

## **Overview**

At Whitley Village School, we have realised that the curriculum has to inspire children to learn by encouraging an enquiry-based learning ethos. We are keen to develop a curriculum that, while ensuring that we met our statutory obligations, will inspire and stimulate our learners. We believe that thematic units should involve individual integrated subjects, linked in ways that made sense to our learners. At the heart of this, the pupils should be taken on a creative learning journey whilst at our School.

We understand creative learning to be characterised by:

- being questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes.

**Planning the Curriculum** The first step in this process will be to ensure that the full National Curriculum is covered, whilst also giving consideration to the changes and suggestions highlighted with the draft curriculum.

Once that non-negotiable baseline is in place, the proposed termly topics can be about anything, in any combination of subjects, but must be interesting, exciting, motivating and meaningful to pupils. The interests and views of the pupils heading to these year groups will be taken into account during this process so they have a sense of ownership.

**Introducing Questioning** Our aim is for teachers to build in open-ended questions, as a basis for their lesson. Pupils will be guided to answer for themselves, and learn how to organise research-based tasks. The questions will be deliberately planned to be beyond pupils' current knowledge and understanding.

As a staff, we have worked on the following areas to ensure high quality teaching

- Teachers understand the difference between guiding pupils but not over-directing them
- A greater emphasis when lesson planning has been placed on developing skills, especially problem-solving and communication.
- Teachers' understand the importance of fostering a spirit of enquiry and an awareness of there being multiple possibilities rather than one acceptable answer.

We recognise that pupils who are supported by good teaching that encourages questioning, debate, experimentation, presentation and critical reflection enjoy the challenge and have a sense of personal achievement. The confidence they gain ultimately encourages them to develop and present their own ideas with greater imagination and fluency.

## **Monitoring and Evaluating Impact**

At Whitley Village School we aim to introduce a system of robust monitoring by subject leaders to ensure that the planned content is delivered. The curriculum will be built round a sequence of 'learning journeys' for each year group. The scope and focus of each journey will be mapped. This will enable the leadership team and subject leaders to check that the National Curriculum is fully covered and that pupils have opportunities to grasp the essential features of each subject, as well as to make connections between them.

Subject leaders will have access to all planning from every year group and within the school action plan, will be allotted time to monitor lessons and evaluate their impact. Senior managers will conduct weekly learning walks, with specific focuses, to ensure that topic lessons, although explored in multi-disciplinary ways, are not losing touch with the content, skills and assessment targets of the National Curriculum.

**Assessment** As a staff, we are in the process of identifying clearly how, when and by whom the work will be assessed. Our lesson plans will make clear the expected outcomes for each lesson. We will make a note of those individual children who do not achieve the expected outcomes and those who exceed the expected outcomes. We will then use this information when planning the next

lesson. Teacher assessment using the National Curriculum attainment targets within the foundation books provides a mechanism for manageable assessment in topic subjects.

Assessment For Learning (AFL) is a key aspect of development and forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme. Pupils' motivation is reinforced by their awareness of their development, for example by frequently checking their levels through peer-review after presenting their work to the class. Reviewing their learning constructively with their peers will become an accepted and unthreatening part of the process.

The SLT will monitor the progression, continuity and effectiveness of the creative curriculum together with the governing body. This will develop as our subject leaders monitor and implement changes to their areas of responsibility.

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