

## **Curriculum Change Case Study**

<b>Summary of where we were:</b>
<u>2018-2019</u> The appointment of a new Headteacher saw vast improvements made throughout the school (see SIP/SEF/LA monitoring reports/HT standards reports) and standards increased in many areas. The re-structure and appointment of staff and re-structure of class sizes were approved by governors.
<u>Sept 2019</u> The Head met with staff about where we were going next to improve our school. We reviewed the previous year in relation to behaviour and attitudes of the children within our school. <ul style="list-style-type: none"><li>✓ All agreed there should be greater emphasis on living out the school motto '<i>Ad Vitam Paramus</i>'</li><li>✓ A review of pupil voice identified pupils within the school in previous years, who were disaffected, did not have a love of learning, independence, confidence or resilience.</li></ul> We needed to ensure that ALL children (as per our vision) were accessing learning and having a positive attitude. Systemic issues rooted in pedagogy and practice was not working for many of our children who needed a much great emphasis on QI skills and Character Education. <p style="text-align: right;"><i>7 QI skills: Me, We, Will, Why, Wiggle, Wobble, What If?</i></p>
<b><u>INTENT (Integrity of our curriculum):</u></b> <ul style="list-style-type: none"><li>✓ To develop a system whereby every child feels valued, enjoys school, grows in confidence, becomes more independent and develops resilience.</li><li>✓ Engage children so that they are eager and capable of rising to challenges, having their own ideas and transferring these skills when attempting challenges in all curriculum areas.</li><li>✓ Ensure all children have access to a broad curriculum wherein they not only have the confidence to tackle challenges in Maths, Reading, Science and Writing but also have access to a curriculum rich in music, drama, sport and the arts.</li><li>✓ All children by the end of their time at Nanstallon will have the opportunity to learn to play an instrument, take part in competitions and to represent the school in the wider community.</li></ul>
<b><u>IMPLEMENTATION (Improvement):</u></b> Based on the research and ethos of: <ul style="list-style-type: none"><li>Where Curriculum Meets Pedagogy – Mick Waters</li><li>The Learning Power Approach – Guy Claxton</li><li>7 QI Skills – Dr Laura Jana</li></ul> We took the bold step of reforming our curriculum to incorporate more child-led learning, where children make decisions about what they would like to learn and have more of a voice in what we do. We wanted to ensure that the Characteristics of Effective Learning didn't stop once children finished their Reception Year and classrooms were redesigned to promote independence and interdependence. What this looked like: <ul style="list-style-type: none"><li>• Children chose names for their classes and had reasons for choosing their name, creating their own class motto.</li><li>• Children democratically chose what they wish to learn as a topic each half term.</li><li>• An objective led planning method in YR/Y1 to ensure learning follows the children's interests whilst developing skills, knowledge and understanding.</li><li>• Classes re-structured to eliminate the formal chair and table approach with Continuous Provision introduced in Year 1 and 2 and *COOL time challenges introduced throughout KS2.</li><li>• Less learning recorded in books as a more practical and collaborative style of teaching has been introduced.</li></ul>

- Children have more control over self-evaluating their work and use “editing stations” as a process of developing their own learning.
- High standards of presentation continues when work is recorded in books.
- Seesaw has been introduced as a way of recording practical learning in an online journal in Y2-Y6 whilst Tapestry has been extended from YR into Y1.
- Regular staff meetings review how this new project is working to ensure we are all clear of our goals and to make changes where necessary.
- An active School Council, ECO team, Team Captains, Sports Captains and Play Leaders to develop the role of children within school.
- Staff work throughout the school to share their skills and expertise, which also will improve transition. Rainbow Stars teacher also leads Forest School for Flamingos. Flamingos Class Teacher leads Number Talk and Continuous Provision in Rainbow Stars Class once a week. Universe Class teacher leads choir and poetry. Tigers Class teacher also leads Art sessions in Y5/6. Golden Eagles Class Teacher also leads PE in Tigers Class.

