



BEYOND TEACHING; EXPERIENCING A PURPOSEFUL CURRICULUM

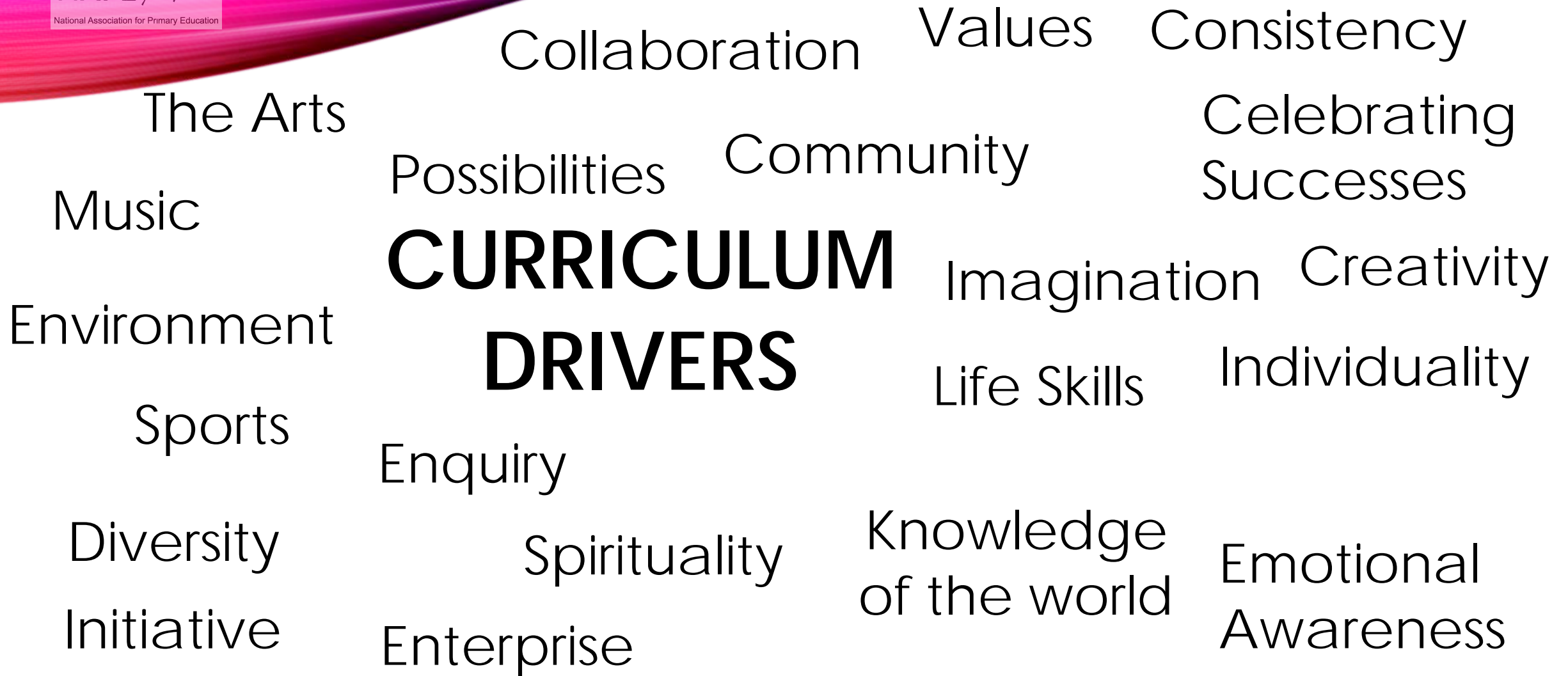
Rachel Ford: Headteacher

4 form entry school across two sites.
Communication is key and all involved to have:
Respect for their community.
Contribution to a sustainable future.
A sense of determination and pride to achieve their full potential.

We need to be asking the right questions to inform our curriculum and be honest when we self audit. Children do not always know what they need to learn and so direction is key. There are those that remember what older siblings have been taught or have remembered from other year groups sharing. The school BLOG is key for sharing information and representing all areas of learning.

WHAT DRIVES YOUR OWN CURRICULUM?

wordle



Underpinning the use of a creative curriculum is the understanding that not everyone is an academic and that these children need to have their self esteem and self confidence built up through achieving success. By giving them this feeling of achievement, in whatever form, we give these children a feeling of belonging, where they are recognised for what they are able to do rather than judged for what they are not able to do.

