

Making a Mark core learning principles

The logo for 'Making a Mark' is a green rounded square containing the text 'MAKING A MARK' in white, uppercase, sans-serif font. The words 'MAKING A' are on the top line and 'MARK' is on the bottom line, separated by a thin white horizontal line.

The learning experiences in Making a Mark have some common principles underwriting them, no matter what their content or where they are delivered. We want the programme to nurture curiosity, creativity and collaboration, making learning inspiring and enjoyable.

Our core learning principles are based on approaches that research indicates are most likely to positively impact on attainment.

- Active learning

Making a Mark will offer students first hand experiences with real objects, artworks and environments that have immediate relevance to their own lives.

- Independent learning

Making a Mark will give students the opportunity to be independent learners, making decisions about and taking responsibility for their own learning in an age appropriate way.

- Enquiry based learning

Making a Mark will use enquiry based approaches to learning. In some projects the enquiry will be the focal point, in others nurturing enquiry skills will be threaded through the learning. Reflective thinking should be a key part of this approach, whether that is students evaluating evidence or reflecting on their own learning.

- Social and collaborative learning

All Making a Mark projects will encourage students and adult helpers to engage together, collaborate and learn through conversation.

- Creative approach

All Making a Mark projects will enable students to develop their creativity, whether this is through creative thinking, playful imagining or designing and making.

- Cross curricular approach

Where opportunities for links cross curriculum subjects exist, Making a Mark will exploit these to enable students to develop a holistic view of their local heritage.

We agreed that the three visit structure of all Making a Mark provision should be utilised to:

- enable students to make progression within a theme, either developing deeper knowledge, a wider skill set or more mastery of a particular skill
- encourage teachers to embed museum visits into their core curriculum planning

On occasion we also felt that the three visits might enable:

- celebration of success
- support of home-school engagement
- working in a highly targeted way



Exploring our story with Tees Valley museums