COOL – choose our own learning

### **IMPACT (Insight we have gained):**

- Children realise their voice is heard and are more interested in learning as the topics relate to their interests.
- Staff and parents have commented on how the school now has a happy and positive vibe.
- Since moving away from the textbook and exercise book style of teaching, children are demonstrating a love of learning and are clearly demonstrating more confidence, independence and resilience.
- Attendance is now 98% previously absence rates were higher than national for all groups except girls.
- Continuing Tapestry into Y1 meant that transition from YR to Y1 was smooth and practical tasks could still be photographed and evidenced linked to both EYFS ELG’s (for those who still needed to achieve that level) and Y1 objectives.
- The recent introduction of SeeSaw from Y2-Y6 means that children’s practical work is evidenced but also that children can record their own videos, engage in editing their work and respond to marking via their account. There has been a great impact on self-evaluation and independence. Staff meet regularly for further training and support each other in how to develop this aspect further for even greater impact on learning.
- Early Years Advisor and School Improvement Team identified how the children were working collaboratively, on task and were enjoying their learning.
- Behaviour of those children who were disaffected last year has greatly improved along with their attendance.
- Positive comments from parents at parent’s meetings about the way we are organising the school and how their children are loving coming to school.

### **What does this look like across our school this year?**

[Rainbow Stars Class – YR/1](#)

[Flamingo Class – Y2](#)

[Universe Class – Y3/4](#)

[Tiger Class – Y4/5](#)

[Golden Eagles Class – Y5/6](#)

### **What we have learned and our next steps for the next school year**

## Rainbow Stars Class – YR/1

The children voted to name their class. It was a 50/50 split of “Rainbows” and “Star Wars” so, after a great deal of debating they decided on Rainbow Stars!

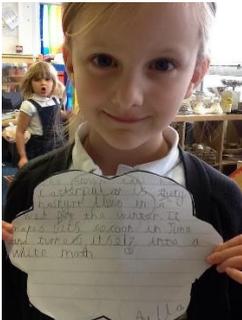
- Structured Phonics takes place daily, using the Giant Phonics Scheme, which is based on Letters and Sounds.
- Guided Reading takes place daily for Y1. Children’s books are related to the Phase they are working at within Phonics. YR take individual books, again based on their stage of Phonics. As soon as children are blending they begin to take books with words to develop their skills.
- Children have “5 a day” rhymes or stories throughout the day to encourage a love of reading. They select which books go into our “favourite book box” for re-reading.
- Independent writing is developed through providing strong phonic teaching and ensuring writing is encouraged throughout the provision-not just at a writing table, with portable writing resources and numerous mark making stations both inside and out.
- Children celebrate their writing by pinning it on the writing wall for all to see.
- Children take part in Talk4Writing, based on oracy, so that they are clear of sentence structure and grammar before composing their own stories.
- Y1 take part in more structured Maths sessions incorporating Number Talk whilst YR develop their number through stories, songs and rhymes. Maths opportunities are available in every area of provision and children are challenged throughout.
- Children take part in continuous provision throughout the day, both indoors and out.
- Deconstructed role play, “loose parts provision” and creative materials are always available, enabling children to develop Characteristics of Effective learning and independence.
- Continuous provision are the resources always available to the children and enhancements are added relating to the children’s interests.
- In The Moment Planning is being developed so that children are challenged within their provision and “next steps” are addressed at the time rather than planning for them in the future.
- All staff have input into planning, based on their observations both of the children and how the environment is being used.
- Children are observed challenging each other and themselves during provision. Extra challenges are added if staff feel this is needed.
- Continuous provision provides opportunity and stimulus for objectives to be covered and practically applied all year round, for example plants, water and capacity etc.
- Children’s work is recorded practically, photographed and can be seen on Tapestry so that parents can see regularly how their children are progressing. Children use the ipad to take their own photos of their work.



Right from the beginning of YR, children are taught to mix their own paint through experimentation. They only have access to the primary colours, black and white. They learn through exploration, trial and error. They are now confident with colour mixing.



Reception are taught correct letter formation by “air writing” during phonics sessions. Within their provision there are mark making opportunities. Many of our Reception choose to apply what they did in phonics during provision. They are beginning to write words independently, with some beginning to write independent sentences! They enjoy writing.