The curriculum is at risk of getting narrower and the onus is not being put on being creative but on meeting criteria and attaining what is necessary. This marginalises many children who need a different outlet to showcase their abilities and is why employing a creative curriculum is so necessary to help them achieve their best.



LINKS ACROSS THE CURRICULUM

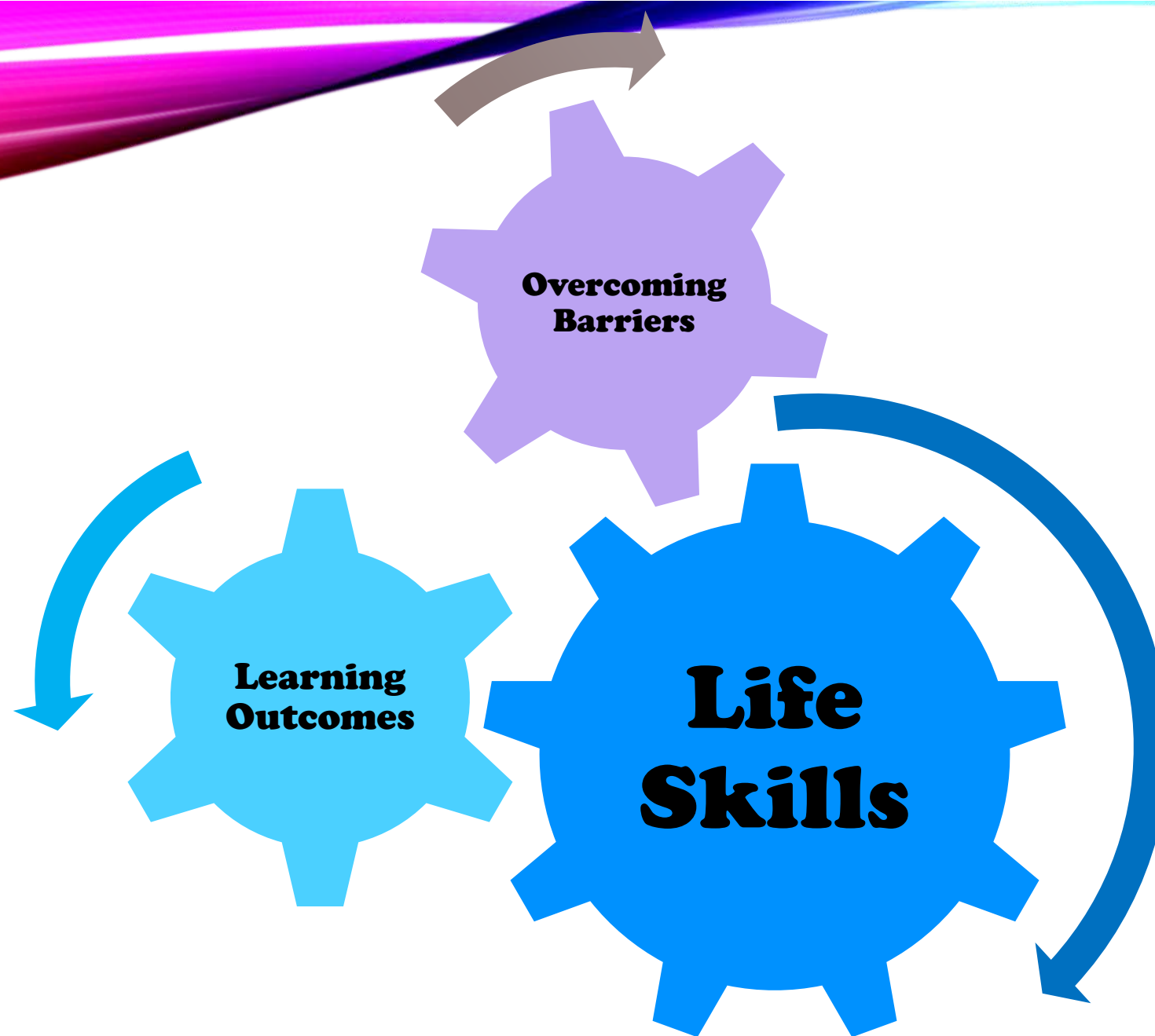
SKILLS FOR LIFE

CONTEXT AND PERSONAL RELEVANCE

**PURPOSEFUL LEARNING OPPORTUNITIES
AND OUTCOMES**

**SUFFICIENT TIME TO APPLY KNOWLEDGE AND SKILLS
OR TO THINK INDEPENDENTLY**

Record for yourself all of the elements where children have a genuine voice to inform, change or feedback.



