



Curriculum and Outcome Policy

Date of Last Review: Autumn, 2021

Shared with all Staff: Autumn, 2021

Frequency of Review: Annually

Person responsible for review: Leadership

Date of Next Review: Autumn, 2022

Rationale:

We have high expectations of all our children.

All members of our school community have the right to feel safe within a calm and inclusive learning environment with a clear understanding of how they learn, what they are learning today and how this fits into the learning of yesterday and builds into tomorrow and the future.

The driving force for all learning at Greenacres is the clear understanding of the strategies needed for our children to continue as learners in secondary school and throughout their lives. We ensure children deliberately practise proven strategies to support cognition (learning or thinking) and metacognition (talk to the language of learning or thinking). Knowledge underpins all teaching sequences. However, we recognise there are 2 specific skillsets for all of us to be successful 21st Century learners which support knowledge acquisition and retention. These are life and functional skills.

Knowledge:

Knowledge acquisition has been deliberately mapped out over the seven years children attend Greenacres. It underpins all teaching sequences.

Our interconnected curriculum supports elaboration as, where applicable, subjects are linked still with subject specific knowledge and skills being taught and practised. For example, when children learn about The Romans, they learn about the chronology of key events in history; how the Roman Empire spread in geography; printing mosaics in art and Boudicca's rebellion in music. However, science, R.E. and French knowledge is not interconnected with Romans and is taught discretely.

Interconnection enables links between some subjects creating a web of knowledge so that children can make sense of their learning. This supports interweaving between subjects and elaboration. Elaboration aids memory and retrieval. Children may freely recall one aspect of knowledge that they can elaborate upon to trigger other aspects of learning. This is also known as chunking. One piece of knowledge which is recalled may lead to others.

Our curriculum has been deliberately designed to enable progression and knowledge is progressive over the seven years children are with us. Knowledge and skills are deliberately taught and practised in younger year groups to support learning in later ones. All learning is progressive and knowledge recall is threaded through the curriculum.

We have key driver subjects. These are the core subject other subjects may be interconnected with.

Concepts

Core concepts, which transcend the National Curriculum, have been identified across the curriculum. These concepts, such as interconnection and diversity, are ideas which we, as a school, feel are relevant to us.

Other concepts are subject specific and thread through year groups to ensure embedment. They enable deeper understanding and long-term recall.

We have common concepts threaded through our curriculum in every year group.

Generic Threads	Interconnections	Interconnections are a mutual connection between two or more things, in this case subjects. Interconnections run between some of the subjects within the curriculum each term and thread through the whole curriculum. Our curriculum has been deliberately designed to support interconnections as evidence shows this supports cognition. Children can elaborate within a subject but also across subjects, where applicable. This supports knowledge chunking and recall. Children can recall a greater amount of knowledge if elaboration through interconnections is encouraged, particularly through talk and retrieval practice.
	Diversity	Our curriculum is diverse through the representation of different voices and perspectives. Diversity particularly threads through science, history and art as females and people from ethnic minorities are represented. This supports critical thinking through an understanding of different perspectives and voice, identity, citizenship, democracy and a more accurate understanding of history. This also supports cultural capital.
	Pioneering Women	Our curriculum champions pioneering women for all the reasons above
	Entrepreneurialism	We have a commitment to exposing our children to real life problem-solving within a clear end goal. This gives children a clear purpose for their learning. Entrepreneurialism threads through subjects but always requires collaboration and presentation. We present our entrepreneurial outcomes through Big Outcomes which require communication and confidence. This also supports cultural capital.
	Cultural Capital	Cultural capital is the essential knowledge children need to be citizens. This will support longer term success.
	Perspective	Everything we teach is analysed from different points of view. Children use a range of sources as well as critical questioning to reach a more balanced viewpoint.

Life skills

Research shows that technical skills and academic ability account for only 20% of career advancement in the 21st Century. Other skills, known as 'life skills,' cannot be taught but they can be learned through inquiry, problem solving, ideation, exploration, innovation, teamwork and iteration. Learning through mistakes, as part of a supportive team with a shared end goal, is central to resilience growth and a determination to succeed. To be self-regulated at times and work collaboratively at others is also key to 21st century skillsets and prospective leaders.

Another very important life skill is the development of a work ethic which is crucial to successful people. All these skills need underpinning with resilience and confidence. Giving our children these experiences will develop this.

Collaborative learning supports human connections and relationships which is the bedrock of communication and interpersonal skills. Collaboration, with its necessity for reiteration, interpretation, evolution and assurance that all have a shared understanding ensures deeper learning for all. Innate skills can be practised and strengthened whilst areas of development modelled, rehearsed and improved.

Life skills must be practised in order for our children to be successful. Therefore, the following life skills should be explicitly modelled, experienced and expected. This will be built into classroom practice as children design and refine their ideas. However, the planning and execution of Big Outcomes (showcasing knowledge to a wider audience) are a great opportunity to hone and showcase life skills as well.

We believe that underpinning all learning are the life skills of confidence, self-esteem and the ability to nurture relationships. We ensure life skill development is strong through a holistic approach to learning and the collaborative activities which drive it.

Our values of unity, respect, acceptance, freedom and aspiration are weaved throughout our curriculum with both explicit and implicit learning opportunities planned for. These are relationship led and used to promote a sense of belonging and attachment which will remain with children throughout their lives becoming protective factors when life is difficult.

Life skills are the basis of all interpersonal (people) skills. Life skills are much harder to define and assess than knowledge. As a school, it is vital we provide our children with opportunities to develop life skills in order to survive life beyond primary education, into the workforce and the twenty-first century. They are central to our vision.

Life skills include attitude (resilience, determination and grit), problem solving and critical and creative thinking), work ethic (pace, determination to succeed, working to deadlines and under pressure), teamwork, networking, decision making, positivity, motivation, flexibility and conflict resolution.

