



# Edward Feild Primary School WIDER CURRICULUM in a Nutshell



<p><b>Research</b></p>	<p>‘When the curriculum lacks coherence, it is both harder to teach and harder for the children to locate and place their knowledge’-Vivian Robinson</p> <p>John Hattie argues, ‘planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcome’.</p>
<p><b>WIDER CURRICULUM VISION</b></p>	<p>We believe our curriculum is the central driving force of our teaching and that time spent planning needs to be effective. By working together, drawing on available evidence about ‘what works’, subject leaders and teachers can increase their joint knowledge of a subject and the best way to teach it. Our subject leaders and teachers are hugely committed professionals who work hard to put the needs of our pupils first. Their role is very rewarding but demanding and teachers want to spend their time on the things that will make the biggest difference to pupils’ learning and progress.</p> <p>We have trialled a range of planning resources and we are still to find the most efficient and straight forward approach to our Wider Curriculum. While working on developing and embedding our approach, we recognise we need to balance how much we plan ourselves from scratch and how much we feel it is more appropriate to buy into schemes which teachers can use to get support with their own subject knowledge while at the same time ensuring high-quality resources are available. However, we must admit, there is never going to be a ‘perfect’ scheme which suits us all, our subjects and the cohort we teach. That’s why, we strongly believe we need to be flexible and adapt, while not forgetting what we stand for, what the aims of the National Curriculum are and what the needs of our learners are. In addition, each subject has its own aims, therefore a ‘perfect fit ‘with our Wider Curriculum pedagogical vision might entail some adjustment.</p> <p style="text-align: center;"><b><u>BROAD AND BALANCED</u></b></p> <p>At Edward Feild, we ensure curriculum is broad and balanced. This curriculum principle is the core value that our school believes will give both our pupils and community the best chance of thriving and succeeding in modern Britain. Subject leaders worked hard to develop a curriculum which is particular to our setting and meets the needs of all our learners. While doing this, we ensure National Curriculum statutory requirements and aims are fulfilled in all our subjects and progression is clear.</p> <p>We believe that the best way to prepare our children for the future is to enable them to acquire knowledge whilst developing skills and understanding. We want our learners to apply skills meaningfully and wherever possible across a</p>

variety of curriculum areas, so they develop transferable skills which can be used in any subject. We encourage children to think for themselves, to discuss ideas and to use reasoning when justifying their ideas, therefore we believe an enquiry-led curriculum provides learners with key questions that are too big to answer in one go, however they must not be so conceptually large that the pupils do not understand. The purpose is to guide learners through a scaffolded process, answering big questions, to produce an outcome for an audience (such as a piece of writing, performance, piece of art, animation, etc), while embedding and promoting our eight school values (Teamwork, Challenge, Curiosity, Perseverance, Equality, Health, Kindness and Creativity).

#### **THEMED ENQUIRY-BASED LEARNING**

Our learning is theme based and will often use a book, trip or workshop as a stimulus (starting point) “hook”. We work towards purposeful outcomes for our children, families and community (audience) to enjoy. The hook links with other areas of the curriculum ensuring purposeful learning throughout all areas. This helps children to see the link between language, reading, writing and other subjects. Themed units have an overarching Big Question (enquiry-based learning) which opens as a stimulus for the content, the things to be taught over the medium term and provide the roadmap. They will offer oracy opportunities throughout the lesson in the unit.

#### **VOCABULARY, ORACY, ENRICHMENT, FINAL OUTCOME**

As a school, we feel the development of language and vocabulary is extremely important and, through our explicit vocabulary teaching approach during whole class reading sessions, we extend the word learning of all pupils, especially our disadvantaged learners. We strongly believe in giving the children the opportunity to further develop their oracy skills throughout all our Wider Curriculum by participating in debates, story retelling and explanations, always emphasising the need to talk in full sentences while using subject specific vocabulary. Reading comprehension around the theme studied is a priority as this enables the learner to understand the theme or subject more, therefore, to achieve more. Staff build in enrichment opportunities through visiting places of interest or inviting visitors in to enhance learning. Purposeful outcomes allow us to celebrate learning, whilst developing lifelong learning behaviours such as teamwork, perseverance, creativity and our other school values.

