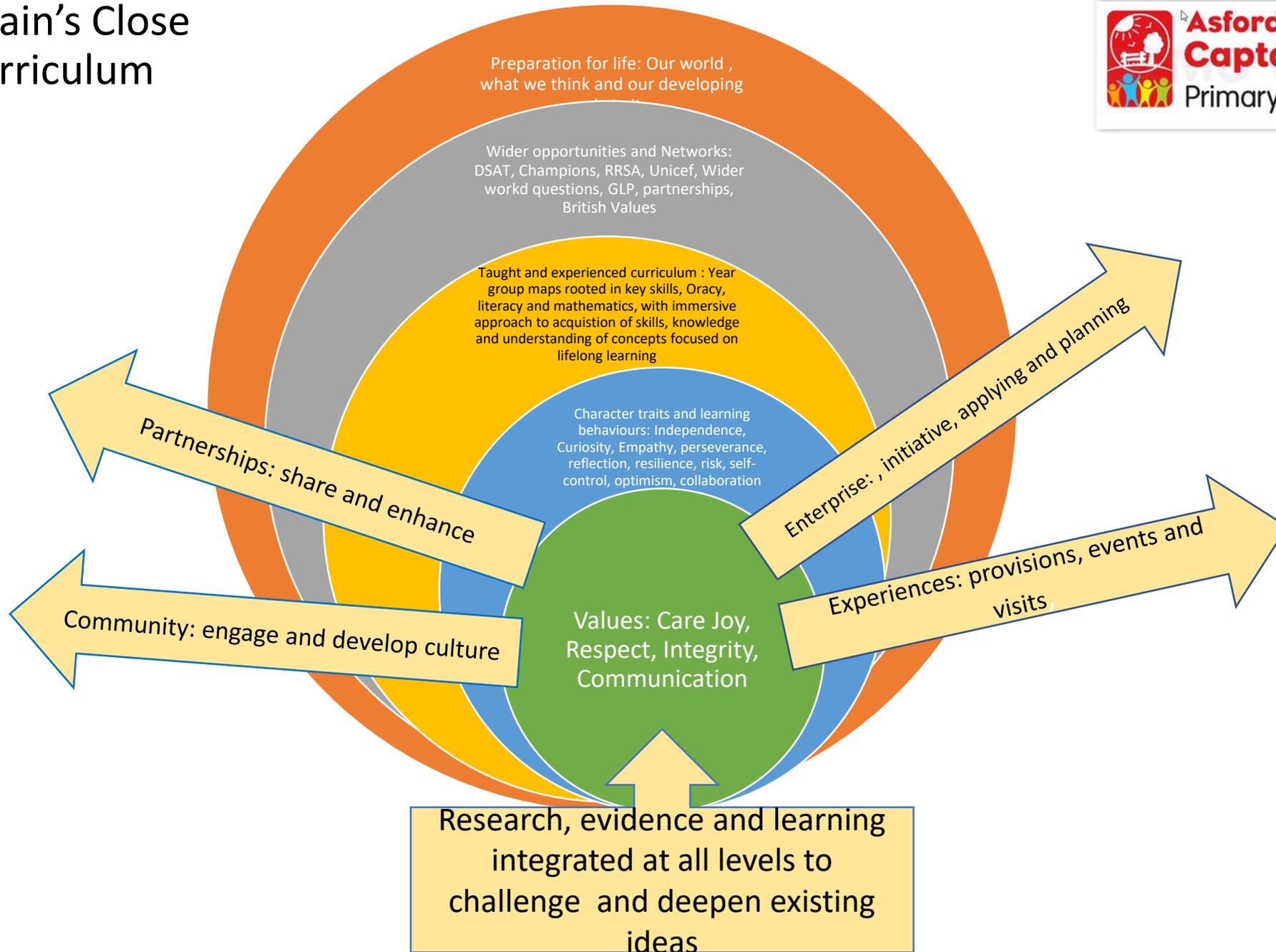


# Captain's Close Curriculum



# Key vision and aims

*We are ambitious for our children. We want to inspire them to be curious about the world and explore the possibilities different opportunities offer them. We want them to leave our school with a love of learning, a love of books and language, rich cultural knowledge and healthy approaches to life. Most of all we want them to greet challenge with optimism and seek the joy in life.*