We need to create experiences that children would not normally have and try to offer as much variety as possible to enable them to make the links within their learning, develop the depth alongside the breadth and also enable effective evaluation of the curriculum offer.

PUPIL LEADERSHIP GROUPS

Helping children to articulate their ideas is the key to building confidence and promoting independent learning skills.

Junior Leadership Team	Equality
Rights Respecting Group	Respect
Digital Leaders	Honesty
Eco Squad	Responsibility
Gardening Team	Patience
Premises Personnel	Appreciation
Reading Rangers	Tolerance
Debating Team	Courage
Wellbeing Team	Thoughtfulness
Values Team	Friendship

Builds resilience & growth mindset
Motivating & increases enthusiasm and confidence
Develops co-operation
Pupil is an active learner
Room to make and learn from mistakes
Learners have a greater degree of autonomy

Junior Travel Ambassadors	Cooperation
Science Team	Effort
Arts Group	Positivity
International Ambassadors Team	Empathy
Community Champions	Kindness
Healthy Eating Team	Resilience
Move-it Motivators	Perseverance
The Smile Squad	Humour
The Fair Trade Team	Fairness
Playground Leaders	Forgiveness
Fundraising Team	Determination
School Newspaper Support Squad	Inspiration

Does your learning environment, assessment system, and website represent all subject areas?

SKILLS AND EXPERIENCE OF STAFF

When auditing resources include staff



Leaders have the confidence to anticipate and adapt to change.

- > Assessment provides positive impact to children's learning.
- > Leaders need to feel ownership for their roles and responsibilities so that they can make their own judgements for best possible outcomes.

STAFF LEADERSHIP GROUPS

TECHNOLOGIES

- COMPUTING
- DESIGN TECHNOLOGY
- FOOD TECHNOLOGY

HUMANITIES

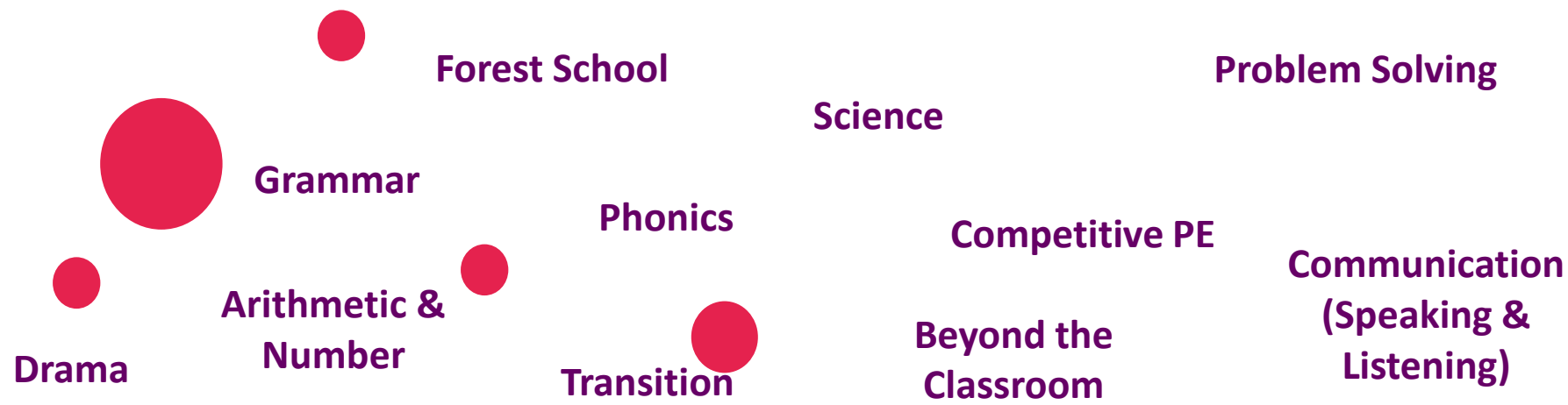
- MFL
- HISTORY
- GEOGRAPHY

ARTS

- PE
- MUSIC
- ART

PERSONAL DEVELOPMENT

- SRE
- PSHE
- RE



Staff have job satisfaction from exercising their professional judgement in order to meet the diverse needs of our pupils.

