

**Glasshouses School**

**April 2019**

**(Reviewed and updated December 2019)**



**Curriculum**

**Intent, Implementation and**

**Impact**

## **Intent**

At Glasshouses School our curriculum is designed to expose pupils to a range of topics and experiences that broadens their understanding and equips them with the skills they need to be confident, life-long learners who reach their full potential. We believe that pupils from a wide range of backgrounds arrive in school with different levels of knowledge acquisition. Therefore, we have a well-rounded, knowledge-specific curriculum to overcome inequality of opportunity. All learning should be challenging and engaging.

We believe access to a high quality; broad and balanced curriculum is the right of all pupils. Our curriculum is designed to be a 'Knowledge Rich Curriculum' and our curriculum overview ensures that our pupils acquire a depth of knowledge in all areas of the curriculum, built up sequentially over time. . We are determined that our pupils will know more and remember more over time. We have a cross-curricular topic approach, and, alongside this, we build in enriching and enlivening experiences which immerse the children in current and relevant themes. Our curriculum has the acquisition of knowledge at its heart, and we ensure that all pupils are supported throughout their learning to remember connected and essential knowledge as they progress through school.

Our innovative curriculum reflects the real world that the children will be a part of in the future. We want them to be excited and engaged about learning and for ALL pupils to be challenged, no matter what their starting point. Extra support is a priority in provision for SEN and disadvantaged pupils.

A curriculum that is literacy and language rich is a must for our school. Therefore, we place a high focus on developing children's vocabulary (especially Tier 2 vocabulary and spoken language). We do this by immersing the children in carefully selected, high quality texts as reading is at the heart of our school. Developing reading for all children is a high priority throughout school. We believe that vocabulary size is a convenient proxy for a whole range of abilities not just skills in reading, writing, listening and speaking but also in science, history and the arts. We carefully plan the Tier 2 vocabulary that the children will be immersed in.

An overarching focus of our curriculum is our commitment to the Rights Respecting School agenda and the world around us. We have planned our curriculum with particular reference to the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

We strongly believe that for children to develop as future citizens it is vitally important that they are exposed to, and aware of, current affairs, debates and world issues enabling them to form opinions and develop critical thinking and communication skills. Our inclusive culture and ethos is built upon respect and consideration for others, and as a predominantly white/British context, we promote the rich diversity of modern Britain and the wider world. The importance of British Values, SMSC, diversity, equality and global learning are continually promoted to ensure that children are ready for life in modern Britain and beyond. PSHE features heavily in our timetable, with well-being, health and fitness threaded through all areas of the curriculum.

Important, transferrable skills that will be developed through our curriculum are:

Critical thinking	The ability to think clearly and rationally, understanding how and why ideas connect. In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information.
Communication	The ability to connect to others effectively, to be able to adapt their words, tone and gestures for different situations.

Creative and adaptive thinking (problem solving)	The ability to think 'outside the box' and to develop solutions and ideas.
Entrepreneurialism	Entrepreneurialism skills are closely associated with change, creativity, knowledge, innovation and flexibility.
Collaboration	Collaboration is about learning to work with different people in a variety of situations. In collaboration, pupils think more deeply and creatively. They also develop empathy for other peoples' perspectives.
Resilience	Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. Resilience is the ability to overcome setbacks and challenges.

### **Dialogic Talk**

Dialogic talk is the vital ingredient that permeates all aspects of the curriculum. It is the core element of our teaching pedagogy, providing high expectations and challenge in lessons. The focus on talk provided key support for children's development of confidence and enables them to build learning skills ensure that pupils are effective when undertaking independent and collaborative learning. We believe that pupils should develop life-long learning skills, resilience, the ability to learn from setbacks and mistakes. This is echoed by our 'learning pit' approach, it is also a key element in our support for pupils' mental health and well-being.

### **Open-Ended Questioning**

Our children will be immersed in higher order questioning to extend their learning. Children will use Bloom's Taxonomy to pose questions to adults, peers and to themselves about their learning. Children will be taught that some questions are easier than others to answer, and they will also learn to use different types of questions in different contexts.

Pupils will also be exposed to higher order vocabulary associated with different responses to questions such as; categorise, summarise, verify, acquire, convince,

persuade, evidence, illustrate, adapt, adjust, analyse, clarify, conclude, explain, define, generalise, comment, justify etc.

Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make links and connect between subjects and information, and imaginatively use and apply knowledge.

