

Waveney Valley Partnership Schools

Curriculum Information Evening



Background- Why did we need to change our Curriculum?

- ▶ The new Education Inspection Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

- ▶ New EYFS curriculum in September 2021
- ▶ To ensure our children are prepared for the future
- ▶ We need to prepare them for a world of solution finding.
- ▶ Who is going to solve climate change or racial equality?
- ▶ Classrooms have become places where few risks are taken and children seek permission to think
- ▶ Children need to invest in their learning

Statutory requirements: Education Inspection Framework- 2019

Quality of Education

- leaders **take on or construct a curriculum** that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life
- the provider's **curriculum is coherently planned and sequenced** towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners.
- learners study the full curriculum. Providers ensure this by **teaching a full range of subjects.**

Statutory requirements: Education Inspection Framework- 2019

Personal Development

- the curriculum **extends beyond the academic**, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to **develop their character** - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares **learners for future success** in their next steps
- the provider **prepares learners for life** in modern Britain by:
 - ▶ - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - ▶ - developing their understanding of fundamental British values
 - ▶ - developing their understanding and appreciation of diversity
 - ▶ - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Statutory requirements: Early Years Curriculum Changes

- ▶ There is a change in focus for EYFS too...
The ethos is now on more time to explore and question our environment not on more content
- ▶ The aim of the new Development Matters Framework is to improve outcomes for children
- ▶ Reduce practitioner workload so we can focus on providing learning and teaching opportunities.

It removes the need for constant assessment and recording and instead places the focus of teaching time on the progression of skills which ensure all pupils - especially the disadvantaged - make progress

<https://www.youtube.com/watch?v=rshr-l66jQA>

Where to start

- ▶ To ensure that the curriculum we created had longevity it needed to be based on research and evidence. Reading literature from Guy Claxton (who attended our Professional Development Day), Paul Dix, Alistair Brice-Clegg, Dr Julian Grenier and Chris Quigley to name a few.
- ▶ The School also worked closely with Tamsin Little (Director of Primary Education) and Debbie Thomas (Academy Head of Rendlesham Primary, but previously part of the Education team for the Trust- Leading research on curriculum development)

What did we want for our pupils?

- ▶ As a set of schools we agreed that we wanted a curriculum that:
- ▶ Ensured pupils are prepared for the future
- ▶ We need to prepare them for a world of solution finding.
- ▶ Who are going to solve climate change or racial equality.
- ▶ Classrooms have become places where few risks are taken and children seek permission to think (unlike in Early Years classes)- this needed to change
- ▶ Children need to invest in their learning

Two curriculums interwoven

- ▶ Academic curriculum- the planned teaching of knowledge and skills of both core and foundation subjects
- ▶ Character curriculum- a curriculum that focuses on the development of children's character (this is now known as learning Pi)
- ▶ A curriculum based on progressive and interconnecting knowledge
- ▶ 3 core drivers built on the needs of our children for our school setting
- ▶ 18 learning characteristics that will develop the whole person