#### **MEMORABLE LEARNING**

We understand that children learn in different ways and that for learning to be effective it must be memorable. Our curriculum provides many rich and exciting learning opportunities to inspire and challenge our pupils, to ensure they are engaged in their learning and know what they need to do in order to improve further.

#### **SHARED RESPONSIBILITY**

Curriculum coherence is a shared responsibility, so we make sure staff are aware of how the curriculum progresses, so that they can explain its principles, coherence and impact to stakeholders and inspectors. We make sure our detailed curriculum maps are accessible to all staff and inform parents through our termly curriculum newsletters on our website.

<p><b>PROGRESSION OF SKILLS AND KNOWLEDGE</b></p>	<p>To achieve coherence in learning, senior and subject leaders ensure other teaching staff understand the important aspects of individual subjects and that they know how these will progress children’s knowledge and skills. Subject leaders have compiled progression documents for their subjects. All teaching staff plan wider curriculum subjects based on our pedagogic vision - teachers know when the subject knowledge and skills are being assessed, revisited, built upon or explored in greater depth.</p>
<p><b>CHALLENGE/ HIGH EXPECTATIONS FOR ALL</b></p>	<p>Sequences of learning are designed to flow through knowledge, skills and understanding. Spelling, grammar and handwriting are endorsed at every opportunity. Information retention is an issue for some of our children so we use repeated exposure to learning, to achieve a deeper level of understanding.</p> <p>The design for a sequence of learning is informed by initial assessments or ‘cold tasks.’ This ensures all sequences result in rapid progress and have clearly defined outcomes (success criteria), which children can use to assess against and teachers can use to give clear, efficient feedback. We endeavour to include in each sequence either a trip and/or a visitor. The purpose of the trip is to broaden our pupil’s life experiences. This supports the development of vocabulary and makes the learning a concrete experience. An exciting trip creates an emotional response and is more likely to become a long-term memory. Many of our children, especially disadvantaged children, don’t have high aspirations for future jobs. A trip or visitor which exemplifies a job connected to a wider curriculum theme will expose children to wider opportunities and may encourage them to aspire to these.</p> <p>It is important to us that the wider curriculum covers events and activities outside the typical school day, e.g. clubs, investigations/galleries, magazines for the library, as well as lessons so that the subject can be explored and enjoyed by children should they choose to be challenged or inspired further.</p>
<p><b>IMPLEMENTATION</b></p>	<p>Our teachers know how our wider curriculum is taught and on what pedagogy it is based, and they can participate in a professional dialogue about how children learn. We developed a conceptual model and we built our curriculum around it. We have clear expectations for delivery of Wider Curriculum across the school.</p> <ol style="list-style-type: none"> <li><b>1. Wider Curriculum morning lessons</b> -this ensures children understand the high expectations are the same for Wider Curriculum subjects as they are for core subjects and motivates disadvantaged learners who feel more threatened/anxious about writing and maths than other subjects. TA support is also more available.</li> <li><b>2. Enquiry question/Big Question</b> chosen for each unit studied ignites our pupils' curiosity, sparks their motivation and makes them want to learn more. It also creates another opportunity to embed our school values.</li> <li><b>3. Audience, Purpose, Effect of ‘Final Outcome’ of the unit – the BIGGER PICTURE. (This is work in progress)</b></li> </ol> <p>Our current focus is to ensure Wider Curriculum outcomes are celebrated more. All sequences of learning are focused on achieving quality outcomes. This is so that the children have a model for what good looks like and a contextualised stimulus to develop deeper understanding. As in our Writing for a Purpose approach, children have a purpose, an audience and effect (APE), so they know why they are learning something – <i>(we do not teach a lesson in isolation as children will not know why they are learning</i></p>

*something*). By using APE, they get hooked, but, most importantly, they want to do their best work, they remember learning and can go deeper, consolidating their learning. As teachers, this approach reminds us to think about where children's learning fits into the bigger picture, why we are teaching certain knowledge/skills, how it is going to make a difference to the child's learning and make it memorable. The outcomes are published, shared with the community/governors/families, tweeted, recorded, etc.