Many of Y1's objectives are covered within provision based on children's interests. When they found a caterpillar it was placed carefully in our curiosity tank. Some Y1 children chose to draw and label their observations. Some researched further using the internet and decided to produced factual writing about what they had found. Y1's are working well on applying their Phase 5 Phonic knowledge.

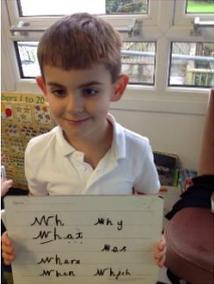


Maths in every area. Children are encouraged to use weighing and measuring as part of their construction, role play, mud kitchen, water and sand play.

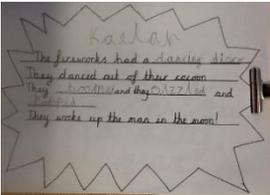
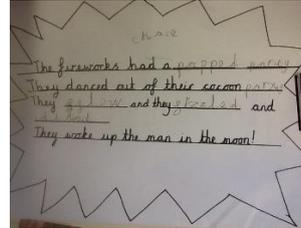




Practical maths activities encourage talk and reasoning about number. Children learn to count reliably, subitise and solve problems in a fun, practical way.



Our learning approach has had an impact on closing the gap between boys and girls writing.



### STEM, Loose Parts and COEL!



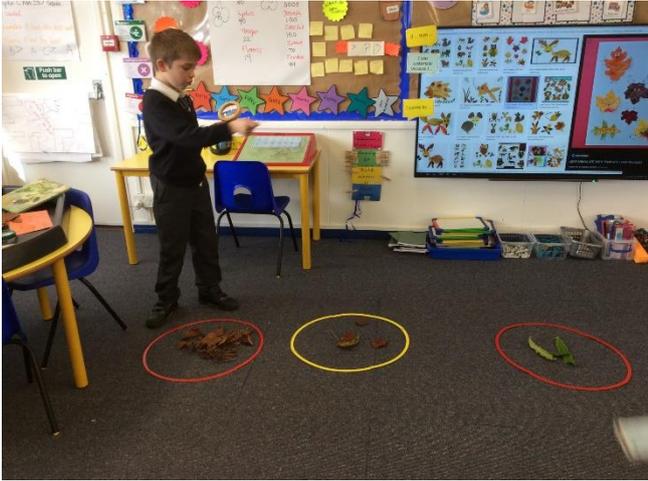


Our children are resourceful, creative, independent, self-challenging and great at problem solving. They communicate well with each other, share resources and ideas well and encourage one another. They regularly talk about how they are proud of what they have achieved and also say how they are proud of others. Through this growing confidence, independence and creativity, they are able to face the challenges presented in other areas of the curriculum. Reception are showing no gaps between boys and girls in any areas. The boys are showing an enjoyment in reading and writing as much as the girls and the girls are showing creativity and resilience in outdoor activities as much as the boys.

The gaps that were showing in last year's Reception Class are closing, since being introduced to the new learning environment in Year 1. Boys are now more confident and keen to read and write. Their confidence has grown amazingly and the communication has increased rapidly.

We continue to monitor the environment regularly to see where further improvements are necessary to keep the children engaged and learning.

## Flamingo Class – Y2



- Children take part in continuous provision in the afternoons.
- Children can choose from various stations, craft, construction, science, maths, writing and topic.
- Continuous provision follows a weekly cycle, often led by children's thoughts and interests, e.g. Halloween, bonfire night.
- Children have the opportunity to apply their learning during continuous provision e.g. writing, estimating, sorting etc.
- Continuous provision provides opportunity and stimulus for objectives to be covered and practically applied all year round, for example plants, water and capacity etc.
- Children record their learning on Seesaw and share their writing/craft on their individual pegs.
- We share our learning as a class at the end of the day.



## Universe Class Years 3 and 4

Our class moto: *"Our Learning is Out of this World!"*

Our favourite class saying: *"Universe is Awesome!"*

We are one big, happy team in Universe Class; everyone is involved in decision-making and everyone helps, and looks after each other.

At the beginning of the year, we had a vote to decide the name of our class, and the children wrote our class charter and talk rules, which are referred to frequently.

The children wanted, and created, their own reward system. They decided how awards would be given and are responsible for ensuring that everyone uses the chart fairly.