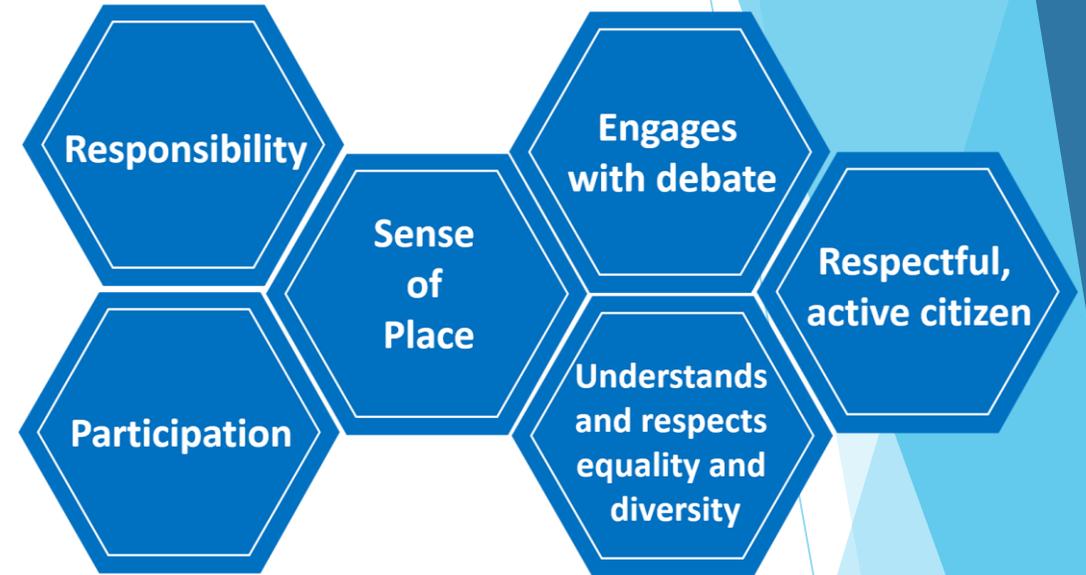
Learning Pi

Personal Development	Creative Development	Community Engagement
Determined and Resilient	Imaginative and Creative	Responsibility
Resourceful	Purposeful	Participation
Reflective and Self-Improvement	Adaptive	Sense of Place
Risk Taker	Builds Links	Engages with Debate
Collaborative	Independent Thinker	Understands and Respects Equality and Diversity
Independent Learner	Curious Mind	Respectful, Active Citizens

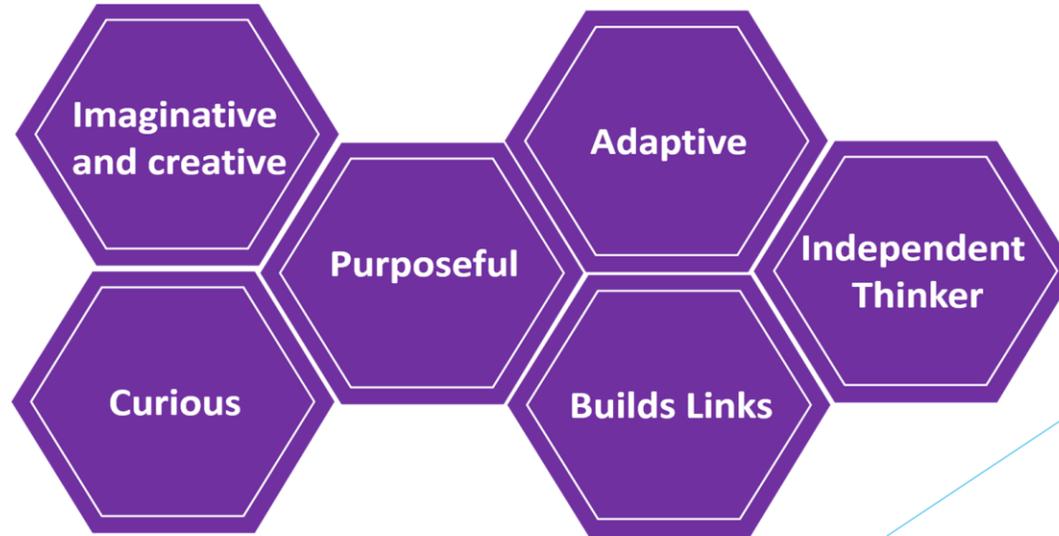
Personal Development



Community Engagement



Creative Development



Learning Pi in School

- ▶ Our new curriculum will be based on asking deeper questions to encourage thinking skills and an inquisitive mind so that...
- ▶ no matter what the situation, we learn how to apply the knowledge we already have and adapt it to help us overcome any situation.
- ▶ ...We are clear about how our knowledge builds on prior learning
- ▶ ...we are encouraged to take risks with our thinking and try new ideas
- ▶ ...we experience getting things wrong and use this knowledge to improve our actions
- ▶ ...we engage with our community both locally and globally for a real purpose

- ▶ Rather than just teaching what these characteristics look like we will embed it into the teaching and learning through questioning, with a focus characteristic each fortnight- introduced in whole class assemblies.