**4. Planning a Unit** Senior and subject leaders planned a unit example and have shared it with other teachers. Support is always offered as good professional development practice. When planning a wider curriculum unit, we think carefully about what we want pupils to achieve at the end, then plan backwards (for progression of skills and knowledge they need to achieve, identifying the WAGOLs, the BQ, vocabulary and reading materials to expand their understanding of the subject). While doing this, we remember 'less is more', so we focus on delivering content and don't over-plan.

**5. Revision-** Revision slides of Wider Curriculum vocabulary/knowledge and skills allows children to rehearse learning from previous term/year/week/lesson.

**6. End of Unit Assessment** Teachers assess substantive knowledge using a set questions children need to answer and compare these with the assessment done at the start of the unit. An opportunity to answer the BQ is also created in each subject, so the children have an opportunity to offer more expanded, deep responses related to the unit studied. This can be through a writing task or an oracy opportunity, allowing us to get a more accurate picture of their learning, while keeping learning relevant and exciting. We offer constructive feedback and verbal next steps.

**An example of a unit structure (not to be followed rigidly but adapted accordingly to key stage /subject taught):**

**L1-**We check what children already know using an example of initial assessment - KWL (what I know, what I want to learn, what I have learned) grid, set of questions). This assessment constitutes the End of Unit assessment too. After, we share the question to ponder about over the course of the next 5-6 lessons. Or, we could choose to hook the children in with a workshop, specialist visit, trip, book, short film/video, etc.

**L2-** Share APE, show an example of a WAGOLL (Art pieces, DT products, Science writing/outcome, etc) and discuss effects on audience, features, vocabulary, knowledge required. This could be a lesson where children start to research the theme, explore, investigate, share initial thoughts or ideas.

**When the English writing focus is linked to a chosen wider curriculum subject, children are exposed in more depth to the theme's specific vocabulary and they are read materials around this theme. This impacts greatly and immediately on disadvantaged learners; research also shows that deliberately building vocabulary is one of the most important things we can do as teachers. During our whole class reading sessions, we aim to include reading comprehension questions around the themed unit studied, because research suggests that background knowledge about any subject is extremely important to the overall achievement in the subject.**

**L3-**First skill/knowledge taught -Oracy runs through every lesson (full sentences, subject vocabulary, pondering on the BQ).

**L4-**Second skill/knowledge taught (full sentences, subject vocabulary, pondering on the BQ).

	<p><b>L5-</b>Oracy lesson-discuss/debate, story-oracy is our school's priority as it is the solid base for writing and reading</p> <p><b>L6-</b> Create final outcome/share with other children/governors/families/other audience (can be done during the morning) and let subject leader know so they can be present.</p>
<h2>ASSESSMENT</h2>	<p><b><i>(Consistency in wider curriculum assessment across the school is a work in progress.)</i></b></p> <ul style="list-style-type: none"> <li>• Key questions are built into lessons to identify misconceptions and next steps in learning.</li> <li>• Child-led assessment such as success criteria grids outlining the unit expectations (subject knowledge).</li> <li>• Elicitation tasks (initial assessments) are planned by teachers to understand children's prior knowledge – e.g. quiz, picture with artefact, KWL mind map worksheet posing the '<i>Big Question</i>' and recording pupil's responses or as a set of questions. This assessment is repeated at the end of the unit.</li> <li>• Summative tasks are planned by teachers with the aim of targeting next steps in learning. Sometimes, these tasks are the same task as the elicitation task (to provide an overall judgement of progression across the unit). <b><i>Answering the Big Question at the end of the unit and constructing a set of questions children need to answer remains a focus and is work in progress.</i></b></li> <li>• All children in the school should be able to speak confidently about their wider curriculum learning, skills and knowledge using appropriate vocabulary. They should also be able to apply and use vocabulary appropriately within writing tasks across a range of cross-curricular contexts.</li> </ul>
<h2>FEEDBACK</h2>	<ul style="list-style-type: none"> <li>• Verbal feedback by teachers with a focus on use of technical vocabulary taught within the subject and oracy, talking in full sentences while using this vocabulary and appropriate knowledge</li> <li>• Verbal feedback by pupils (peer assessment) - children use success criteria to help their peers identify next steps in their learning, justifying their reasons clearly.</li> <li>• Self-assessment using success criteria.</li> <li>• Mid-lesson feedback by teachers and pupils using scientific discussion/debate, 'Airserver' or examples of children's work; teachers address misconceptions, correct learning or plan learning for next lessons.</li> <li>• End of lessons/units - reflections on learning through written or spoken comments.</li> <li>• Children's opportunity to look at the CIEC 'Working Scientifically' poster throughout units/ school year/ Key Stage.</li> </ul>
<h2>SUBJECT MONITORING</h2>	<ul style="list-style-type: none"> <li>• Subject planning teams (Subject leads plus one teacher from each department) arrange once a term drop-ins /book monitoring of subjects taught (History/Geography and Art/DT in alternate terms)</li> <li>• Asst HT to support each Subject Lead with monitoring their subject once per long term and to feedback strengths and next steps in staff meetings,</li> <li>• Interview/survey /book monitoring of one PP/ one SEN/one HA child from each department-once a long term</li> </ul>