*Our Curriculum is designed to evolve with our Community. We are a small village where families face significant barriers to mobility, services and awareness of the diverse cultures that permeate our lives in Britain today, so our curriculum is founded in deep questions that open up our eyes on to our awareness of our place in the World, whilst valuing the traditions we all hold dear in our own local culture.*

**Learn:** all children aspire to learn and develop positive learning behaviours centred in establishing **growth** mindsets and intrinsic motivation

**Enjoy:** all children enjoy learning and develop optimism within an active and engaging Curriculum

**Achieve:** all individuals aim to achieve their very best and develop high aspirations to fuel their perseverance

**Fulfil:** the community is focused on engaging individuals in an outward facing culture, where dreams inspire possibilities and we feel fulfilled in our sense of purpose.

# Purpose

Our curriculum's purpose is to equip our children with the **key skills, knowledge and understanding** to make **the connections** across all experiences to enable individuals to develop and **deepen learning** across all aspects of learning.

We want our children to **reflect** on who and where they are, what they know about their own culture and wider worlds to make **valued judgements and opinions** and **question** the world they live in.

Key to this is also **enabling learning behaviours** and **character traits** and we work carefully to plan with these in mind and to ensure we assess the areas of strength and areas for development and adjust our provision accordingly.

# Key content and ideas

We have worked hard to develop our Curriculum, with thought and care relating to what we recognise our children need to be equipped for the world we live in based on their own life experiences.

Each year group has carefully selected English texts to ensure they are immersed in rich vocabulary and challenging themes that enable them to consider and reason in relation to their understanding of the world. These have been carefully aligned to our curriculum themes.

Above all of our half- termly year group plans, we share a whole school key question that prompts a wider consideration of our learning in relation to the world, with a key aim of developing children's opinions and ideas in relation to their learning. Our theme assemblies give us time to share and connect all of our learning across the school. These enable us to review our plans and consider how to further develop links.

**Our 6 key questions are:**

What do we know about our culture?

What does International mean?

What does it mean to be different?

How can we become independent by working with others?

What do we share with people from different times and places and what can they teach us?

How do ideas travel through time?

We follow R- time principles and metacognitive approaches to character traits to lead our positive approaches to developing learning behaviours. This is to ensure we develop key understanding of ourselves, emotional literacy and motivation, all which contribute to growth mindset principles and formative assessment.

# Subject areas

**English:** We have a strong commitment to exploring and enjoying challenging texts, ensuring we equip our children with wide-ranging vocabulary and opportunities to develop their communication and language skills. Our key priority as a lead Associate School for the Royal Shakespeare Company is to develop active engagement with contexts through rehearsal and drama techniques to extend children's ability to create meaning and reason about texts and apply this to a range of themes. We link work on developing vocabulary and Reading with purpose to use of grammatical effects for purpose with clear focus on authorial intent and effect on the Reader. We seek to inspire every child to be inspired to Read and Write and develop pride in their communication skills. Our work with patrons of Reading gives this a real-life context.

**Maths:** We are developing a Mastery approach to the teaching of maths and we use Maths NO Problem textbooks to support this, but some year groups have a more extensive approach as the children have not accessed these approaches throughout their school life. In every class we prioritise dialogue and discussion and challenge for all children. We do not stream or differentiate by task to ability. We seek to consider provision and developing depth of learning for all children, making sure we support learners using a range of models and strategies.

**Science:** Science leads some of our wider themes and we seek to integrate core skills where possible. We use Engaging Science curriculum materials to steer our approaches and to support our increasing focus on progression in investigative approaches.

**Technology:** We use Elim curriculum resources to plan an integrated approach to using technology and to further develop investigation, innovation and awareness of technological advances and use across all areas of life., interaction, problem solving. This year we will be introducing Computing peer leads.