- ▶ Determination and Resilience

- What are the tricky bits? What's tricky about them?
- What could you do when you are stuck on that:?
- How did you get over your difficulties when you got stuck?
- Who managed their distractions well while doing that?
- Why not just give it a try?

- ▶ Independent Learner

- How could you make that more interesting/risky/exciting?
- What will help you do this?
- What will you need to do first?
- How could you present your learning?

- ▶ Risk Taker

- Let's try this...
- What if ...
- Did you find the challenge exciting?
- Did it work? Why/ Why not? What can you learn from that?

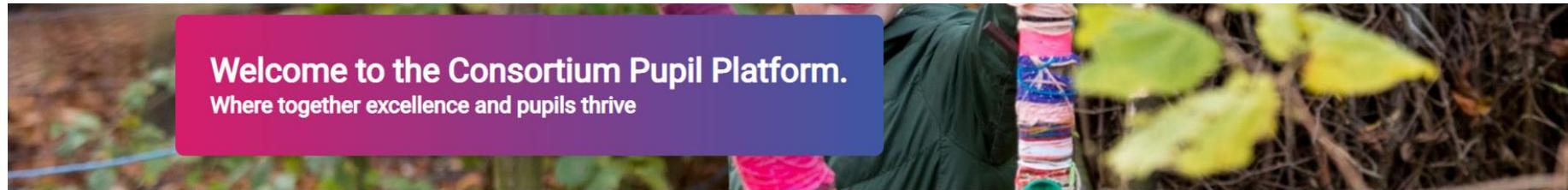
Learning Pi Platform

- ▶ This is a unique platform developed by the Trust team to allow schools to measure pupils personal development.
- ▶ It is a platform that will be used in class as well as at home
- ▶ Tasks are linked to the Pupils academic learning, but also focus on one of the Pi characteristics of learning

- ▶ www.Learningpi.org

How to log in...

▶ www.learningpi.org



Join our Platform

Our platform provides automatic enrollment, speak to your child's teacher today about how you can claim your free account and get involved.

Distributing high quality, fun, & rewarding activities to boost your child's development!

Already have an account?...



