



Curriculum Discussion

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Curriculum Discussion

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OUR JOURNEY
AT LADY
JOANNA
PRIMARY

02

DISCUSSION OF
THE NATIONAL
CURRICULUM
AND YOUR
EXPERIENCES

03

PLAN NEW
EXPERIENCES
FOR OUR PUPILS

Lady Joanna's Curriculum



Head



Heart



Hand

Website Information

- ◆ Our curriculum has been built by a community. Its design is based on input from the children, staff, parents and governors. As a result the curriculum is built for the Head, Heart and Hand.
- ◆ Underpinning our curriculum are our core values: curiosity, resilience, collaboration and compassion and these provide a strong basis for children's learning, along with the characteristics of effective learning.
- ◆ At Lady Joanna we want an expansive education for the children and one which supports learning for *The Head, Heart and Hand*.
- ◆ **The Head** – We want high standards in academic achievement, where language and vocabulary, along with Reading are important drivers for the curriculum. We want children to make excellent progress from their own starting point.
- ◆ **The Heart** – We want a curriculum that develops character and supports well-being, where pupils are environmentally and socially aware, supported by the *Rights Respecting* curriculum. The children should be physically and mentally healthy, with a good knowledge of themselves and others and we want to support the development of leadership and social skills.
- ◆ **The Hand** – We want to ensure that pupils have an opportunity to problem-solve, be creative and practical. This also includes the integrated use of technology in the classroom, along with additional Music and Art and Design opportunities. The practical and problem-solving skills is further developed through our outdoor learning experience.
- ◆ Ultimately, we want all children to make excellent progress from their starting point, to be socially and morally responsible, ready for the next stage of their learning and physically and mentally healthy.

Tools

In order to achieve this, each subject is carefully sequenced and the stepping stones to the desired outcomes incorporate a range of approaches such as:

- A cross curricular approach (drawing on themes across different subjects)
- Pupil involvement in the planning process including some autonomy in how they present their learning.
- Inquiry-led learning
- Using teacher expertise across different classes
- Strong basis of formative assessment
- Ensuring children have memorable experiences

Sequences of Learning



Sequence of Learning – Science *Learning for the Head, Heart and Hand*



Curiosity is at the heart of the Science curriculum at Lady Joanna Thornhill (Endowed) Primary School. Our children are naturally inquisitive, full of questions about the world around them and the drive to investigate how things work. At Lady Joanna, we want to harness this innate curiosity, and nurture children's enthusiasm for scientific discovery, equipping them with the knowledge and skills they need to engage with scientific learning and practice.

It is our vision that children will leave us with the confidence to explore and discover the natural world around them and with a lifelong love of science. Our other school values; compassion, collaboration and resilience, underpin our curriculum and support the children to become socially and environmentally responsible individuals.

We believe that a high-quality scientific education will not only foster a deep love of science but also will prepare children for the opportunities, responsibilities and experiences of later life. We aim to provide the children with meaningful context to their learning to allow them to see how science has changed our lives and how it is vital to the world's future prosperity. This in turn, empowers them to understand that they have the capability to change the world.

Our progressive, spiral curriculum builds on children's prior learning, supported by research-based pedagogical approaches and excellent teacher subject knowledge. Meaningful, practical activities provide the children with opportunities to develop and practice many skills and attributes including communication, collaboration, teamwork and perseverance as well as analytical, reasoning and problem-solving skills. Children begin their journey of exploration and experimentation right from the start in Early years where key scientific skills and vocabulary are introduced. These are built upon within Key Stage 1 and 2, ensuring that children are ready for their next step into Key Stage 3.

Assessment

Substantive knowledge is assessed by means of an online quiz at the end of each unit, and working scientifically skills are assessed using activity plans and a yearly overview from the Primary Science Teaching Trust. This is in line with our assessment policy. Robust formative assessment informs planning and identifies gaps, allowing teachers to address misconceptions at an early stage. This means children make excellent progress from whatever their starting point.

Medium Term plans provide teachers with a detailed overview of prior and future learning, common misconceptions and key vocabulary. End points (Composites) and the clear steps in learning that the children need to achieve them (Components) are clearly mapped out so that teaching is progressive and the children are successful and make excellent progress no matter their starting point.