# Wider curriculum

Social sciences: We seek to underpin interaction with wider issues and themes, looking at how historical, geographical studies can enable children to reflect on their place and roles in the world, exploring the interconnections and developing political astuteness. We further explore spiritual and moral cultural perspectives through exploration of the Leicestershire religious syllabus and PSHE/British values mapping using the PSHE toolkit and our R Time principles.

Arts: We prioritise creativity and innovation and seek to enable children to explore all areas of the Curriculum through the Arts to ensure they develop. Our work with the RSC also seeks to embed creativity across English and other areas of the curriculum. This is rooted in interactive strategies and encouraging discussion, collaboration and developing ideas. This is all underpinned by promoting Oracy, rich Language and communication, problem solving and reasoning.

When we continue to develop our work with the RSC, we will integrate Shakespeare's universal themes and language where they can enrich our experiences. We have already seen the success of this with our Regional schools partnership work.

All of our parent events, visits, visitors, trips and enterprise events are aligned to Curriculum and the learning we are developing.

International: Our Global schools mapping supports developing an understanding of diversity, values, awareness of the perspectives of others collaboration and an understanding of how British Values support our wider consideration of our multi-cultural society as well as our roles and responsibilities as Global citizens. We work with dE Montford University to develop the teaching of mandarin across the school.

# Our definition of learning

Learning has no limits, we approach ideas and concepts with curiosity and resilience to build bridges in our knowledge, skills and understanding to challenge our current thinking and explore the unknown.

# Organisation of learning

## Structuring the learning

- Questioning and feedback: we expect all staff to structure sessions focused on key learning and to develop a range of questions that challenge notions and structure new learning, as well as supporting feedback and in the moment responses to children's learning to consolidate and develop learning. We also encourage our children to question and feedback.
- Paired talk: we are prioritising children's talk and aiming to strengthen children's Oracy and extend confidence in using grammatical structures, therefore we expect to see paired talk and group work where adults model and frame these language patterns and support vocabulary choices.
- Learning slips:: We use learning slips to structure our approach to focusing on key learning, but we may negotiate within success criteria during the lesson and we may look at learning intentions at any point in the lesson, where it is pertinent. We also the key learning characteristics we are promoting in the design of the lesson and these are reflected on to support children's metacognitive understanding of learning and their development.
- Unit overviews: This year we have introduced unit overviews to enable the children to see how their day to day learning fits into a wider perspective and structure the expectation that this is something they build on and connect. They can then use these to reflect on their progress and to support teacher conferences.

## Markings, feedback, guided and shared sessions:

- We recognise that the best formative feedback is in the moment. We don't use lots of stamps or symbols to demarcate this, we believe our time is best used reacting to the needs of learners and restructuring our strategies where appropriate. Children interact with this process and with our marking symbols and we expect them to reflect individually on verbal or written feedback. We also integrate peer feedback and this is an area we are structuring carefully to make sure children understand what quality peer feedback means and can differ according to maturity. We make best use of shared and guided sessions to support immediate feedback, and where Maths, or other sessions are taught around playtime, we adjust teaching accordingly in the following session rather than expecting teachers to mark copiously. Having recognised this, we also understand children like their teachers to mark, so where it is most needed and will have most effect, teachers undertake a scaffolded approach to marking to recognise successes and next steps using green and orange pens.
- Learning lines all classes are involved in the development of these to further develop children's dialogue and reflection on and with learning and their next steps. This also reflects their perception of their own progress. Currently younger classes may look at this collectively.