Learning will be enhanced by special events and visits, but the maximum impact on learning progress is secured by carefully planning events within a sequence of work. We are beginning to embrace this knowledge rich approach in all subjects. We believe that a broad curriculum, with depth, should give equal value to all foundation subjects. Extra resources are used effectively to support closing individual learning gaps faced by disadvantaged and special needs pupils.

## **Implementation**

*"A rising tide lifts all ships" - Joseph Renzulli*

We have adopted an approach of planning 'from the top down.' We aim high and challenge ALL pupils.

**"There is an expertise associated with the pedagogy of challenge, independence and creative, higher order and critical thinking skills that, when applied to ALL teaching and learning, will significantly improve ALL pupil outcomes."**

**Excellence for All - 2009**

**The Big Question** - Our curriculum is based around a 'Big Question.' Pupils are encouraged to ask questions, research, discuss and debate in a build-up of knowledge to answer the big question at the end of a unit of work. At Glasshouses School, we believe this approach encourages the natural, inquisitiveness and curiosity of children. It also enables children to ask question, research and problem solve. This approach is designed to encourage and develop independent learning. Our 'Big Question' approach allows children to acquire and embed a range of skills and knowledge across the curriculum areas, through one

motivating topic. It also ensures that all curriculum areas to come alive for the children.

**Knowledge** - We have a knowledge led curriculum and the importance of children rapidly gaining embedded knowledge in all areas is given high priority. Key knowledge is identified at the beginning of topics and referred to throughout it. We consider knowledge in two contexts, substantive and disciplinary knowledge.

**Substantive Knowledge** - This is the content that teachers teach as established facts, i.e. material presented as knowledge produced by an academic subject which is carefully sequenced over time. When substantive knowledge connects to more substantive knowledge it creates understanding. Knowledge related to what you already know creates meaning (or misconceptions). Establishing prior knowledge is very important before introducing new ideas, as misconceptions can be actively diagnosed.

**Disciplinary Knowledge** - This is greater depth knowledge. It is knowing how knowledge was established, its degree of certainty and how it continues to be revised. It is also knowing how to use evidence or an argument within a particular subject. A knowledge rich curriculum is normally associated with substantive knowledge; however, a high quality curriculum ensures that pupils learn both the substantive knowledge required to connect prior learning with new, as well as disciplinary knowledge which leads to pupils connecting learning between subjects.

**Substantive Knowledge** → Factual accuracy, subject specific vocabulary

**Disciplinary Knowledge** → Wider interpretation and greater depth learning.

**Skills** - We have created a curriculum that provides many opportunities for the children to develop and demonstrate independence, thinking skills, resilience, creativity, collaboration and active learning. These skills are developed alongside knowledge acquisition.

**Information Station** - This takes place daily for 15 minutes. It is an opportunity for the children to learn about, discuss and debate current affairs or themes.

It is oral based and looks different in each class as it is determined by the subject matter chosen by the teacher and the class. It is an opportunity to broaden children's knowledge and develop their vocabulary and spoken language. This session will have a heavy SMSC and British Values focus.

**Growth Mindset** - The implementation of our curriculum is about teaching children to love challenges, be intrigued by mistakes, and enjoy effort and persevering and to keep learning. It has been proven that having a Growth Mindset can improve children's progress and attainment. We believe that if children have fixed mindsets, they find it hard to cope with failure. We teach our children to see mistakes as a learning opportunity. This also follows our equality ethos because it makes for an energetic and inclusive curriculum.

### **Fixed Mindset**

- I can't do it.
- I give up easily.
- I don't like to try new things because I won't be good at them.
- I like my work to be easy.
- I get frustrated when I make a mistake.
- I believe that I cannot change how clever I am.

### **Growth Mindset**

- I can't do it - yet!
- I never give up.
- I like my work to be difficult - it means that I am learning.
- I love challenges.
- I learn from my mistakes.

**The Learning Pit** - At Glasshouses School, we want to build **resilience** and **perseverance** in our pupils, we believe that these are vital lifelong skills. We do this through the use of 'the learning pit.' We develop this in several stages.

- **Stage One - Challenge** → We provide opportunities in our teaching for the children to feel challenged, puzzled, intrigued and even confused.

This is known as having a 'cognitive wobble.' This is when a learner is forced to wonder and question. We believe that open-ended tasks and questions are an essential part of the classroom culture.

