



Love Life
Love Learning
Grow in Faith

Linby cum Papplewick CE Primary School Whole School Curriculum

'...whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy – meditate on these things. The things which you learned and received and heard and saw in me, these do, and the God of peace will be with you.' Philippians 4:8-9

The curriculum is the sum of all children's experience at school.

This includes the formal programme of educational provision, the informal programme of extra-curricular activities and the aspects of organisation, management and interpersonal relationships which contribute to the development of the school ethos, thereby raising the aspirations and achievement of all children.

Curriculum Intent

Also see Mission & Aims, Ethos Statement, Spirituality Policy & School Prayer.

Our Whole School Curriculum will be driven by the following objectives:

- To meet the needs of the children here at Linby cum Papplewick.
- To reflect our values and Christian ethos and fulfil the Mission & Aims of the school.
- Define a curriculum that is distinctive to the school in the context of its children, community and relationship with the church and partnership with the National Academy and National Family of Schools.
- Meet statutory requirements.

The **intent** of the curriculum is both the **here and now** and the **future**. Children should be enjoying their learning experiences in school and the learning should enable all children to develop their talents to the full, be prepared for secondary education and beyond, realise their God given potential, know they make a difference to the world and enable them to fulfil their unique role in creation.

Learning is seen as a journey of discovery and finding identity, meaning, purpose, truth and hope in a context of discovering about ourselves and our relationship to each other, the world and God.

We seek to provide a **curriculum** which **values** and nurtures the whole child/individual - **all intelligences/gifts** (Gardner's 8 intelligences & physical, emotional, intellectual and spiritual aspects of the person) as such we seek to equally value all intelligences. Everyone is seen as equally important as are their individual gifts this is reflected in the Gifted and Talented policy – 1 Cor. 12;

Attitudes – to foster in children

- love of learning
- positive self-image & high self-esteem
- high expectations
- high level of motivation
- risk taking and the ability to learn from mistakes

To encourage Christ like attitudes and behaviours (hope, courtesy, trustworthiness, openness, honesty, forgiveness, grace, patience, self-control, love, humility, care, self-sacrificing).

The curriculum seeks to secure for all pupils irrespective of ability, gender or cultural, religious or social background, entitlement to a number of areas of learning. It also seeks to develop the skills, knowledge and understanding necessary for pupils' development as active and responsible citizens (who understand right from wrong, respect the law and respect others) and fulfil their God given potential and calling.

We seek to prepare our children for life in modern Britain and to keep them safe (see British Values Statement). It aims to enable all pupils to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, they need to respond as individuals, parents, workers and citizens embracing change (for example the rapid expansion of communication technologies changing work and leisure patterns, and values in society). We seek to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths, world views and beliefs. – (see British Values Statement)

The curriculum should:

- Promote love of learning and lifelong learning (including a growing independence in learning through the development of metacognitive skills).
- provide breadth and balance;
- make a commitment to high achievement and success for all;
- be underpinned by the aim of nurturing children's spirituality;
- focus on continuous improvement;
- be both matched and relevant to the needs of individual learners and draw on their interests and motivation;
- be concerned with planned progression in learning;
- pupils move from surface to deep learning and become efficient, fluent and then automatic in procedural learning
- together pupils surface and deep understanding lead to conceptual understanding

- semantic knowledge is learnt so that it is in long term memory and understood & linked to developed schema
- be inclusive of the needs and abilities of all children;
- provide for spiritual, moral, personal, emotional and social development;
- provide for character development: intellectual character, moral character, civic character and performance character' Hattie 2012 Visible learning for Teachers
- have a strong emphasis on creative nurture;
- reflect a commitment to develop the key skills of *independence, self-motivation, team work, communication and problem solving*;
- value all intelligences as classified by Gardner's Eight Forms of Intelligence (1983): *Linguistic – language & words, Logical & Mathematical, Musical & Auditory, Visual / Spatial, Kinesthetic – physical skills, Interpersonal – sensitivity to others, Intra personal – self-knowledge & inner focusing, Intuitive & Spiritual – feelings*;

Spirituality & the Intent of the Curriculum: *How we connect with God, and how we connect with the world and with others under Him. To know who we are, how we fit in, what our role in life is and what we have to offer others and ourselves. It is a search for completeness and wholeness.*

- To encourage children to develop a deep awareness of themselves and their ultimate relationship with everything that is not themselves - others, the world and God
- To recognise, value and encourage the spirituality already present in each child
- To give children insight into their own worth and personal unique identity ('Who am I?' and 'Why am I here?') and the worth and uniqueness of others
- To encourage a respectful questioning approach to life, an open mind and explore different ways of seeing things
- To promote and encourage the Christian ethos and values of the school
- To support children in the development of their own personal values, personal insight, sense of meaning and purpose
- To enable children to recognise and appreciate that there is more to life than the routine and everyday
- To encourage children to make sense of the world (Why? rather than just How?)
- To encourage children to 'go outside/inside of themselves' in the appreciation of beauty, goodness and truth
- To develop an awareness and sensitivity to the needs of others
- To nurture spirituality through the ethos and curriculum of the school
- To give the message to children that it is acceptable, natural and important to engage with their spiritual nature
- To encourage Christ like attitudes and behaviours by the way we teach and relate to the children. Encouraging them to be courteous, trustworthy, open, honest, forgiving, gracious, self-sacrificing, humble, loving and caring towards others and themselves.