# How we enable children to reflect on and develop their learning 2

## Learning reflections:

- We reflect at the end of the week on how we are developing as learners. This supports our work on growth mindset and resilience, as well as offers the chance to share our successes and problem solve with our partner classes. Sometimes we will also look at learning in the wider sense and what this means for our school community. This enables pupil voice in relation to our whole school priorities.
- Learning logs: We use these to record and reflect on our learning journey and they follow through school with us.
- Pupil conferences: our teachers may have ad hoc meetings with us if they notice we need some support and we can explore how we feel about an aspect of learning. However these may be in preparation for events or within wider planning.
- Target setting: These support the conference model when we work within class to consider our Age related expectations and what we need to work on. This also prepares us for our reports and parents evenings
- Child half termly reviews: We meet with our parents at parents evenings to review our progress, but we also prepare a report to send home where we reflect on progress and next steps and our teacher comments too.
- Character trait reviews: We reflect on how we are developing key character traits at least once a term. Our teachers use these to consider their teaching strategies and how to develop the curriculum focus in line with creating opportunities to use our strengths and address areas for development. This can also inform parent events and coffee and chat focuses. The school leadership team will also consider how this informs our key priorities and strategies and highlights needs for resources or services. For example, where a recent questionnaire has highlighted anxiety impacting on resilience, we are working with the school nurse and Speech and language team to implement key strategies in school and work with parents to develop this further. The way we Tweet during Trips, and the articles we publish on Social media also enable us to share this with our wider community.
- Captain's Logs: Once a month we use this book to record all the learning we undertake in a day. This gives us chance to explore the learning across our whole curriculum as well as track our learning journey and life through school. We take these books home so our parents can also reflect on our progress and support our learning.

# How we enable children to reflect on and develop their learning 3

- Opportunities to extend this wider
- Blogs: We will share our learning widely through our class Blogs, and can use these as a vehicle for writing with a purpose.
- Writing pockets: We all have a writing pocket that we contribute to at least half termly and we have writing reviews and events where we can share them with each other, other classes, our parents, or other teachers to reflect on our progress and next steps. These are on display so they can be reviewed at any time.
- Parents evenings: We expect children and parents to attend these events so that children can lead a reflection on where they are and their next steps as well as explore with parents how we can all work together to support this further.
- Year 6 Champions: We have used research from New York to target work on resilience and ownership of learning during our SATs year. 2017 was our first year and we saw a 20% improvement in ARE , as well as improved approaches to challenge and extension of reasoning skills. Children actively worked with their nominated adults to design their learning paths and independent study. This also led to the appointment of pupil leadership and 2017/18 has further developed this in core subject areas to develop peer role models and mentors, as well as extending pupil voice to support school leadership strategy.
- Assemblies: We have half termly reflections on our whole school questions where we make the connections across all topics in relation to the key question and share the ideas we have developed-we often notice new learning in these sessions. Our Hall displays capture some of this learning. We also have school council and SLT sessions where we can reflect on whole school priorities or examine key issues we want to explore further and work together to plan our next steps. Sometimes this involves our partners, such as our Patrons of Reading, the Vicar, the NSPCC, the Police. Sports professionals, musicians or a key member of the school leadership team. We often Tweet or Bog to share this.
- We work with a range of partners to extend opportunities to enhance learning and we are encouraged to reflect on this. The displays in our corridor shows some examples of this.

# Our approach to formative assessment

We believe all assessment activity should inform next steps, so we aim to link any summative assessment to futures planning. Our pupil progress meetings and frameworks open up dialogue and staff development to support action planning.

Every day children's progress and attainment is continually assessed through:

- Planning tailored to pupils' needs with assessment statement criteria included. You will not see graded success criteria or differentiated tasks. Our children have been very positive about the removal of ability groupings in 2016. We recognise all children need differentiated support and materials to access the learning, but our work with the Maths TRG and the with the RSC has demonstrated the value of all children having access to quality learning and it is our job to structure our approaches to ensure access for all learners to progress. This year we are also prioritising levels of challenge for all.
- Observations and discussions about work, with feedback during lessons crucial to supporting progress. This will be a focus for observation at all times to support our judgements for progress in Teaching and Learning.
- Interacting with children to review their learning and consider their developing learning to determine next steps. We consider whether they are exploring new learning, consolidating learning, deepening and challenging learning, or wobbling and using strategies to explore options to support new perspectives and resilience. Our learning lines trial will further develop this are. Currently all children use the learning slips to reflect on whether they are working towards, at or deepening their learning in relation to the learning intentions. We encourage them to use the success criteria to consider next steps as well as support them when they wobble.
- Marking work, including next steps and children's targets. Our learning slips are a basis for supporting targeted feedback, and enabling children to self assess, although success criteria will also be unpicked during lesson time and may be altered. Our unit overviews are aiming to further extend this in a wider context. This year Key stage 2 are trialling new exercise books to further extend independent and peer review.
- English records including reading records, phonic/spelling checkups, writing assessments, speaking and listening/oracy observations inform teacher's planning and any targeted intervention programming.
- Maths records: these can be in the moment, test results, quiz information, taught sections of the lesson, children's self assessment and observations. These inform adjustments to planning as well as catch up programmes.
- Core and foundation subject planning and assessment records: progression in skills documentation and schemes support us in these areas to ensure we plan to incorporate progression of skills as well as extend and enhance learning and creativity.
- Special needs diagnostics, including introduction of PIVATs materials. These enable us to plan quality provision through precise targeting as well as recognise small steps progress.
- Assessment outcomes are frequently updated through our Target Tracker systems Updates are made to the Statements system by class teachers regularly in line with the expectation of weekly focused marking in core subjects. Regular whole school moderation informs every teacher's key actions as well as strategy for staff CPD to support our Mastery and challenge focus. Our key focus is on how lessons are structures to enable in the moment feedback and questioning to ensure challenge and depth of learning for all children.

# Our learning environment

- Working walls: these should structure support for children and offer links with prior learning as well as where their learning fits in with the wider picture. Prompts and examples should support and scaffold independent learning strategies. Guided group work examples can also enable children to interact with key examples.
- Available resources: every class should have a range of prompts and equip readily available to support learner's needs and independence.
- Writing walls: We prioritise writing for purpose and high expectations. Our writing pockets are designed to celebrate, encourage and entertain as well as support a wider perspective of progress in English. They also offer opportunities for reading and sharing learning with others.
- Classroom organisation: This should be considered in relation to the planned learning sessions, and although space is a challenge, consideration is given to purpose and learning intentions in terms of organising and reflecting expectations.
- Equipment: Key leads work closely with staff to ensure each class has a range of resources and displays that support key priorities.
- Topic displays and resources/literature: We expect that these will celebrate learning, achievements, inspire and inform and offer opportunities to apply key skills across our themes.
- Reading areas: every class should promote a love of reading. Every class will have dedicated story time and independent reading sessions,
- Prompts and strategies: These should be legible, high quality and reflect key aspects of appropriate learning. They may be strategically placed to support individuals or groups of learners.
- Metacognitive prompts and inspirational quotes: our character traits, prompts for learning behaviours and aspirational materials should be well-placed and appropriate.
- Outdoors: All staff are encouraged to make use of the outdoors and we have installed a writing shed to support this. We have a range of spaces we can use.
- Collaborations: We seek to extend our view of learning beyond our village to widen our understanding of the world and increase aspirational thinking. We forge wide partnerships linked to curriculum aims to support and develop this. Through Young Voices, RSC partnerships, Sports partnerships and our Trust/teaching schools links we work across diverse communities and recognise the importance of a range of perspectives. This also informs our British Values and PSHE teaching. As a small school, we maximise work with partners to extend expertise and our Sports funding is particularly effective in enhancing our provision. This year we have new music partners to support our commitment to attaining Artsmark status. We are also looking forward to taking part on the DSAT ICT Olympiad and working with our technician to develop a coding club.
- Ethos: We worked with Simply Behave in 2013 to refine our positive behaviours systems and we have at least weekly R Time class assembly to refresh and develop our commitment to our three principles that are at the heart of all expectations. Although it is rare for individuals persistently disrupt this ethos, we have clear sanctions in place, as well as a balanced approach to celebrating achievements in these areas and our Captain's Coins awards are linked to this. We believe and rewards in learning should be intrinsic and informed by AFL and Growth Mindset theory, therefore we revised achievement assembly to celebrate learning characteristics, rather than empty praise for non specific achievement.