Our curriculum reflects the 6 Cs as identified in Deep Learning: Engage the World, Change the World, Joanne McEachen, Joanne Quinn, and Michael Fullan, 2017.



Character

Character refers to qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, reliability, and honesty.



Citizenship

Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.



Collaboration

Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.



Communication

Communication entails mastery of three fluencies: digital, writing, and speaking tailored for a range of audiences.



Creativity

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice.



Critical Thinking

Critically evaluating information and arguments, seeing patterns and connections, construction meaningful knowledge and applying it in the real world.

At Greenacres, all our learning have elements of the same overarching threads of:

Character – personal qualities including identity, acceptance, resilience, perseverance, coping strategies and mental strength

Communication – purposeful speaking and listening to enable collaboration

Collaboration –to work together for a shared end goal, to solve a problem or work towards a shared understanding/outcome

Creativity – to problem solve by thinking of ideas which are original and serve a purpose using what is known

Critical Thinking – to use what is known to think precisely in order to find a solution. This will involve critical questioning

Citizenship – to develop a sense of a place within the community, city, nation or world and recognise a commitment to it.

Functional Skills

Functional skills are the practical skills required to access knowledge and life skills to flourish. They range from being able to button a shirt, to tying shoelaces, to drawing a scientific table to self-organisation. Research shows that, when we are faced with obstacles which we haven't got the skills to overcome, we are likely to opt out of the situation (give up). If we have a deficit of functional skills, this will erode our life skills as our confidence and self-esteem is drained. This applies to children as well. Therefore, it must be part of the role of the primary school to equip children with basic functional skills so they can benefit fully from all learning experiences and are not overcome by these hurdles.

There are some functional skills which must be explicitly taught at school – such as being able to use a ruler to draw a straight line or underscore the date; that is our role. However, other functional skills – such as being able to button a shirt or organise time – can be

taught elsewhere, including at home. Our Early Years and K.S.1. teams will encourage this skill development in school; however, as children mature, unless there are recognised OT issues, we will expect them to independently practise these skills with minimal support. Functional skills are hierarchical and build upon one another and our curriculum reflects this.

The School Culture Supports Life Long Learning

In these turbulent, complex times, 21st century learners must be able to transfer and apply thinking and learning to new situations in innovative ways which span the curriculum and incorporate life skills with functional skills taught and expected.

Greenacres will provide the nurturing ground for challenges which provoke, stimulate and celebrate learning resembling real life problem solving and experiences; we need our children to be curious; they are the infiltrators and shapers of the future. They are problem designers and should be integral in identifying as well as finding the solution to real life issues. The process must be infinite and iterative – learners are perpetually reflecting and evaluating, continually inventing and improving, taking risks as part of a lifelong venture. This supports higher order skills thinking and builds resilience and determination in problem solvers – enabling deeper learning. Greenacres' culture is one of persistence and passion with a purpose.

Our teachers must be passionate about: modelling excellence, supporting ideation through collaboration, within a transparency of practice and common language. They must understand our rationale and context and have high expectations with a commitment to deepening learning. Clarity of rationale and intentions are explicit with exceptionally high modelling of outcomes.

Embedding the Culture In Every Classroom (please reference 'The Environment and Presentation Policy')

The classroom will reflect the unit of study. The interconnected display will start as a stimulus and evolve to include examples of children's learning. These will have overlaps with other subject areas.

The English learning wall, in particular, will be driven by the success criteria (within specific writing types and sentence / word level criteria) being taught but outcomes will reflect current learning. All teaching will start with a model to provide clarity and showcase excellence.

Each half term, there will be clear overlaps in wider curriculum and English books. Depending on the key driver subject, there will, also, be overlaps in a number of other subjects.

Children will lead research, questioning and ideation; collaborating in teams - as well as independently - working systematically to produce outcomes. When collaborating, they may decide on specific roles, provide sequence timeframes and suggest outcomes within the learning sequence. They will be passionate about the outcome and learning will encompass all subjects and extend beyond the classroom.

Learning outcomes can provide opportunities for enterprise; in any case, all learning should have a clear purpose and children become expert in the study, the process and the end goal, able to share their learning and end outcome to different audiences.

Learning must be captured in a variety of ways to support inclusion as well as supporting deeper and mastery learning. Over time, learning outcomes could include:

- Planning the entire learning process led by children – starting from a key question
- Verbal insights – recorded, paired talk, scripted by a friend or adult;
- Short written summaries of learning – on a post it, writing scaffold, speech bubble, shared list scripted by an adult;
- Pictorial recordings – can include annotations – use of sketch books to practise key curriculum learning art skills as well as evidencing knowledge from other subject areas;
- Child generated tables, lists, questions for future learning;
- More detailed artwork – including 3D models with self-evaluation and reasoning;
- Photographs – annotated by the child referencing learning;
- Written recording – with and without scaffolds;
- Sustained writing = demonstrating numerous skills;
- Transference of skills into other learning outcomes;
- Displays;
- Individual or class wider curriculum books to capture learning over time;
- Presentations to specific audiences;
- Evaluations on the entire learning process led by children.

The environment will reflect the learning sequences including a range of outcomes, at different stages, including many subjects. Learning may be explicit or implicit in the sequence but all learning enriches the end outcome and children are clear of this.

Teachers will map out interconnections to be explored (driven by knowledge) and, during all learning times, they will be interacting, questioning, challenging and championing initiatives within a clear learning sequence which leads to a number of outcomes. They must respond to children's ideas and encourage individuality. They must facilitate access to resources and give timely and relevant feedback, personalising this to generate various and extended forms of recording using a range of media. They are pace setters and stretch children's thinking and expectations of themselves. As well as explicitly modelling and encouraging life skill development, they have extremely high expectations of the children and prepared to put faith into their ideas. They facilitate portals for sharing the learning to a different audiences and support with showcasing and exhibiting it to its best vantage.