Teacher Login

Parent Login

Log in using the parent email address linked to Arbor



Email

Password

Remember me

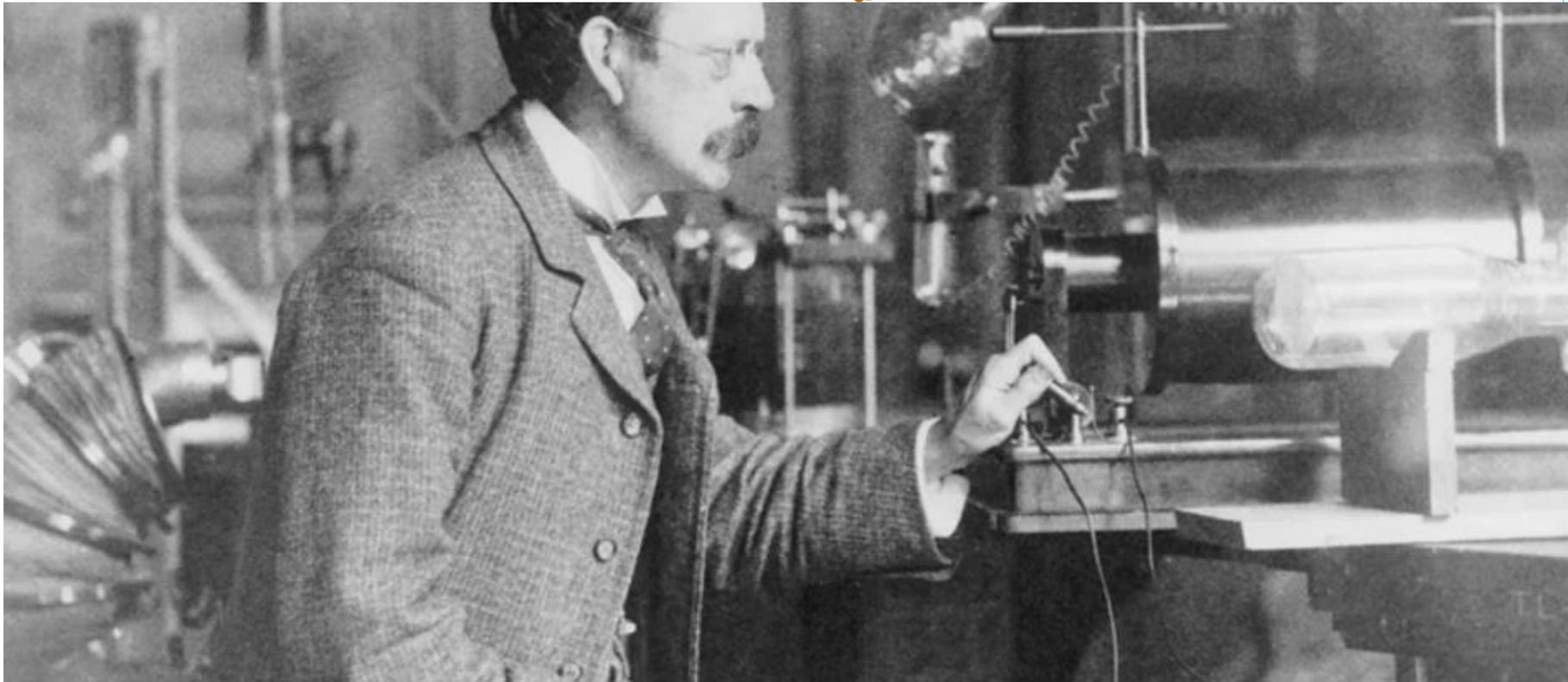
[Forgot your password?](#)

LOGIN

An academic curriculum based on questions

- ▶ Each of the subjects start off with a big question- this is a hook to engage the pupils with their learning, but also a purposeful question- that by the end of the unit of work children should be able to answer using their new skill and knowledge
- ▶ For Example:
 - ▶ Could all animals live in the same place? (KS1 Geog)
 - ▶ Will we be the last generation to remember WW2 (KS2 Hist)
 - ▶ What significant events changed the path of music? (KS2 Music)

What if?



J J Thomson 1897 -using a magnet and a cathode ray discovered electrons, just by trying new ideas
20 years later someone applied this knowledge and made it possible to X-ray
More recently we use this technology for radiation therapy to save cancer patients

What if he never thought "What if?"

What if you were the first person to ever look inside an egg?

And you thought....

What if I fry it?

What if I add it to milk and flour?

What if I whisk it and cook it?

What if I drink it?

What if I add it to sugar ?

What if I mix it with syrup?

What if I put it in my coffee?

Well someone must have been the first one to try some of these.....

"It is the mark of an educated mind to be able to entertain a thought without accepting it." ~ Aristotle



Examples of planning

Waveney Valley Partnership Schools History Curriculum			
	The <u>concepts</u> taught throughout KS1 and 2 are: Society, Technology, Defence, Commemoration, Equality, Determined People, Chronology, Monarchy		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
CONFLICT Autumn	Were castles safe places to live? A study of castle life and conflict	Will we be the last generation to remember WW2? Legacy, equality and remembrance	Does slavery still impact society? History of the slave trade, the significance of statues and modern day impact of slavery
PLANET EARTH Spring	Geography Based theme		
BRITAIN Summer	Is a <u>king</u> more important than a queen? A study of living history – understanding the influence of the Royal Family on the UK and the roles of each member of the family.	Was Edward VI “a precocious” King? Study of British History Tudors- Stuarts	Did the suffragettes resolve inequality for women? Turning points in beliefs through history
HUMAN KIND Autumn	Geography Based theme		
INVENTIONS Spring	Who would you put on a £50 note? A study of 3 significant people in history spanning 3 periods of historic recording (debate and personal opinion)	Did we learn anything from the <u>events</u> of 1666? From the Plague to Grenfell what changed?	What was the Victorians greatest legacy? Study of British History
CIVILISATIONS Summer	How has electricity changed our lives? A study of the impact of electricity on society	What might archaeological finds of the past tell us? A study of the significance of <u>local Saxon</u> life	Will we ever live in a world without major viruses? A study of historic medicine- plague to COVID

Linking Concepts

The new curriculum has been designed to have concepts threaded throughout. It has been proven that new learning will be easier if learners have previous knowledge to link learning to.