- **Stage 2 - Struggle** → The "fall" into the pit is the most challenging part of learning. When faced with a seemingly impossible task, pupils often feel like giving up. However, the task will be right on the edge of the learners' zone of proximal development (ZPD - Vygotsky). The Learning Pit helps children recognise the emotions that they are feeling as difficult but part of the learning process, and then they will learn to accept and even embrace these feelings. Teachers will help children to express the emotions of despair and annoyance at becoming 'stuck' in the pit.
- **Stage 3 - Deep Learning** → Once the learners begin to move, the process of deep learning can begin. Drawing upon their prior knowledge, making links to a similar situation and choosing and using classroom resources effectively are all metacognitive skills which come into play during this process. We allow children to articulate the progress that they have made through jottings in a learning journal. As teachers, we will revisit the learning process with pupils after completing a task, and reflect upon the success, or failures, of their learning journey rather than just the academic output.
- **Stage 4 - Resilience and Co-operation** → Although the process of deep learning has now begun, we feel that learners will begin to understand that the journey out of the pit can be long, difficult and may even involve a few slides back down! It is at this stage that the pupils will live out the qualities of a growth mindset, learning to 'dig in', persevere, learn and adapt from their mistakes. It is also at this stage that learners can help each other - offering advice to peers, asking questions or seeking support from each other as they make progress towards a solution. This crucial social constructivism (Vygotsky) can be very beneficial to all learners, especially more able ones.
- **Stage 5 - Eureka!** → The moment clicks into place and a solution appears is a success that we want all our children to feel. This success, whether individual or as a shared experience with a friend or classmate, is felt on a much deeper level when the struggle of learning has been truly

experienced. Ultimately, this 'eureka' moment acts as a catalyst to spur our learners onto their next pit of learning and challenge.

**Outdoor Learning** - At Glasshouses School, outdoor education is highly valued. We believe that it makes learning more relevant to their lives in the local community and wider world. We encourage children to be responsible and respect the local community and environment, giving them a sense of belonging and ownership of the place that they live in. We believe that getting children beyond the classroom walls helps them to flourish and reach their potential. It also helps children to develop confidence and resilience, engaging them in their learning, and taking risks in a safe environment.

**STEM and Enterprise** - At Glasshouses School, we believe that STEM education develops a variety of skills such as problem solving, critical thinking, creativity, curiosity, decision making, leadership, and entrepreneurship and acceptance of failure. Regardless of the future career path considered by our pupils, we believe that these 21<sup>st</sup> century skills go a long way in preparing them to be innovative.

We believe that the focus of these sessions will be hands-on learning with real-world applications. We aim to make STEM experiences as relevant to them as possible for example 'Farmvention,' a STEM competition run by the NFU.

For our enterprise topics, we develop skills and attributes in our pupils to ensure that they thrive in a fast paced and competitive world. We engage in 'enterprise' activities, where children have an opportunity to reflect upon success and evaluate their own learning.

The activities and skills we want the children to achieve are:

- To take safe risks
- To negotiate and compromise
- To communicate effectively
- To be creative and innovative

- Have a positive attitude at all times
- To organise and plan
- To demonstrate leadership
- To solve problems
- To make ethical decisions (linked to our Rights respecting ethos)
- To understand finance
- To design products and then evaluate their success or failure

Examples of activities to meet these outcomes are:

- Personal finance learning
- Enterprise - products made to be sold at the Summer Fair - work on loss and profit
- Cake stalls
- Grow a pound
- Children presenting the individual and team work to different audiences
- Children to reflect on the role that they played in a team.

### **Pupil Leadership**

Glasshouses is a school that values the voice of all children, and really does actively listen to its views. (Article 12 - The Rights of the Child).

We encourage our children to actively take part in the community and to understand what it means to be a good UK and global citizen. We ensure that our pupils take responsibilities for their behaviour and learning. Through our Pupil Leadership programme, our children build a positive attitude towards their rights and actively play a full part in the life of the school.

**Glasshouses University** - At Glasshouses School, we have taken the Department for Education 'Activity Passports' and adapted them to meet the needs of our pupils, taking into account our local geography. Once a week, children take part in one of activities, which are age appropriate. The activities give every child the opportunity to enjoy new and varied experiences, no matter what their background. We also believe that experience is a great teacher and can equip children with valuable skills that prepare for any challenges life may throw at them. These experiences develop drive, tenacity, resilience, and the ability to stick to a goal.

**Lunchtimes** - At Glasshouses School, we consider lunchtime to be an extension of the curriculum. We use 'Pupil Voice' so that the children have voiced their own ideas for the organisation of lunchtimes. We provide opportunities for children think creatively; apply their understanding in individual ways to be able to play imaginatively.

## **Impact**

- How well are children learning the content outlined in the curriculum?  
- How do we know?
- How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?
- How well developed are pupils' learning habits? How do we know?
- How do we use the evidence of pupils' learning to feed our planning and adaptation of the curriculum?