The Curriculum Mapped Out

The EYFS works on a two yearly cycle of learning which is mapped out to ensure consistency and supports development of the whole child throughout the Foundation Stage. This is designed to prepare children for future learning.

Years 1 to 6 have yearly Curriculum maps which are broken down into half terms (6 throughout the year). These are included as appendices to this policy.

We have a seven year curriculum. Learning in the EYFS is designed to enable learning in the rest of the school.

How Do We Ensure Progression?

Knowledge drives all learning. This has been taken, in the first instance, from the National Curriculum. Subject leader teams have broken down a stepped learning skills approach to all learning and this is explicit on our curriculum maps.

Assessment and Next Steps (please reference our Assessment Policy)

Teacher assessment in all subjects is linked to key skills. These are outlined in the Assessment Files in Years 1 – 6 and are central to Early Years' practice and assessment systems.

What are our BIG outcomes?

Big outcomes are the opportunity for children to share their learning to a wider audience. They are experts in the learning process and big outcomes allow them to demonstrate their knowledge as well as the life skills they have developed as an integral part of the learning.

There are a number of aims for all Big Outcomes:

- To engage parents / carers / children to raise interest levels, understanding and aspiration.
- To showcase deep learning in its many forms to support standards by giving it a purpose; whilst showcasing technical skills, big outcomes support the development of life skills.
- To support inclusivity within the school, the wider community and The Trust. Contributions from all children are included and collaboration between Trust schools fosters the sharing of expertise, raises expectations and standards. – for staff and children.
- To embody our values of unity and respect.

Big outcomes will increase expectations of learning as child and teacher engagement will enable personalisation and ownership of the process.

Big Outcomes Should:

- Share the culmination of a longer sequence of learning over time with parents, carers, colleagues and other Trust schools.
- Showcase deep learning and knowledge acquisition over time.
- Include learning in a variety of forms including: presentation, performance and displayed learning outcomes in 2 and 3 D of a high standard.
- Be interconnected and cross-curricular in their approach (with subject specific knowledge threading through).
- Connect all learners to the 'real world' – the audience to be persuaded that the culmination of their learning is worth listening to.
- Support human connections and relationships.
- Reflect our high standards of display.

- Allow children to be the experts and confident to present and discuss their learning and, by doing so, develop life skills. They will have roles within the big outcome which they are confident to fulfil; these will be different between year groups and within classes but have been incorporated into the learning sequence which the children have been at the centre of.
- Include all children in some capacity.
- Include all visitors – facilitate this by equipping children with prompt questions or opening statements or by giving visitors cue cards, leaflets etc.
- Include adult evaluation – for example, in a visitors’ book.
- Be memorable for all.

Big Outcomes Can:

- Pull together for presentation the solution to an issue posed which incorporates the transference knowledge into a much wider forum;
- Be the culmination of months of learning which transcends a number of teaching sequences over time – supporting deeper learning and pulling numerous skills together;

Big Outcomes Should Not:

- Be planned separately to the usual sequence of learning. If Big Outcomes are part of the learning process, these will be planned for at the outset with opportunities for presentation, performance and display included.
- Generate a lot of extra work for practitioners; the children should be involved with every stage of the process including planning, producing, preparing, pricing, displaying and evaluating and clearing (age appropriate).
- Be very adult led; children should take responsibility for the running of the event during the event allowing adults to step back.

Life Skills Matrix

Life Skills Matrix

	Emerging	Developing	Accelerating	Proficient
Communication Skills	Team members may be able to communicate initial ideas but they are not progressive and do not build upon the ideas of others. They cannot listen attentively and follow a line of inquiry. They find it difficult to communicate a sequence of learning or respond to questions about it. They can respond simply to what they are sharing.	Team members are beginning to discuss ideas based around a specific issue, stay on task, and build on them. They are beginning to listen to the ideas of others and respond to suggestions but do not necessarily assimilate them into their own thinking.	Team members can fully explain their ideas or solutions but do not always link these to others’ ideas and may not be able to respond to challenge. They may not be able to adapt their original communication to accommodate feedback or veer from a planned script. However, they will respond to simple questions. They will listen to potential changes and begin to look at the wider picture. They are confident to communicate, and communication is effective.	Team members will be able to explain their ideas or solutions effectively selecting from a range of tools to help them do so (demonstration, visuals, models etc.) They will be able to demonstrate listening to others by questioning, challenging or adapting their own ideas from what they have heard. They will demonstrate awareness of the value of communication by asking appropriate questions and seeking other expert advice or opinions.
Creative Problem Solving	Team members need a lot of support to identify an issue and potential solutions. They cannot ideate or refine ideas within a learning sequence. They veer towards standard solutions.	Team members begin to understand the notion of problems and the possibility of solutions but may be unsure of their role within a problem-solving team. They are beginning to	Team members can predict potential problems and try to solve them before they happen. They can think creatively when presented with an issue and work, as part of a team, to problem solve possibly following a series of steps.	Team members will identify an issue and break down the steps that will be needed to arrive at a solution. They will adapt their plans reflectively and creatively to navigate difficulties or unexpected issues. They will be able to generate several different possible approaches within