Therefore threads have been woven throughout each subject area has concepts that link new learning to something that has already been taught.

Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative, mental map, or intuitive theory. **Disconnected facts in the mind are like unlinked pages on the web: They might as well not exist.**

Steven Pinker

Making connections with the concepts

Responding emotionally to music:

KS1

Are all National Anthems the same?

Know how a range of anthems effect their mood and feelings

LKS2

How would fishermen tell the story of Dunwich through song?

Understand layers of sounds and discuss their effect on mood and feelings.

UKS2

How did music affect the spirit of slaves?

Describe how lyrics often reflect the cultural context of music and have social meaning

How will things change for our pupils?

- 'Culture change towards greater personal development
- 'More opportunity to take risks and try their own ideas through development of questioning skills
- 'Less pre-prescribed teacher input – i.e. reduction in templates and worksheets
- 'A change in language used by staff – What could this look like rather than it should look like this!
- 'Greater flexibility to work in a range of environments – outdoors, standing, floor and seated as well as individually, paired and collaborative.
- 'SEND pupils learning styles being met more frequently
- 'Focus on the characteristics of learning by modelling the characteristics in famous individuals.

What should parents expect to see?

- Children asking more questions.
- Children becoming more engaged in their learning
- Children happy to explore learning and improve their own thinking
- Children becoming more confident
- Children prepared to try new things
- Children showing greater awareness of their world
- Children wanting to act for the greater good
- Children becoming more resilient to change

Children becoming more independent

"Intelligence plus character-that is the goal of true education." ~ Martin Luther King, Jr.

What does look like for EYFS

‘A curriculum is what you want the children to learn in the time that they are with you’ - DFE

This requires building on the 7 areas of learning as set out in the Early Years Foundation Stage framework

The framework and curriculum aim to reduce staff workload allowing more time with the children

The framework encourages ‘child led learning’

Tapestry is now used purely as a home school communication tool.

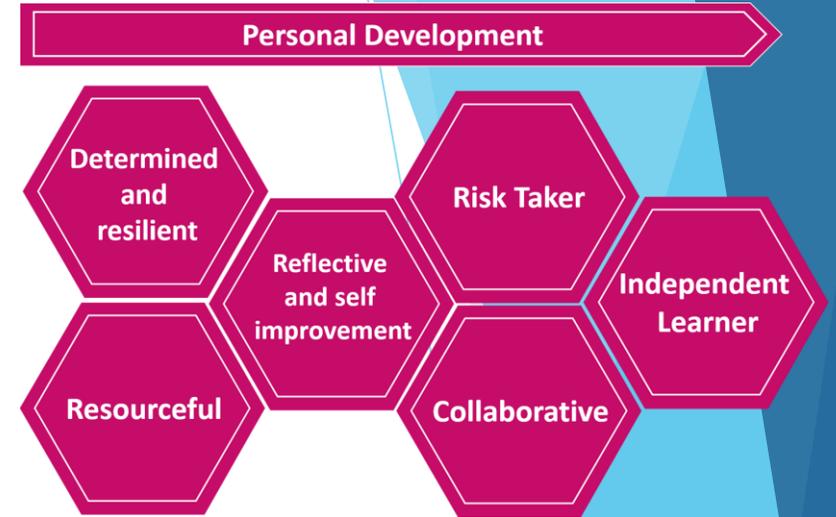
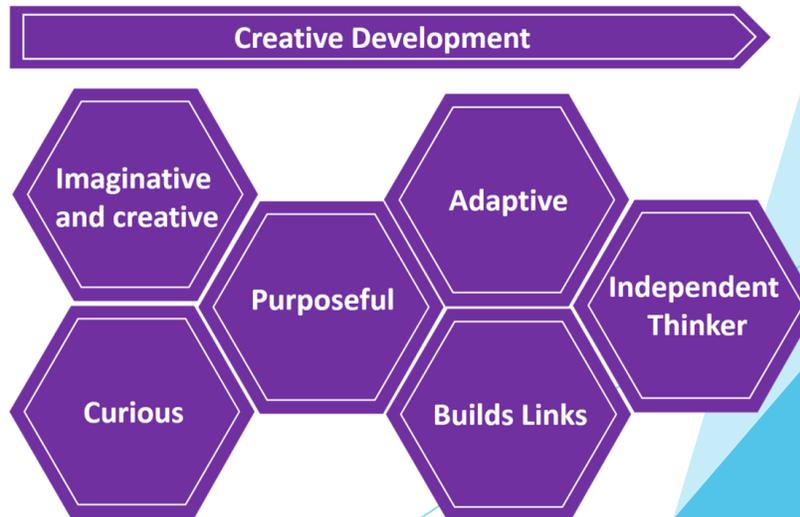
Therefore staff can engage more with the children than the technology.