The children have also chosen their topics throughout the year – even during 'lockdown' we had a class vote about which topic the children would like to work on.

We mainly use 'Seesaw' as a way to record our work, but use exercise books when appropriate to do so.

Our learning is based on a 'hands-on-approach' with the use of manipulatives and resources used regularly to develop understanding and learning.

Our classroom layout has been designed by the children. We have different learning zones throughout our room, but the children are free to do their work in any of the areas, as long as it is appropriate to do so. Our learning zones range from a welcoming book zone to a creative topic zone, complete with a reading den which has been disguised as an Anderson shelter, Santa's grotto and a Dragon's cave; a creative zone; maths zone; writing zone; editing station and an outside area.

The children have been involved in creating a fantasy garden outside our classroom – they were responsible for digging up the weeds and flattening out the ground. Although the outside area is currently unfinished, due to the 'lockdown', the initial work has been started for the next class to develop and improve even further.

In Universe Class we always start our day with 12-15 minutes of high energy 'Jumpstart Jonny' action, which we all love. Then, the children are responsible for taking the class register (under supervision by the class teacher) and completing the dinner register – all of which are done in French! The children are also responsible for putting up the visible timetable for the day, which is copied from my weekly plans.

Learning in Universe class happens as a whole class unit; small groups; pairs or individually depending on the activities being completed. The children in our class use 'COOL' time (choose our own learning) to complete set activities for the week. They are able to select when they complete the activities and are encouraged to revisit them on another day to improve their work even further. COOL activities are either set by the class teacher or by a child if they want to investigate something, or have found something interesting to do. The children know they have deadlines for the activities and are encouraged to plan their learning so that they manage to complete everything that is required to be done in the time given.

Before the class teacher marks work in Universe class the children have to have edited their work and had it peer marked – the teacher then usually gives verbal feedback to the child.

We love reading and poetry in our class. We have a daily class story and poem that the children engage with. When reading, we look for interesting vocabulary and new words which we add to our 'vocabulary board' for the children to use in their own writing.

We learn and perform different poems each half term and enjoy learning new songs to add to our repertoire too.

Homework is done by completing 'menu' challenges. The children input ideas that they would like to do at home. The class teacher then sets up the homework menu and the children complete the challenges throughout the half term – usually one a week. On completion of homework, the children then bring it into school to share – the best homework involves baking something delicious at home for us to eat in class!

In Universe Class we know that everyone is unique and special and so we value everyone's contribution to learning. We know that everyone has different learning styles that need to be embraced and nurtured to make us the awesome individuals that we all are.

Here are some photographs from Universe Class:



## Tigers Y4/5

Children are central to the development of their class identity:

- The children came up with ideas and voted for the class name 'Tigers' and their class motto 'Hungry for knowledge'.
- The children wrote their own class charter based on the 'Rights and responsibilities of the child'. This is displayed in the classroom.

Learning is child-led and designed to promote autonomy.

- The children select topics for each term and formulate their own questions for investigation.
- Each week, there are timetabled opportunities for 'C.O.O.L time' (Choose Our Own Learning). A range of independent and collaborative tasks are set for the children to complete through the week. These are deemed either essential or additional tasks across all subject areas. Children decide when to complete each task and learn how to prioritise workload and self-motivate.
- Children also enjoy and are encouraged to use COOL time for developing their own learning ideas.
- A love of reading is promoted through whole-class reading of high-quality texts.
- Lessons are planned to promote a dialogue rich environment through practical and collaborative work.
- Children are becoming increasingly confident and independent recording work on seesaw using a range of media.
- Children are excited and motivated by weekly life skill sessions. Small groups across KS2 classes join together to learn a new skill (first-aid, debating, sewing, yoga, music etc.)
- Work is shared, celebrated and displayed in the classroom. Children are proud to share their work and supportive of each other.
- Peer-feedback is a regular form of assessment in reading, writing and mathematics. This can be verbal or written, using 'friend pens'. Peer-feedback proves to be both positive and constructive.
- Pupil-conferencing allows children to discuss successes and targets for their own work with the teacher. This promotes self-evaluation and ownership of their next steps.