Assessment for Learning plays an important role in assessing the impact of our curriculum, as well as pre-learning tasks to establish starting points and inform our planning. We use information from children's writing, discussions and recall quizzes to inform our planning. In light of any forgotten knowledge, gaps in knowledge and misconceptions, we adapt our planning accordingly.

To fully assess the impact of our curriculum, we will use both qualitative and quantitative data.

### **Qualitative Data**

**Pupil Conferences** - There will be teacher/pupil meetings to discuss progress made. This will also include gathering information about knowledge before a topic and then meeting to look at and discuss the new knowledge gained. We will also ask children to reflect on their learning journey and to articulate their struggles and triumphs.

**Pupil Voice** - We will ask for the pupil's thoughts and feelings about the learning process. We will ask them questions such as;

- What went well?
- What did you enjoy?
- What have you gained from these experiences?
- What new learning has taken place?
- How could this be improved next time?

**Vocabulary** - To assess the impact of our vocabulary rich curriculum, children will start each unit of work noting what words they know/think they know the meaning of. At the end of the unit, children will be given an opportunity to reflect on what the words mean and to write the words in sentences to show their understanding of the words in context.

### **Recall Quizzes**

Recall quizzes will be used at regular at regular intervals to assess the knowledge acquired during a unit. This knowledge will be compared with pre-learning assessments to show the impact of the information taught and retained.

### **Learning Logs**

#### **WHAT ARE LEARNING LOGS?**

These are an exciting approach to our learning at Glasshouses School that the children will enjoy through creativity and open-ended tasks.

Every child in the school from Reception to Year 6 will have a learning log book. Every three weeks they will be given a task or learning objective linked to current or future class learning. The task will be open-ended and there will be no one right form of presentation; it is up to the child to decide the best ways of sharing their learning. It is hoped that they will be creative and imaginative, choosing a variety of different ways to present what they know. We will give ideas and examples of formats that could be used, especially during the first term when they are introduced.

Every three weeks we will dedicate time for the children to share and discuss their learning logs with one another in class. This gives them the opportunity to learn from each other, gain ideas for future learning log entries and to be proud of their work.

Children are asked that their completed learning log fits on one side of A3 (2x A4) paper and therefore will often need to be very inventive, sticking and folding flaps and larger sheets of paper to include all their information.

A good learning log should also be presented well to teach the reader something; as long as the given aim is reached it is otherwise very flexible. This approach also lends itself to all styles of learning and ability.

Learning logs offer an opportunity for children to showcase alteration to their long term memory. Teachers use the information to celebrate what children have learnt to celebrate their learning and to inform future planning to address gaps in knowledge, forgotten knowledge and misconceptions.

### WHY WE USE LEARNING LOGS?

We believe that the work truly reflects each child's understanding of the objectives we are learning at school.

The work is driven by the children and not the teacher, though it does inform the teacher about the amount of knowledge the pupil has acquired and what needs to be done to build on this knowledge.

The children take the lead role in sharing and developing their knowledge and understanding and displaying this in a range of styles. They are not constrained by a worksheet or limited to what they can show of their understanding of a topic.

The children can learn in their preferred style. They can write words, phrases or sentences, draw pictures, add labels and captions, stick in photographs, type on the computer and stick the results in, add speech bubbles, post-it notes etc. The possibilities are endless!

Children are able to reflect on and illustrate their learning and their ability to learn in a variety of different styles. They use the language for learning to explain ways in which they achieved or approached tasks and to show how they can move on to the next chapter in their learning.

Parents and carers are invited into school so that they can be a part of the journey and share learning.

They are fun and creative!

The focus on pupils knowing more over time is aided by planning a sequenced programme of units with regular revisits and recalls integrated into planning to

support the development of pupils' long term memory. After pupil conferences to discuss learning logs, planning will be adapted where necessary by the teacher in order to address misconceptions and diminish the differences.

### **Quantative Data**

**Summative/Formative Data** - We will use PUMA and PIRA and Rising Stars Progress tests termly to track progress and attainment for all children. This information will also be used to adjust planning accordingly and to diminish the difference for ALL children.

**Pupil Progress Meetings** - These take place half termly and will involve looking at the progress made by each individual pupil. It will also include discussing the next steps and how these steps can be measured and shared.

### **Subject Leaders**

Subject Leaders will use this information to 'drill down' and look at strengths and Areas for development in their subject. These areas for development with form part of a very specific action plan to address gaps and move learning forward. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

The leadership team uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. We don't confuse coverage with progress when assessing. Learning is measured through careful analysis of application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.