7 main areas assessed as a whole throughout the EYFS. The 17 ELGS are only assessed at the end of the Reception year	C&L: Listening, Attention and Understanding, Speaking
	PSED: Self-regulation, Managing Self, Building Relationships
	PD: Gross motor skills, Fine motor skills
	Literacy: Comprehension, Reading, Writing
	Maths: Number, Numerical patterns
	UTW: Past and present, People, culture and communities, The natural world
	EAD: Creating with materials, Being imaginative and expressive

Learning Pi in the EYFS

Learning characteristics are embedded in the classroom through;

- ▶ Modelling by staff
- ▶ Use of the Pi language
- ▶ Classroom displays highlighting characteristics
- ▶ Pre-planned classroom activities
- ▶ Scaffolding - doing a little bit but not the whole thing
- ▶ Lots of talking and staff asking children open-ended questions



The basis

Nursery and Reception	Autumn Conflict	Spring Planet Earth	Summer Britain
Question	What is conflict and how do I deal with it?	What is my role on earth?	How can we travel around Britain?
Learning Pi Learning Characteristics	 <ul style="list-style-type: none"> • Children find their own way to do things and explain their reasoning. <ul style="list-style-type: none"> • Seek challenges. • Choose to find out more and explore further. 	 <ul style="list-style-type: none"> • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. • Solve real problems 	 <ul style="list-style-type: none"> • Ask questions to find out more. <ul style="list-style-type: none"> • Pay attention to details. • Show high levels of energy and fascination. • Use their senses to explore the world around them.
	 <ul style="list-style-type: none"> • Think about the perspectives of others. • Be involved and concentrate during group discussions. <ul style="list-style-type: none"> • Have their own ideas. 	 <ul style="list-style-type: none"> • See themselves as a valuable individual. <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. 	 <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Understand that some places are special to members of their community.
	 <ul style="list-style-type: none"> • Make independent choices. • Do things independently that they have been previously taught. <ul style="list-style-type: none"> • Initiate activities. 	 <ul style="list-style-type: none"> • Use a range of strategies to reach a goal they have set themselves. • Find new ways to do things and solve problems. 	 <ul style="list-style-type: none"> • Review their progress as they try to achieve a goal. • Begin to correct their mistakes themselves. • Shows satisfaction in meeting their own goals.

We use the partnership curriculum themes with our own question to answer.

Linked to whole school drivers
Each term we have 3 key learning characteristics. One from each driver which are rotated fortnightly through the partnership

An adaptive curriculum

We build on these foundations with;

Linked texts: key texts some that will be familiar and some new. Chosen to engage and inspire the children's thinking.

The curriculum covers each of the 7 learning areas; communication & language, personal, social & emotional, physical, literacy, maths, understanding the world (Geography, History and Science) and expressive arts and design.

