

ONE FORM Specific Report : 04 23: CURRICULUM

Line of enquiry 1:

Curriculum:

Key questions:

- Vision is a good one but does the curriculum build knowledge effectively and for all pupils?
- Commitment to oral outcomes is admirable but is there enough written evidence to be able to judge outcomes?

Vision/ intent

- We saw the renewed focus on curriculum as an important opportunity and the evolution of our curriculum as something to be committed to on an ongoing basis. We have thought carefully about 'intent'- our vision has been informed by extensive reading and discussion and we have devoted many hours to planning (including co-creating the eco-curriculum- see Ministry of Eco-education).
- We have engineered a hugely improved learning experience for the children. Learning experiences are purposeful and often lead to children bothered by the knowledge they gain. 'Botheredness' is central to our vision- we aim for the links across the curriculum to be ones that induce botheredness because we recognise learning as both a functional and an emotional experience. Botheredness aims for the children to not just enjoy building knowledge and 'cultural capital' but also to have 'concern' for the knowledge they gain, a concern that leads them to apply it in a purposeful/ moral way. We see this kind of knowledge as powerful. We view powerful knowledge as:-
 - 1) substantive knowledge which can be applied purposefully, preferably driven by a moral imperative or by emotional engagement, knowledge that induces 'botheredness' in the learner.
 - 2) disciplinary knowledge that opens up disciplines or 'fields' of learning to the learner. We prioritise the teaching of threshold or critical concepts that are transformational for the learner's understanding of a subject discipline. We look to space teaching of these through units of work.
- *Teacher: JW (teacher) aims to ensure all Y6 pupils leave understanding what it is to be a young geographer, and historian.*
- *KS2 pupils: The pupils gave a clear understanding of a fair test and understanding of the variable.*
- *KS1 pupil: When asked how you find something out. The response was 'I could do an experiment, but it depends on the problem I am try to solve. We need to think about what information I need. Like explore it's in math's....in some tests you need to use the same thing and then change something else.' Gov eval day 22*
- To induce botheredness we do two things:-
 - we aim to go narrow and deep wherever we can. examples include Tutankamun, pin hole cameras.
 - we link the curriculum through threads
- *'the approach provides an opportunity to dive deeply into a topic and provide space for pupils to develop a sense of 'botheredness' and philosophical engagement with the subject and topic. There are four cross-cutting 'threads' of learning that all subjects look to engage with.'* Gov Eval day 22
- Curriculum threads we are developing include - eco-activism, appreciating difference, sense of community and appreciation of beauty - these to run through our taught curriculum. Two other threads- strengths and wellbeing - come through more overtly in our hidden curriculum. These provide the curriculum with its moral backbone and help link knowledge over time and between subjects. The development of these threads is laid out in a whole school topic planning document.

Knowledge building as demonstrated in the planned curriculum

- We have taken on board the importance of building knowledge into LT memory and recognise a curriculum must be progressive and linked. We also recognise learning needs revisiting if it is to be recalled.
- We have created KO's for all subjects- these as reference for teachers (not pupils) because we see it as the teachers' job to get knowledge into heads.
- KO's constitute a coherent/ progressive curriculum:-
- -Value rich links are being made through the threads - this is still in development - [see eco activism](#) as most developed. Links for eco-activism based on progression in thinking skills in Blooms taxonomy. **With reference to threads role in linking knowledge, we are presently working on how to better articulate progression through these threads- see threads progression document being developed. At present we are using Blooms Taxonomy to define this progression - as in the devpt of the thread involves a devpt of thinking skills through to an ever more creative approach as well as a devpt in attitudes.**
 - There is a clear progression of disciplinary knowledge and especially what we term 'critical concepts (actually threshold concepts) which, as they are mastered, transform the pupil understanding of that subject– eg fair testing in science
 - There is a clear progression in vocabulary because we see vocab as one of the most useful 'hangers' for knowledge.
- We are presently creating whole school subject maps which show in one place and more readily the progress through these KO's. So far on the website you can find art, history, science.

Knowledge building as demonstrated in the taught curriculum

- At the outset of new topics/ units; as these are introduced to the children, staff take the time to explicitly link back to previous learning, wherever this is relevant and helpful for building conceptual understanding/ substantive knowledge.
- Also at the outset of new science, history, geography topics/ units, pupils complete progressively more sophisticated elicitations about what they know- these include eliciting of their knowledge of key vocabulary/ concepts/ knowledge- eg placing history topic on timeline eg placing new area of geographical study on a world map.
- Teachers look to space out the visiting of critical concepts (threshold concepts associated with a subject discipline) across units- eg fair testing- to ensure they are firmly grasped by pupils.
- Teachers look to work in strategies aimed at encouraging retrieval in daily lessons for example through questioning/ making links across subjects/ vocab retrieval at outset of each lesson/ ongoing orally/ displays.
- Vulnerable pupils??**fun ways supporting vulnerable learners**
- Reflection Thursdays are used for pupils to reflect on their learning on an ongoing basis – reflections recorded in Reflection journals or on report formats- see below
- Elicitations are then revisited at the close of a topic so the children can track what new knowledge they have gained. *'There is an expectation that all learning at the school starts with an 'elicitation'.*
- Staff use low stakes quizzes in Geog, Hist and Science at the end of topics as a fun way of revisiting/ recalling knowledge learnt during the topic. They will repeat quizzes later in the year either stand alone or brought together with other quizzes – these administered as far as possible at the point of pupil forgetting knowledge.
Staff use Target Tracker to map progress in the subjects against criteria drawn from the generic National Curriculum to those specific to our school's approach to learning. Design of Geog/Hist developed by whole school. A recently introduced strategy is to assess regularly through low stakes quizzes and tests. All staff are developing bank of quizzes.

- Pupils write sections on their own reports, reflecting on

Written evidence

- Early on we sought to open the lid on learning, to make pupils more 'bothered'; this partly through an increased focus on oracy (including giving pupils opportunities to speak their truth- eg sustainable fashion event). To achieve this, we made a considered decision to record less. We took the opinion that recording for the sake of 'evidence' would not always best deliver on the learning and we only committed to 1x piece of quality work at end of topic units to demonstrate the learning achieved as well as quizzes etc to get learning into LT memory.

'Not all work is recorded in books as this helps to have more time to explore the subject and a mix of write ups and exploration are used and a good balance presented.' Gov Eval day 22- interview of KS2 child

However, we became concerned that the quality of pupil recording suffered under the above approach; that pupils taking pride in their work was equally an important learning attitude. We have therefore raised expectations in Summer 22 to ensure ongoing written outcomes ask more of the pupils and are higher quality in terms of accuracy, presentation and depth (and a more reliable evidence base) – *'All pupils keep notes in topic folders and there will be a quality piece of work produced at the end of the topic, that acts as a celebration of the journey. This may take different forms, for example the Upcycling Fashion Show. The headteacher ensures he attends these events. Attention is being paid to the folders pupils keep to ensure notes and work that mark the learning journey are dated and that presentation is good.'* -Gov Eval Day 22

Curriculum: Curriculum 21-22: impact of Covid-

- Given concerns about attainment data across the school post Covid, we chose to operate a slimmer curriculum in the 21 22 year. Music was given a lighter touch and French. Year 2's data was especially hard hit and one class lost their teacher in January- so we have had to keep the focus on Engl and maths in Yr 2.
- Writing- Covid impacted stamina and resilience in writing in KS1. Not only did the lockdowns represent a significant amount of time away from the thorough practice of writing (writing proved much harder for parents to support with) but emotionally upon their return they have found it more difficult to focus.