		offer solutions to simple problems.	There will be some transference of skills between one experience of creative problem solving and the next.	solving an identified problem and explain their reasoning for the approach chosen. They will be able to apply their learning in new contexts
Time Management and Working Under Pressure	Team members will work to an individual activity. They do not pace set or have an overt sense of urgency. They have limited understanding of timeframes and efficacy, momentum or take ownership of the overall outcome. They can complete tasks within a set time frame with prompts from an adult.	Team members will begin to have an understanding of sequencing, order and flow. They may begin to use planning formats to manage time. They will have an emerging understanding of sharing workloads to ensure work is completed but will require adult prompts at times.	Team members will be able to meet goals set within a given timeframe. They can respond to prompts from others by increasing pace or output with a growing sense of urgency. They will recognise and use some organisational techniques. They may refer to a work plan to keep on track.	Team members will independently work with a sense of purpose and timeliness. They will have a fully formed plan and are forward thinking. They are motivated and gratified by the learning process and work with a sense of momentum. They will show an ability to prioritise in order to meet a deadline, sometimes omitting bits from the original plan. They will be able to set and stick to realistic goals within a timescale.
Team Work Leadership	Team members will work together on tasks which contribute to a joint outcome. However, they are not interdependent, and members may work egocentrically and alone. Learners do not yet demonstrate a genuine sense of shared outcome, goal or empathy or a shared purpose of working together.	Team members will recognise different functions within the group and be able to accept responsibility for their role working together on tasks. They will be able to contribute to collaborative discussion and be able to discuss the different roles within the group and how they contribute to a shared outcome. They may take turns in leading. They can listen to different perspectives and share own opinions within the group.	Team members will show self-motivation and collegiality when working in a team or pairs. They will make useful, timely and relevant contributions to team or paired tasks. They can negotiate and listen to others' perspectives and adapt or refine their ideas in response to arrive at a collaborative consensus. They will recognise from the outset the importance of each member's contribution and show strong interpersonal skills in facilitating this. They can see the benefit of including all members of the team.	Team members will be able to motivate others in a team. They are inclusive. They will recognise team member's strengths and be able to delegate or seek advice based on team members skill sets in order to push the project on. They can effectively negotiate with team members to come to decisions in the best interest or with the best outcome for the group. They have an implicit understanding of the outcome and work collaboratively to ensure success.
Self-Motivation (resilience and determination)	Individuals may work independently with a motivation for the task but this does not transcend the activity being completed at that moment. Ideas are not self-generated but require a lot of support and end outcomes are not envisaged.	They will recognise their role in ensuring group success. They will work with a sense of purpose towards an envisaged outcome. They will demonstrate self-control and persistence with tasks and outcomes overcoming setbacks.	They will generate ideas and be able to turn these into steps to arrive at a desired outcome. They always have the end result in mind when planning and completing tasks and can meet self-set deadlines. They will be able to set personal goals and targets and work towards these. safety nets may be provided to support team members should deadlines are missed.	Individuals and teams are highly motivated. They will show awareness that effort has a purpose and that they are able to influence outcomes and success by the effort they put in. They have a clear vision of outcome. They will show motivation and dedication to continue to refine and develop work and be able to suggest further investigation or exploration even after a solution has been identified. They can identify and set targets and goals and work

			They will learn from previous experiences refining skills and actively seeking ways to improve outcomes and skills.	towards these progressively, proactively seeking guidance and support from experts. They will be able to reflect on their own performance and use this as a learning platform to drive future successes and goals.
Responsibility	Team members are aware of their individual roles and responsibilities but are heavily reliant on others – possibly an adult – for guidance and structuring. They may require instant gratification for effort.	Team members will be able to accept responsibility for their role within the group. They can discuss how each team member is contributing and the value of that contribution. They will recognise that everyone in the group has ownership for and responsibility for any outcomes. They can show empathy towards other members of the group.	Team members will take responsibility for the task, team and self will be evident from the outset throughout interdependent work, collaborative work, decision making and reflection. They can recognise and show empathy with team members and positive relationships bring the team together. They have a sense of purpose and can see the benefit of shared working.	Team members will recognise their responsibility within and for the team and be empathetic and proactive in assuring team success. They will be reflective and creative about setbacks, acknowledging group and self-responsibility for this and suggesting ways to move forward. They can work both autonomously and collaboratively and switch between roles with ease,
Flexibility	Team members may not think of their role within the bigger team. They may be inflexible when roles change or refinements to learning outcomes are necessary. They may find changes difficult or refuse to engage fully with the team.	Team members begin to see their role as a piece in a larger puzzle and that the landscape may alter overtime. They are beginning to be open to change and do not fear adaptation or setback.	Team members have an implicit understanding that collaboration sometimes requires flexibility. They understand compromise and that, in order to be successful, individuals cannot all make the final decision but that agreeing on a shared route will ensure problem solving is successful.	Team members have an awareness of the roles of others as well as their own. They can weave between roles and adapt accordingly depending on the needs of the group. They are flexible when deeper learning necessitates a need for adaptations to original plans. They are open to change to ensure improvement. They actively seek out others' ideas to move their projects on.

Presentation in Books

It is our expectation that presentation in books should be of a high standard showing value to our learning and respect to ourselves and one another. The rubric below is designed to be completed regularly by Phase Teams:

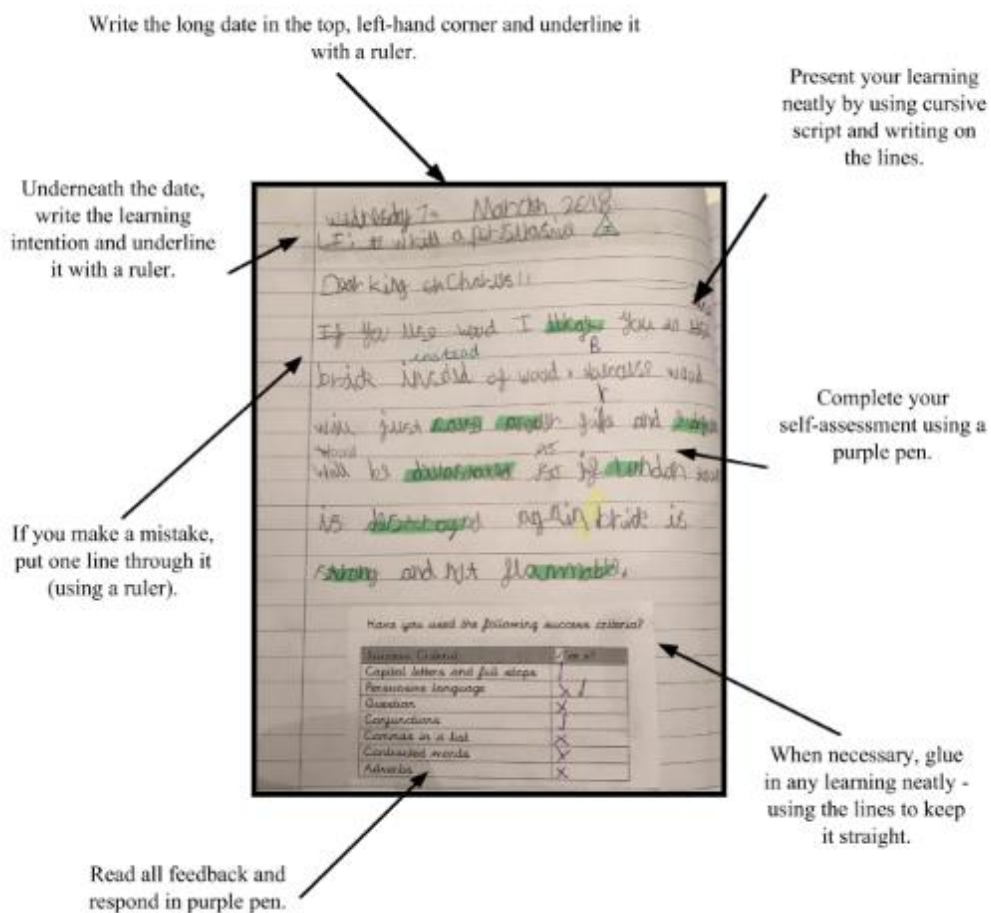
Presentation in Books Rubric

General Expectations	Comment
The book covers are clean, well kempt and looked after in all subjects. English and maths books have a plastic cover.	
First names and surnames are correctly spelt, written by an adult	

using the correct script for the age		
English and maths books have presentation guidelines at the front of books .		
Presentation expectations are followed ensuring the date and learning intention is recorded and underlined in the correct format (long date in English and other subjects; short in maths).		
Children are using sharp HB pencil in all books.		
Handwriting for both children and adults is in line with our handwriting policy.		
Adults are using green pen when recording.		
Pre, post and parallel learning is evident.		
Emerging	Expert	Proficient
There is evidence of follow-up improvements either as the result of verbal or recorded feedback or distance marking. Children are using purple pen for response.	Verbal feedback leads to progress within lessons. Feedback leads to greater evidence of problem solving and reasoning. There is a transference of skills across subjects.	Progress within lessons is clear and common. There is clear evidence of problem solving, reasoning and the transference of skills both within and across subjects.
Learning intentions and success criteria are clearly identified. Success criteria will be recorded either at the outset or through marking comment – including use of success criteria tick sheets for assessment. Standards are in line with expected progress.	Children are clearly working towards learning intentions and success criteria and both adults and children evidence this through marking. Individual targets are also referenced. Standards show good progress.	Learning intentions and success criteria drive all learning and responses. All feedback leads to focussed progress and this is evidenced through thorough self-assessment. Standards show accelerated progress.
In English, in depth marking is Evidenced weekly.	In-depth marking relates to learning intentions and success criteria and move learning on. Scaffolds are included.	In-depth marking is precise and designed to accelerate learning and attainment. There is evidence this happens as a part of the teaching process both within and across lessons. Scaffolds are appropriate and allow additional learning to take place.
In maths, all work is marked accurately in a variety of ways - self, peer and adult.	Feedback within lessons leads to greater understanding and accuracy. Self and peer correction is commonplace. There is clear progression between fluency, problem solving and reasoning.	Feedback is precise, relevant and timely and supports accuracy and understanding. Misconceptions are addressed early. Fluency, problem-solving and reasoning are embedded within and across lessons with a strong focus on cross application of skills.
Evidence of the triangle symbol (as Marking Policy) is evidenced daily.	Use of the triangle symbol is accurate and used by adults to inform planning.	Use of the triangle system is embedded and essential to assessment and learning.

There is evidence of self, peer and adult response to learning.	Self, peer and adult response to learning is central to the learning process and informs all learning. Scaffolds support children to do this well.	Self, peer and adult response to learning is central to the learning process and drives all learning. Children are able to lead systems and have a comprehensive understanding of why self and peer assessment is essential to learning.
In other books, knowledge is identified at the beginning of every half term.	Key skills drive all learning and build logically across lessons.	Key skills drive all learning. There is opportunity for practising and transferring key skills across learning supporting mastery understanding.
Learning is marked weekly against knowledge attainment and progress in science and other books. In depth feedback is provided half termly. Children return to learning and respond to feedback.	Marking is relevant and supports progression. This is evident in all follow up learning. This leads to increased attainment.	Marking is precise and supports accelerated progress. Marking and follow-up is central to all learning and attainment is high.

KS1 English Book Expectations 2021-2022



KS2 English Book Expectations 2021-2022

Write the long date in the top, left-hand corner and underline it with a ruler.

Underneath the date, write the learning intention and underline it with a ruler.

If you make a mistake, put one line through it (using a ruler).

Read all feedback and respond in purple pen.

When necessary, glue in any learning neatly - using the lines to keep it straight.

Complete your self-assessment using a purple pen.

Present your learning neatly by using cursive script and writing on the lines.

The sample page shows a date 'Tuesday 13th March 2018' written in cursive at the top left. Below it is a learning intention: 'to write a paragraph for a report, using varied sentence structures'. The main text is a paragraph about Spartan women, written in cursive. The text is: 'Spartan women (in Sparta) had a bit of a harsh life. They had to watch their children being taken away because their children had to be fit. Spartan women had to be physically fit. Women had to take care of the farms. They needed to take care of their children. Women in Sparta had a job of a good life but I would say its in the middle. Children would sell on their mothers. It was hard for women in Sparta for they got to take care of the farms and children.' The text is written on lined paper. There are several annotations in purple ink: 'Because their children had to be fit,' is written above the first sentence. 'it was hard for women' is written above the second sentence. 'they needed to take care of their children' is written above the third sentence. 'but I would say its in the middle' is written above the fourth sentence. 'they had to watch' is written above the fifth sentence. 'in Sparta' is written above the sixth sentence. The text is written in cursive script. The page is annotated with arrows pointing to various parts of the text, indicating the expectations for the book.