‘Among the most significant purposes of education are forming people of love, care and compassion, with a deep sense of hope, who appreciate beauty and wonder and who serve the world by their gifts. The curriculum is not the purpose of education but the means to the end.’ Professor Bart J McGettrick – University of Glasgow, *Thinking about Thinking*, March 2004.

‘Among the most important purposes is the development of critical evaluation skills, such that we develop citizens with challenging minds and dispositions, who become active, competent, and thoughtfully critical in our complex world’
J Hattie 2012 *Visible Learning for Teachers*

Curriculum Implementation

The curriculum is planned on a two year rolling programme to ensure coverage & progression in mixed age classes.

Where possible the curriculum is linked (both inter subject as well as intra-subject links) to become holistic and integrated so that links can be made between learning and learning can take place within a relevant context (thematic teaching) with integrity enabling children to build learning schema & relate learning in a meaningful way. Learning themes include ‘Big Questions’ to promote deep thinking and critical evaluation skills.

Our teaching staff are **reflective practitioners** – knowing their impact by continually evaluating their effect (teachers are learners of their own teaching) & acting on this knowledge & understanding to continue to improve rates of progress of pupils learning.

Teachers **develop pupils metacognitive** knowledge & strategies with metacognitive talk in the classroom through explicitly teaching pupils to organise and effectively manage their learning independently (pupils become their own teachers) including knowing what to do when they don’t know what to do...

Peer to peer discussion, support & teaching is maximised because research shows that *‘cognitive development is a social process promoted by high-quality dialogue among peers supported by teachers...learning is collaborative and requires dialogue’* Hattie 2011 (including **peer tutoring** – when pupils become tutors of others, they learn as much as the tutee.)

Talk for learning is maximised (*‘space is created for pupils views /comments /critique... & teachers listen as well as talk...so the classroom interactions are more of a dialogue than monologue’* Hattie).

The role of **‘play’** in learning is valued as a powerful & effective learning process.

Teachers **assess prior understanding** *‘the single most important factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.’* Ausubel 1968

Teachers plan for **progression** with **challenge** (hence the need to relate a task to prior learning).

Planning will start **from learning outcomes** rather than content or activity to maximise its effectiveness.

Teachers always facilitate **activation of prior learning** (recap).

Teachers communicate **Intended Learning Outcomes & Success Criteria** (how the tasks relate to the intention).

Risk Taking in Learning is Nurtured - errors are welcomed and fostered, there is resilience in the face of error, and openness and willingness to share.

Teachers enable **feedback** on how the pupils are moving towards their learning intentions (rapid formative assessment – just in time, just for me, just where I am in the learning process, just what I need to help me move forward). Feedback is most successful when pupils take responsibility for feedback (self-evaluation - metacognition).

In feedback three questions/three steps to ask that are helpful are:

1. *Where am I going? (We are learning to..., What is my goal? What am I trying to achieve?)*
2. *How am I going? ((What is my current level of performance relative to my goal?)*
3. *Where to next? (What specific actions do I need to take to reduce the gap?)*

(‘feed Up, feed back, feed forward’ The Power of Feedback, Review of educational Research Hattie, J & Timperley, H. (2007) , How Learning Happens – Kirschner & Hendrick 2020)

The following principles underpin good feedback:

- Teachers should lay the foundations for effective feedback with high-quality initial teaching that includes careful formative assessment.
- Teachers should deliver appropriately timed feedback which focuses on moving learning forward.
- Teachers should plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

(Teacher feedback to improve pupil learning –by Joe Colin and Alex Quigley - Education Endowment Foundation (2021))

Feedback is seen as separate from praise.

Praise focuses on effort, processes and learning rather than in getting things right or ability. This promotes learning and a safe environment for risk taking and learning from mistakes.

Pupils move from **surface to deep learning**.

Deliberate spaced practice is focused on becoming efficient, fluent and then automatic in procedural learning using multiple & varied examples. Practice is deliberate when the intent is on improving particular aspects of performance e.g. reducing error or to better understand how to monitor, self-regulate and evaluate their own performance. Deliberate practice is most effective when it is on tasks outside the current realm of dependable performance – pupils reach mastery by gradually refining performance through repetition after feedback.

Semantic knowledge is transferred & embedded in long-term memory by **spaced repetition**, is understood & **linked to developed schema**.

Teacher questioning balances **surface & deep understanding with both closed & open questions**.

Teachers **finish** a unit or lesson **by referring to the learning intention** & help pupils **reflect on their learning** and understand how much closer they are to the success criteria. Pupils are actively involved in the process (possibly supported by peers) are able to reflect on their own achievements, evaluate work and speculate on areas for improvement. **Pupils are able to vocalise/externalise learning (pole bridging)**.

Independent practice in a different contexts & problems of newly mastered content enables pupils to **apply learning** & build on prior learning & understanding.

Reviewed Summer 2021