# Our learning

- We believe that the curriculum should promote a love of learning across all subject areas to foster a willingness to explore and we aim to create a bespoke set of opportunities to meet the needs of our children in our school. The National Curriculum is used as a starting point for our half termly structures, but we incorporate these within wider questions to make connections and consider the four cornerstones of learning: engage, develop, innovate and express your learning. We are committed to developing the whole child and ensure that the curriculum is appropriate for their stage of education regardless of their age. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We seek to find real life experiences and opportunities for children to work together within and between schools. Our wider range of partnerships supports this. In designing learning we ask what our children need to prepare them for their next stages in life, and we consider this in their current context, to plan a curriculum tailored to develop key skills, knowledge and understanding of concepts and ideas. Our planning is also designed to promote a core set of character traits, we recognise that resilience and developing strategies to minimise anxiety are a priority in our school and we are committed to developing growth mindset approaches further to support this, as well as intrinsic motivation and self-regulation.
- Through joint practice development all curriculum leaders within our schools continually review and improve the curriculum we offer to our children across a range of stakeholders. We use a variety of approaches, in session evaluations, tea and chat, learning reflections, staff meetings and SLT, as well as using tracking of subjects, PSED and CLL.

# Our learning 2

We are committed to continuous professional learning, and as such, following Mastery TRG and assessment for learning and Growth Mindset CPD we departed from traditional ability grouping.

Our children felt this limited their opportunities, and our Reading and RSC research demonstrated that all children made better progress when they had rich opportunities to engage with quality language and active approaches to learning.

This is forming the basis for our current priorities as a school, and within this, targeted use of resources and classroom organisation to ensure all children are supported and challenged and can succeed.

We recognise the talents of all our children and plan to maximise their opportunity to share strengths and collaborate to progress in areas for development.

We will incorporate some of our new learning in relation to Looking for learning and Assessment as learning to develop these planned structures. Therefore you will see a range of strategies to develop strategy and a range of groupings and independent activities to support these approaches.

We have also departed from traditional approaches to Guided reading, and integrate exploration of quality texts for all children, using RSC approaches and whole class reading to promote in depth inference and deduction and model ways to articulate our ideas-this is a key priority for our children. Our children have great ideas and now probe understanding further, but developing extended language patterns continues to be a focus to support deepening reasoning across all subjects.

We continue our positive approaches to Reading and our revision of texts, and extensive Reading for Pleasure strategies have ensured children and adults love reading. We are now looking at in depth consideration of how authors create effects and why in exploration of themes and structures. This will help us to write for a range of purposes and support our growing vocabulary and language skills.

In Maths, we are implementing Mastery approaches and some classes have timetabled across playtime to facilitate this. In Upper Key Stage 2, this differs as we are attending to the changes in expectations and addressing gaps from previous Year groups. However, all teaching is focused on empowering children's reasoning and developing accuracy and fluency to support this.

# Our learning 3

- More than anything we aim for our children to love learning and love school. We expect them to support each other and appreciate not only their learning journey, but those of their peers. We will address this through a range of positive reinforcements where possible and some classes may be targeted for additional R Time of PSHE focused sessions, or their curriculum organisation may be adjusted to structure a positive working environment and build self awareness and self management/empathy. Our ELSA may be deployed to support smaller groups and individuals, either in recognised interventions, or planned in line with class sessions.
- We want our children and their families to see school as a positive vehicle for them to set challenging goals and aspire to succeed. This fuels much of our planning for community engagement. This year our key focus is looking at learning and expectations and addressing parental anxiety in relation to learning. Each class plans at least half termly in house sessions and information events as well as using Blogs, online resources and communications to support families. Some parents may come into school to work alongside their child more regularly.
- We want to create a curriculum that shows our children and families possibilities beyond their own cultural limitations and develop a clear sense of self-worth. If this means altering our timetable to explore this we will, as we know children will only succeed if they are confident and happy and we prioritise our key principles to support this.