KS1 Maths Book Presentation Expectations

The title, date and learning objective are found at the top of the page.

PLACE VALUE Addition

8.1.16
L.O.: I can solve place value additions.

I will present my learning with care and write neatly on the lines.

$$\begin{array}{r} 42 + 53 = \\ 40 + 2 \\ 50 + 3 \\ \hline 90 + 78 = 98 \checkmark \end{array}$$

$$\begin{array}{r} 24 + 74 = \\ 20 + 4 \\ 70 + 4 \\ \hline 90 + 8 = 98 \checkmark \end{array}$$

I will carefully read all feedback and respond to it in purple.

$$66 + 23 = 89$$

$$\begin{array}{r} 60 + 6 \\ 20 + 3 \\ \hline 80 + 9 \neq 89 \checkmark \end{array}$$

8.1.16

I will cross any mistakes out by putting one line through them, using a ruler.

$$42 + 54 = 89 \checkmark$$

I will glue any learning in neatly at the top of the page using the lines to help me.

I will write one number and mathematic symbol in each square.

$$\begin{array}{r} 40 + 2 \\ 50 + 4 \\ \hline 90 + 6 \neq 96 \end{array}$$

KS2 Maths Book Presentation Expectations

I will write the short date in the top left hand corner and underline it with a ruler.

I will write the learning objective on the line under the title on the left hand side of the page, on the line and underline it with a ruler.

I will write the title on the line under the learning objective, on the left hand side of the page and underline it with a ruler.

I will carefully read all feedback and respond to it in purple.

I will glue any learning in neatly at the top of the page using the lines to help me.

I will cross any mistakes out by putting one line through them, using a ruler.

I will present my learning neatly by using the cursive script and making sure that I write one number and mathematic symbol in each square.

1.1.15

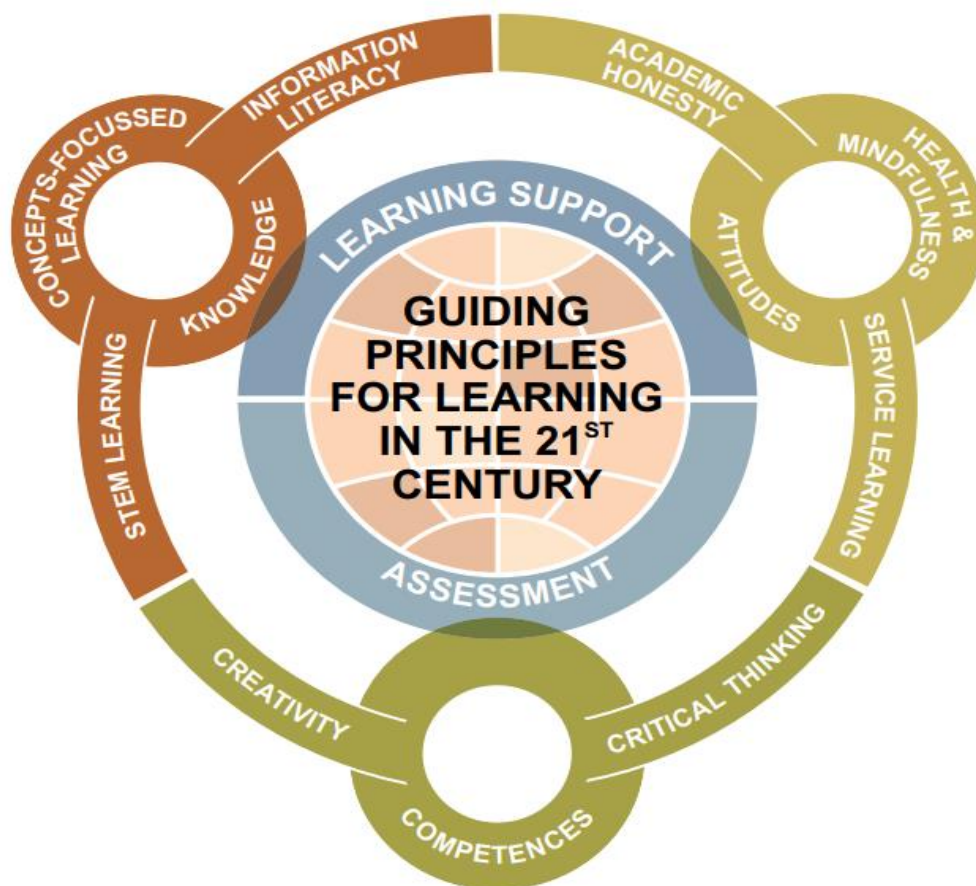
1.0 To find out *Who Killed Santa?* you need to make a map of Santa Town. Copy this picture and work out who lives where.



To find out *Who Killed Santa?* work out how far everybody walked on Christmas Eve. The distance between any two houses is 5 reindeer miles. People always go by the most direct route. Copy out this table and fill in your results -

Start	End	Distance
Santa		
Blue		
Green		
Orange		
Pink		
Red		
Yellow		

We have figured out that Red is Santa's killer. The way we know this is because Orange and Red walked the same distance and Red is below Orange in the alphabetical table so Red is the killer.



Guiding Principals for Learning in the Twenty First Century, *International Bureau of Education, 2014*

Academic Honesty

Children should be encouraged to carry out independent and original research with a clear understanding of academic honesty. Our curriculum references perspective and diversity.