- ◆ Pupil Voice
- ◆ Environment Enrichment
- ◆ Workshops and Trips
- ◆ School Dogs
- ◆ Culture
- ◆ Lady Joanna Legacy
- ◆ Resource School

Curriculum Leadership - My Role

Reasons for reviewing a school's curriculum to ensure it is broad and balanced

An overview of Ofsted's 'intent, implementation and impact' and considerations for schools

What do schools need to cut in order to do this work well?

Is the school's curriculum intent ambitious for all pupils?

Using cognitive science to meet pupil's demands for demanding work

The importance of concepts in building coherence in curriculum plans

How schools can gather light touch evidence that the curriculum has had impact

The National Curriculum

- ◇ Early thoughts?
- ◇ Own experiences?
- ◇ Family experiences?

The Current Picture

- ◆ Whilst the majority of pupils perform well in literacy and numeracy, these positive outcomes do not extend to all. Significant attainment gaps persist, notably for socioeconomically disadvantaged young people. For example, there is a 24-percentage point gap between socioeconomically disadvantaged young people and their peers in the proportion achieving level 2 in both English and maths by 191. Just under a fifth of young people in England who leave education do not enter sustained education, apprenticeship or employment within a year after their 16 to 19 studies.
- ◆ Moreover, evidence shows many young people are struggling. For example, 21% of pupils and learners in years 7 to 13 reported low life satisfaction³ and almost a fifth of pupils were persistently absent in Autumn 2023⁴. While some of this is caused by issues outside school, there is some evidence to suggest that the school curriculum offer can have an impact on student satisfaction and wellbeing.

- ❖ The Review is especially crucial if we as a nation are to prepare all our children for the future and to confront the divides that perpetuate the class ceiling. The reality is that we continue to fail the third of our young people who do not achieve five GCSEs at grade 4 or above age 16, a disproportionate number of whom are from socioeconomically disadvantaged backgrounds. There are subsequently fewer clear, well-recognised routes available to these young people at 16-19, resulting in a stymying of life chances.
- ❖ Meanwhile, debates continue about the breadth and depth of the curriculum, and whether it meets young people's needs in terms of motivation and preparation for the future. This is particularly pressing in a world where social, technological, commercial and environmental conditions are rapidly changing. There is therefore a need to review the existing curriculum and assessment frameworks to ensure that they are fit for purpose for the next quarter of a century.
- ❖ The Review will take stock of successes, weaknesses and opportunities, to provide a curriculum that exemplifies excellence; secures the knowledge and skills young people will need in their 5 future lives; enriches and motivates learning; and adapts to the changing needs of the environment they will navigate.

Review

- ◆ General views
- ◆ Social justice and Inclusion
- ◆ Ensuring an excellent foundation in English and Maths
- ◆ Curriculum Content
- ◆ Broad and Balanced curriculum
- ◆ Assessment and accountability
- ◆ Technology

Gathering your Views

- ◆ Please use the questions around the room to add feedback/share family voice
- ◆ Your views and experiences are invaluable to us
- ◆ How children talk about and share their learning from school is key to success

The Future...

- ◆ Enhanced skills-based learning: greater integration of skills such as critical thinking, problem-solving and digital literacy across all subjects.
- ◆ Broader subject focus: introduction of subjects like sustainability and financial literacy to prepare students for real-world challenges
- ◆ Reduced emphasis on exams: a gradual move towards continuous assessment and project-based evaluations instead of a single high-stakes exam.
- ◆ Future-ready skills: the emphasis on critical thinking and problem-solving aligns with global educational trends, ensuring UK students are competitive in international job markets.
- ◆ Engagement and creativity: with reduced focus on rote learning, students can explore subjects in depth, encouraging more creative and engaged learning.
- ◆ Holistic education: broader subjects and continuous assessment aim to reduce stress while fostering a more well-rounded education.

The Future

- ◇ Music Network
- ◇ Financial Literacy
- ◇ Digital skills across the curriculum
- ◇ Increased P.E. offer
- ◇ 45-minute sessions
- ◇ Outdoor Learning offer

Your Help

- ◆ Learning Experiences
- ◆ Business Connections
- ◆ Finance/Resources
- ◆ Curriculum Planning
- ◆ Subject Expertise
- ◆ Diversity
- ◆ Skills-based Opportunities and Projects
- ◆ Curriculum Working Party