> When leaders can manage and lead more effectively, this allows for the Leadership Team to move from operational to strategic and therefore Improving the school's performance in the short and long-term.
 > If a smaller school, then could join with other schools to build capacity.



DEBATE

**STEM
INVESTIGATIONS**

LAMDA

POLITICS

**CROSS
CURRICULAR**

Extra curricular clubs and visits/visitors that develop experiences and collaboration. Children can use these opportunities to gain further understanding and also to self assess their learning.

STEM extra curricular included, changing a plug & electrical circuits (Premises Manager), Lego Town Planning, Bridge Engineering using newspaper, mini science investigations using every day materials.

LAMDA (London Academy of Music & Dramatic Art) are a very good example of how this idea works. LAMDA was introduced into our setting as a way to aid those children who could act, verbalise and vocalise their ideas but who were not so capable at putting those ideas into written words. The children were individually identified as being good candidates for such a course and then split into groups of EAL, Speech and Language needs and EBSD. The course offers children an opportunity to gain an official accreditation and certificate through a recognised exam. This certificate can then be carried through to secondary school by them.

TOPIC DAYS/AREAS

CHILDREN SHARING LEARNING WITH PARENTS/CARERS



GARDENING

" I loved gardening and watching all of the pretty flowers grow. I tasted lots of the fruit and vegetables from our garden and they tasted delicious!"



House Teams – gardens to represent colours and also vegetables/fruit. Sports, community events, charity fundraising (Guide Dogs for the Blind), school fairs etc.

The caterers and children use our school grown fruit and vegetables in their cooking.

USING HISTORY FROM WITHIN THE SCHOOL COMMUNITY





REAL LIFE SCHOOL PROBLEM SOLVING

- *Learning experiences which engage and motivate
- *Appropriate and relevant curriculum, personalised to meet individual needs
- *Positive and supportive relationships within school community
- *Nurturing of personal qualities such as confidence and resilience

PLAYGROUND DESIGN

SOLAR PANELS

OUTDOOR TOILETS

FUN RUN

SUSTAINABLE SCHOOL

NEW FLOORING

I have recently responded to Year 3 letters regarding a sustainable school and as a consequence are looking at ideas such as No Meat Mondays, recycling bins in the playground, increased cycling lessons and an upcycling unwanted items club.

KS2 Problem

Planning a trip to a wildlife park

This was a totally different sort of problem for KS2 pupils. They work in small groups to identify the information they need to organise an event, in this case a school trip. Again they will do some guessing, some discovering and refining and as they work they will be being introduced to, or will consolidate, all sorts of calculation strategies. On the way they will have to have negotiated with the rest of their team, and shared their ways of working and how they arrived at their conclusion - all good communication skills.

Dear parents /Carers

SW will be taking a trip to the Golden Valley wildlife park, in London. The coaches will park opposite the school gates. Before we make our exit, we will be waiting 15 minutes for the teacher to take the register and for late children to arrive, so they don't miss out on a fun trip. The school day starts at 8:55 am and we will leave at 9:10 am. The cost of this trip is £6.80p per child and there will be 2 teachers joining us. We would appreciate it if 3 adults could join us with our trip. The adults will have to pay £8.60p. We will be going on this trip on the 17th June 2016. The items your children will need is, a plastic bag to put their lunch in so that we can throw it away. They will also need a raincoat just in case it rains. Please make sure they bring a named wallet and a named plastic bottle. Also, your children have the choice of bringing £1 maximum spending money. There will be no need of a booking. Also there **SHOULDN'T** BE ANY GLASS BOTTLES! There will be no need to turn up early on the day of the trip.

Thankyou
very
much.
Yours Sincerely
Morgan & Zahra
(Joshua & Louie)



- What are the key learning moments for pupils?
- Where do you think learning opportunities are most easily lost?
- Does your school community recognise and celebrate the whole curriculum?

Children will have experienced a variety of opportunities working alongside children from different classes, year groups and schools.
Members of staff show flexibility and support for each other.
There is equality in all aspects of school life, including the curriculum.