Each term builds on the previous and embeds the basic core knowledge required for the transition to Key Stage 1

Speech and language is a huge focus for Early Years, so our curriculum includes key vocabulary for each theme

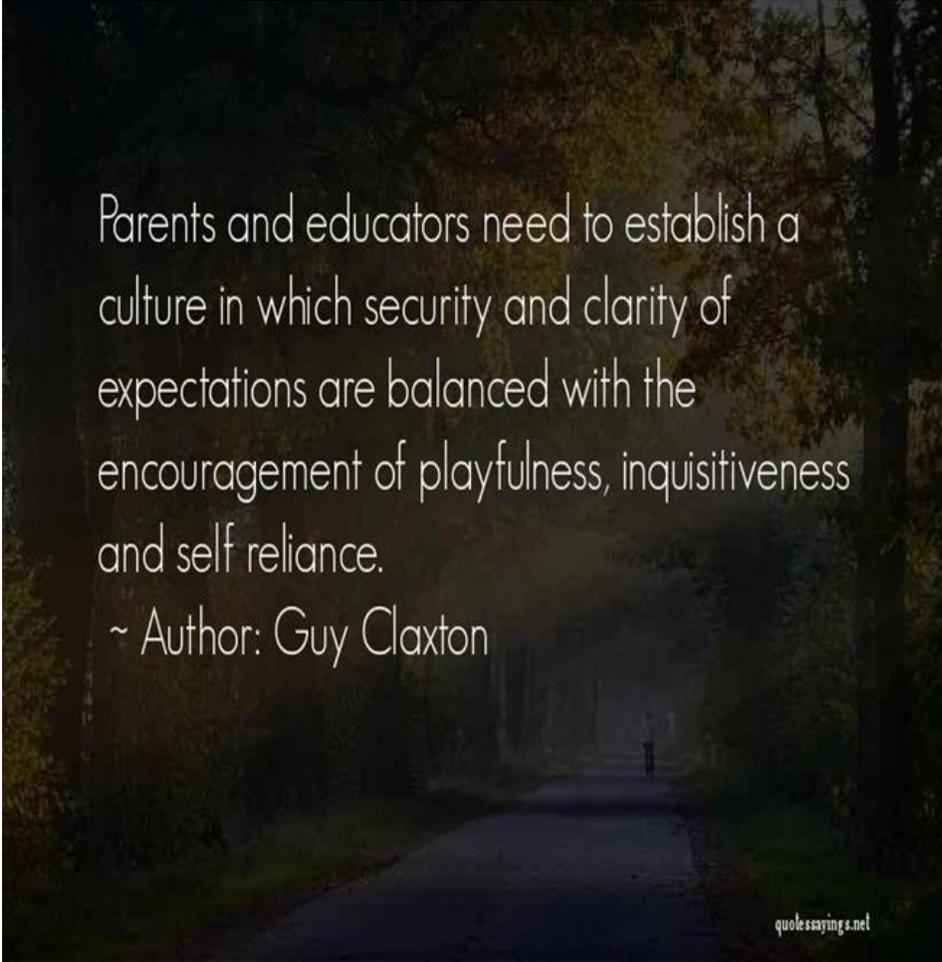
This has all been designed to be adaptive and suit the needs and interests of all children

The curriculum goal is the end point of each theme. The one thing that we want each child to be

Curriculum goal	To know how to approach and solve a problem	To grow and care for a living a thing	To create and follow a map
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How can you help at home?

- Encourage your children to try for themselves
- **Don't worry about your child being the best – just encourage them to be their best**
- Accept that learning is about improving and don't insist on everything being perfect- nobody is the finished article
- Encourage your child to be creative and follow their instincts
- Let children do things for themselves – this is how they will learn
- Remember there is often more than one answer and more than one method – as long as there is a reason for an outcome learning will take place
- Support your child by providing a range of reading or audio opportunities
- Embrace the wider community and opportunities for learning in the environment



Parents and educators need to establish a culture in which security and clarity of expectations are balanced with the encouragement of playfulness, inquisitiveness and self reliance.

~ Author: Guy Claxton