Research supports learning and children should be able to do this ethically (with an awareness of viewpoint – a **life skill**) and using technical skills. Children should be taught how to summarise and not copy. Learning should be open with regular opportunities for reflection on the learning process as this supports transparency whilst supporting deeper learning.

Creative planning must support original thinking, questioning and challenge; activities should be open ended and based on real life scenarios where possible.

Information Literacy

All children should be taught to use information creatively, ethically and critically. Learning is not the regurgitation of facts but should be used to support decision making and creative problem solving. Children should be encouraged to synthesise information from different sources as this will contribute to deeper learning. An interconnected approach to teaching will support the transference of understanding between different subjects. Learning should not be insular - viewed in isolation - relevant to just one subject. The use of technology should be used to develop the skills of analysis, discernment, synthesis, creativity, investigation, collaboration, communication, organization, critical evaluation of sources and reflection. We must ensure our children are familiar with recent and new technologies and they should be shown how to use them intelligently. A key part of this process is about educating children in the rigorous, creative and critical use of research.

Critical Thinking

Critical thinking allows children to think for themselves and not to be influenced by a single viewpoint . perspective. The critical thinker can draw an opinion having synthesised a range of information from a selection of sources (**functional skill**). Learners should question sweeping generalisations and avoid over-simplifications. They should evaluate the credibility of sources of information and listen critically to what others say. Proficient critical thinkers understand what they already know and synthesise new information creating deep learning foundations They are conscious of their thinking sequences and deliberately layer learning supporting deeper understanding.

Critical thinking should be developed in all subjects and in a wider, philosophical context. It is essential for inquiry-based learning which should be based on key questions (derived from the **knowledge** expectation). Questions focus thinking as teachers guide children through the learning process encouraging justification and next-step questions and research. Questions should seek clarification, challenge assumptions, explore reasoning and perspectives. This will help children to learn to develop good questions of their own. Questioning for critical thinking goes further than asking questions; it implies rigorous follow-through leading to the Socratic method—based on discussion between individuals asking and answering questions to clarify ideas.

Children should feel free to take risks as this develops life skills, to be corrected without feeling that they are being criticised, to challenge, to be challenged and to discuss different opinions. Wide-ranging discussion supports critical thinking and deepens learning, critical thinking. The quality of critical thinking depends upon the level of relevant knowledge (understanding) that will be used to support it. There can be little meaningful critical thinking if it is not related explicitly to what is known. The observations children make of the world and their natural capacity for critical thought should be appreciated and developed when and where possible: they should be encouraged to reflect critically on broader personal, national and shared experiences – not just the curriculum. It is vital our context drives learning.

Since critical thinking involves open-mindedness, good listening skills and the ability to look at different points of view, it can lead to a rich appreciation of cultural, national and historical diversity in thinking. Children should be encouraged to explore differences and similarities (The Greenacres' Values).

Teachers should demonstrate healthy scepticism when dealing with unproven information or opinion; they should be prepared to challenge claims thoughtfully and methodically. This is especially important in today's world where the media plays a crucial role in forming public opinion (link to e-Safety).

Creative Thinking

Children should be taught how to be creative thinkers. Creative thinking will be increasingly required to solve complex problems. There is a clear process for using creative thinking skills; creativity is a **life skill** and approach that does not belong exclusively to the arts. It should be fostered in all learning.

Teaching for creative thinking puts emphasis on developing the children's creative thinking skills. Again, pertinent questions are essential. What if...? and Why...? questions tend to stimulate creative and critical thinking, especially if followed by more questions that probe and encourage the learner to go further. Problem-solving is an important component of creativity and includes the following processes: ask a question and challenge; notice – make connections and seeing relationships between different learning; identify a need or opportunity; come up with alternatives and keep options open; select from options; collect data; test options; verify solutions; apply ideas; and evaluate outcomes. Self and peer evaluation must be embedded within learning.

Play is an important part of creativity. Play and enjoyment in the flow of creative thinking are essential and we should not be afraid to let children play with ideas. Imagination plays an essential role in developing abstract thought and innovative thinking. Proficient critical thinkers understand how to 'play' with thoughts in a disciplined way and this will be key for the 21st Century.

Both teachers and children should be encouraged to demonstrate their creative thinking to help others recognise and appreciate what is involved. The culture of the school must stimulate creativity.

Deep creative thinking can only be successful if children have knowledge arising from taught key skills as a basis for their thinking and reasoning. Subject knowledge should be strong to ensure that creativity is a powerful extension of learning and not a superficial extra.

Children should carefully select the ideas they decide to pursue further and use analytical skills to judge the value and impact of their proposed actions – this is the innovative process and makes learning meaningful and exciting. We need to plan for a future that is likely to develop at an accelerating rate and where creativity will be as important as sustainability for the survival of the human species. The definition of innovation is understanding what is already known and adding a new element to improve what we already have; therefore, prior knowledge is key.

STEM Learning

The learning of science, technology and mathematics should be integrated using the principles of engineering.

Our thematic approach to curriculum learning that uses technology will provide opportunities for meaningful, innovative practice that reflects the increasingly integrated nature of real-world scientific research.

For effective transfer of knowledge across subjects, learning should be based on concepts. Science, technology and mathematics learning should be innovative, highly creative and authentic. Children should have the opportunity to work on real-world problems and to communicate with experts outside the school. Our Big Outcomes lend themselves to this.

Children should have an opportunity to see science, mathematics and technology not just as a series of “that’s” and “how’s”, but as theories that have developed over time with specific values and assumptions and they are still evolving. Learning should stem out of the classroom into the community and connect us with local business (see **Service Learning**), where we can benefit from external contact, feedback and real-world situations developing life skills. We should also take advantage of opportunities to publicise projects through the Trust, other official partnerships and external organizations.