## Golden Eagles Class – Y5 & 6

### "Soaring above the rest"

We started the year by voting on our class name and became the Golden Eagles. This was through a purely democratic process, which is how all of our business is conducted. The children understand that they have a voice that is heard, and that they are responsible for the choices that are made.

As a team we:

- created our Class charter which is regularly reviewed and discussed.
- developed our topics for the years and discussed the direction we would like to go in with each of them.
- vote each week for the 2 children that we would like to represent our class as ambassadors.

Even during this period of lockdown children have been putting forward ideas and suggestions on what they would like to learn and as activities they would like to do.

As a class we began trialling 'Seesaw' for recording our work, and immediately recognised its power for giving children autonomy and responsibility over their own learning. Children who before may have struggled getting their ideas written down in their exercise book were now able to record audio or video of themselves explaining their understanding, giving themselves more freedom and confidence to express their ideas and understanding.

We try to ensure that all our learning is child centred, child led and purposeful.

Children have many responsibilities inside the classroom and out. In the class they are responsible for:

- Completing their own lunch orders,
- Assessing and peer assessing work,
- Keeping the classroom clean and tidy,
- Organising resources,
- Leading daily exercise breaks,
- Creating learning opportunities for others,
- Choosing weekly ambassadors,

Outside the classroom they are responsible for:

- Collecting house points and reporting back in assembly
- Leading playground activities
- Being House captains
- Being Sports Ambassadors
- Leading school council
- Setting up and packing away the lunch hall

We have a big focus on Health and Wellbeing, with Daily Yoga sessions and exercise breaks between activities. Children are excited and motivated by weekly life skill sessions. Small groups across KS2 classes join together in for week blocks to learn a new skill (first-aid, debating, sewing, yoga, music etc.)

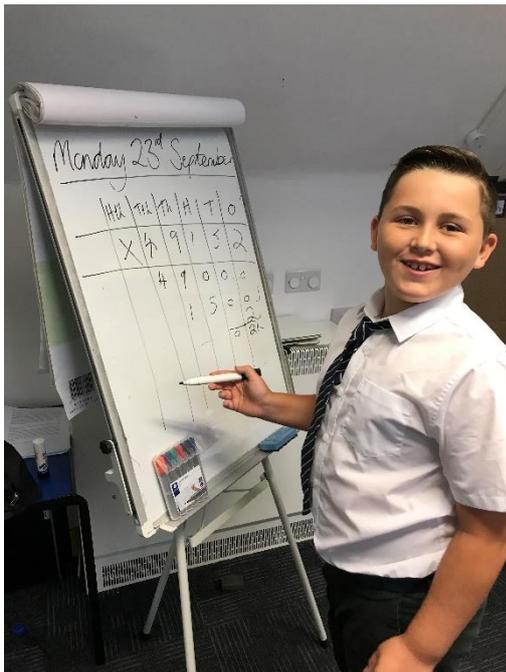
Children are encouraged to have drinks and snack whenever they need throughout the day to ensure that they are fuelled for learning. We know that everyone of us has something different and special to offer, and therefore respect each other completely. We are understanding towards each other different learning styles and personal nuances and value each other as important members of the Golden Eagle team.

We try to ensure a cross curricular approach to all of our learning, linking ideas and concepts as much as possible throughout all areas. For example, we don't have French lessons, we just incorporate the French language into other parts of the day e.g., answering the register in French, using French colour names in art, bringing in extra French vocabulary in maths and English.

Depending on the concept we are learning, you may find us working as a whole class, in small groups, pairs or individually, teacher led or peer led. We use COOL tasks to further our own learning, being responsible for the time spent on each task, and understanding that may can leave a task and revisit it another time should we need to. Work is shared, celebrated and displayed in the classroom. Children are proud to share their work and supportive of each other.

Every day we have a chapter from a whole class story. We use this time to look at literary devices and delve deeper into a text. Vocabulary that we are unsure of is added to our English board, children will then find the definition of these words and share with the class. Once a week we have a shared non-fiction read. Here we will look at news articles in pairs, then relay these articles back to the rest of the class.

Collaboration and Cooperation are key in all that we do.





What we have learned and our next steps for the next school year