<p style="text-align: center;"><b>LEARNING ENVIRONMENT AND RESOURCES</b></p>	<p>To support the effective delivery of our curriculum, Asst HT, SLT, subjects leads, and teachers decided to purchase the following schemes of work which are in line with the aims of the National Curriculum:</p> <p><b>Computing - Purple Mash</b>  <b>PHSE - Dimensions</b>  <b>DT - Kapow</b>  <b>Geography - Odizzi</b>  <b>History (KS2 only) - KS2 History</b>  <b>Music - Charanga</b>  <b>Science - Pzzaz</b>  <b>RE - Discovery RE</b>  <b>French - Language Angels</b>  <b>PE - Get Set 4 PE</b></p> <p><b>These schemes are adapted by us, following the progression of skills and knowledge but taking into account our children’s needs, their strengths and weaknesses. A two-year long term plan is created by teams and then reviewed before the next cycle, planning is improved after collaborative professional discussion. These schemes are supplemented by:</b></p> <p><b>Music-</b>variety of schemes of work are made available by subject leader and Oxfordshire Music Service (Y5)</p> <p><b>PE-</b>swimming with swimming instructor and coaching/mentoring support from the secondary school.</p> <p><b>PHSE-</b> zones of regulation are delivered by class teachers and Emotional Literacy Support Assistant.</p>
<p style="text-align: center;"><b>IMPACT</b></p>	<p>As well as each subsequent lesson within a unit being progressive, the progression documents we use in the wider curriculum direct, drive and guarantee progressive learning and challenge.</p> <p>Units increase in level of challenge, requiring more knowledge and application of skill as pupils move from EYFS, through KS1, LKS2 and UKS2. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the language they are learning.</p> <p>Pupils continuously build on their previous knowledge as they progress in the subjects’ learning journeys through the primary phase. Previous knowledge and skills are revised, recalled and consolidated through the use of revision slides.</p>

Teachers have a clear overview of what they are working towards and whether they are meeting these criteria. They use the **long-term planning** documents provided with the scheme of work and agreed by all teaching staff to ensure the correct units are being taught to the correct classes at each stage of the year. **Short-term planning** is collaboratively produced, covering the learning targets for each 5, 6 or 7 week unit, laying out the learning aims and intentions of each **individual lesson** within a unit. Careful planning ensures that teachers know what to teach and how to teach it in each lesson, across whole units and across each term.

Pupils are aware of their own learning goals and progression as each unit offers a pupil friendly overview of lessons covered so that all pupils can review their own learning at the start and at the end of each unit using self-assessment. They know and will be able to articulate whether they have or have not met their learning objectives by using self-assessment.

Children are expected to make good or better than good progress in all wider curriculum subjects and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Assessments designed by teachers. This will enable teachers to review planning, include more revision opportunities in the following term and address any areas that require attention.