STEM learning should strengthen children’s ability to transfer knowledge and skills to new situations. The core STEM skills are conjecture, hypothesizing, prediction and generalization before experimentation, and creative problem-setting and solving. These skills should be used to support confidence growth, to approach the world with curiosity, critical and creative thinking (once base science key skills have been taught and can be built upon). Children should be required to ask critical questions to clarify the problem and to suggest innovative approaches to solve it.

Concepts Focussed Learning

To ensure learning is meaningful, learners must be able to organize information (**a functional skill**) so that it can be understood and built upon. Concepts are the mental categories that help us identify, develop and classify objects, events or ideas, building on the understanding that each object, event or idea has a set of common relevant features. Therefore, concept learning is a strategy which requires a learner to compare and contrast groups or categories that contain concept relevant features with groups or categories that do not contain concept-relevant features. This must be explicitly taught.

Learning for understanding takes place when it is carried out through concepts: this means that the learner identifies the basic characteristics of something that allow it to be generalized to a higher, more abstract level – this is deeper learning. It is by identifying the basic characteristics of a piece of information that the learner will be able to master an understanding of what defines it and, therefore, what its purpose and meaning is. If knowledge is not taken to a higher level of abstraction, then it is not possible to recognise and appreciate its significance and core features. Learners will be faced with disparate elements that are not unified by any obvious principles; then learning is not retainable or transferable. One of our core aims is to ensure knowledge is applicable and transferable through a curriculum that will enable deep understanding.

Teaching through concepts is teaching for understanding. Children need to be taken through the process going from: factual knowledge (separate pieces of information); to topics (which are groupings of pieces of information); to concepts (ideas within and across interconnected subjects that identify the common characteristics linking pieces of information to one another); to principle generalizations (rules); and, eventually, to theory, where broad statements can be made about the thematic approach. It is through this rigorous process that children will be able to master understanding of individual elements and how they fit into an overall system.

Our curriculum ensures purposeful learning in a way that is easy to remember and apply. This makes learning more efficient, relevant and meaningful. By inviting children to bring their own ideas to the learning through concepts, they are more engaged with the learning process than they would be through a purely factual approach. It is by understanding the key abstract features of a concept that children will be able to recognise them in different circumstances and therefore transfer them to their learning.

Conceptual understanding means actively building new knowledge from experience and prior knowledge

Health and Mindfulness

Children should be encouraged to be physically, mentally, emotionally and socially alert, and ready to adopt new solutions for new experiences (life skills). The aim is to increase the mental, emotional and physical well-being of children in preparation for the long lives they can expect to lead.

Our curriculum provides a range of opportunities to learn, to grow, to succeed and “to develop to their fullest the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects” (Peterson, 1987).

Mindfulness can be defined as “the awareness that emerges through paying attention, on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003, p. 145), it is “openness to novelty, alertness to distinction, sensitivity to different contexts, awareness of multiple perspectives, and orientation in the present, paying attention to the immediate situation” (Sternberg, 2000). Arguably, these are life skills.

Learning should take our children away from mindlessness; health goes beyond physical well-being and entails a holistic state whereby thoughts, actions and impressions are interrelated. Health and mindfulness are inextricably linked and lead to strong mental wellbeing. A robust foundation of life skills will enable us to survive when life is tough.

Mindfulness is an important way to maintain health and well-being and our environment must allow learners to reflect meaningfully on their interaction with the outside world and their inner sense of being (life skills). In this way, children will be able to appreciate what is going on around them and their own sense of purpose. By enhancing intrapersonal (self-talk), interpersonal (peer talk) and environmental awareness, children will be enabled to take more thoughtful decisions about their lives. This reflective process is necessary for a rich, serene existence.

Children, like adults, should be made to clarify their thoughts and learning strategies through “reflective and metacognitive thinking, self-regulation, decision-making, and problem solving, as well as disciplinary forms of thinking” (Ritchhart & Perkins, 2005). Learning should encourage all children to be aware of self, others and context and be based on a holistic approach to teaching and learning. Children should be made aware of the significance of participating in the life of their community and what it means to be part of multiple communities (school, home, local, global). Without understanding ourselves, our relations and actions within our community are not as effective. These are all life skills.

At Greenacres, we aim to help all learners to be aware of values and beliefs and to care about them, but also at times to question and challenge them.

Service Learning

Service learning is learning taking place through voluntary work and in community projects. Children need to be given a deeper understanding of why they should become involved in service learning and how they can do so as effectively as possible. Service learning is also a cornerstone of citizenship and key to **life skill** development. Service learning leads to the development of the whole child: it takes him or her beyond academic learning into applied knowledge and personal conduct enabling deep learning. It supports the internalisation of our school values and to carry them out in real-life situations. It is a way to develop notions of reciprocity, meaningful action and purposeful engagement within the individual and the local community to make the world a better place and be meaningful. If effective, service learning will support creative and critical thinking.

Learning Support

Children should be taught to understand how learning happens and how they themselves can learn. This is a **functional** skill. Children should be given strategies to help them become autonomous and confident. By encouraging children to be independent learners who understand their strengths and weaknesses and who can self-regulate, schools aim to educate and prepare them to be adaptable, and to function in the world around them.

Collaboration is essential in providing the most effective support for children. Working in teams, teachers can create a collaborative environment that allows for an exchange of expertise and ideas among all professionals. These opportunities nurture life skills.

Assessment

What children know and can do should be assessed through a range of strategies. The assessment of cognition (thinking) can be formatively assessed daily through learning intentions.

All learning experiences should provide evidence of learning and are, therefore, to be considered as assessment opportunities. Discussion in the classroom should be carefully designed to build understanding of learning progress. Feedback should be timely and highly specific and children must respond to show progress.

At the start of a new half term, diagnostic assessment should take place to establish what children already know, any misconceptions and interest in learning. This is particularly relevant post lockdown as we know knowledge deficits accumulate when layered on top of one another in a curriculum sequence. Weak outcomes are the result of gaps in knowledge.