive whiteboards encourage bold approaches to teaching and learning

- Activities such as magic build confidence through audacious acts
- Reading group develops a higher level of intellectual debate and mature discussion
- Life drawing requires a bold approach to representing the human form and allows students to experience the world of art beyond school
- Exhibiting at professional art shows and galleries
- Visits and expeditions in the UK and beyond e.g. music in Europe, business in Barcelona, sports tours to Barbados and Europe, skiing, language exchanges, WW1 battlefields etc
- Action research in the classroom e.g. questioning skills and use of Active Expression
- Using peer assessment and mentoring in ICT, Art, DT to enhance learning
- Open minded, creative approach in areas such as Art and DT
- Active listening to the student voice in lessons and in operating the school
- Challenging students to confront the “big questions” in RE and Science
- Extensive use of ICT for learning e.g. IWB, Active Expression, VLE etc
- Making geography relate to current affairs
- Putting other people first in our thoughts
- Embracing competition in all aspects of school life and learning how to embrace failure as springboard for the future
- Developing leadership skills through DoE and other outdoor activities
- Setting high expectations of attainment in exams and supporting students in their quest to achieve them
- Using History to encourage students to adopt empathetic viewpoints and to question assumptions
- Building self-confidence through participation in House, School and Community events
- Taking pride in our School and ourselves
- Using School Challenge to promote intellectual play
- Using House activities to challenge students to explore something new and uncomfortable
- Working together in the House to achieve much more than working alone
- Developing confidence through public speaking in lessons and societies
- Providing challenge through the Maths/Biology/Physics Olympiad and Salters Chemistry Competition
- Providing opportunities for “real” investigations through fieldwork and laboratory work e.g. DNA
- Heightening human emotions through performing in a rock band
- Inspiring life long interest through provocative teaching
- Using “show and tell” to draw out students’ enthusiasms
- Encouraging students to mentor others
- Being practical in learning through role play, drama and presentation
- Providing adults and staff with permission to take risks
- Encouraging an explicit sense of fun
- Forcing ourselves as teachers to wait and let students work out the answers (helping them deal with the frustration this can bring)
- Learning to ski
- Learning through practical experimentation in science
- Providing opportunities for friendships across the year group boundary through the House system
- Conquering the cipher challenge
- Exposing students to a variety of approaches to learning e.g. paired work, group work, investigations etc
- Expecting students to perform
- Challenging students to enjoy a physically active life
- Engaging students in music and drama and making it joyous
- Challenging students to improve their cooking skills and appreciation of food
- Encouraging student to compete against themselves to improve e.g. learning support
- Bringing world economic and political events into the economics and business classrooms
- Encouraging community involvement through learning sign language