**Stoke Gabriel School Curriculum Document.**

Revised September 2019, Alison Letten, Curriculum Coordinator.

**Our Creative Curriculum**

We are committed to providing a creative, high quality curriculum which provides memorable learning experiences and fosters curiosity, a love of learning and a desire to know more. We encourage the children to use and to value their imagination and recognise the awe and wonder of the world that is around them. We want the children to recognise that creativity can produce solutions to problems and, as such, creativity is a vital tool for life.

Each child, as they journey through our school, encounters experiences and challenges that take them out of the classroom both physically and imaginatively - to expand his understanding of the world, to encourage self-awareness and resilience, and to develop a sense of responsibility.

We exploit our diverse and rich local area to support curriculum learning wherever possible and we welcome and embrace the talents and support of the wider school community including: parents, carers, family members and local people.

The children are encouraged to make sense of the world by making connections to their own experiences. They develop a sense of place by building an understanding of the unique nature of our setting and how the geography and history of our area has influenced the development of our locality and national events. Our goal is that every child leaves Stoke Gabriel School confident in their own talents, with courage to face the future, and a recognition of their own potential.

**How we deliver the Foundation Subjects**

There is discrete subject teaching of PE, RE, PSHE, Computing, MFL and Music to enable subject specialists to benefit the education of our children.

The statutory National Curriculum for the remainder of the Foundation Subjects – History, Geography, Art and Design, and Design Technology is delivered through Enquiry Journeys. Within this approach, links are made to other subject areas when meaningful and purposeful - cross-curricular writing and reading being an excellent example.

The scope and focus of each journey is planned carefully to sit within the Long Term Planning of our school - a two-year programme to accommodate our mixed-year-group classes. This planning is shared with the Curriculum Coordinator to ensure coverage of the statutory curriculum, to ensure children build on their understanding of the features of each subject area, to monitor development of subject-specific vocabulary and acquisition of knowledge, and to ensure that there is a progression in the development of skills.

**The Enquiry Journey Approach**

Our Enquiry Journey approach to teaching the curriculum is based on extensive research, has been developed and improved over a number of years, and is designed to fully engage the children in their learning.

Enquiries are devised by the class teachers and can be both short and focused, predominately covering one or two curriculum areas, and long and varied, to immerse the children in a theme and involve them in learning objectives for several subjects.

All Enquiry Journeys follow the same series of Enquiry Journey stages:

1. Activate Curiosity
2. Discuss, Discover, Decide
3. Let’s Do It!
4. Share, Celebrate and Reflect

More detail about the teaching and learning characteristic of each stage can be found in the Appendix.

The Enquiry Journey is explicitly shared with the children so that they are able to connect to the big picture of their learning. In each classroom, there will usually be a Working Wall, with the Key Question headlining an active display that might include a range of photographs, pupil questions and ideas, Post-It note responses, pieces of work, key vocabulary and other useful resources... all of which may be discussed, described and explained by members of the class, expanded and developed in lessons, and readily referred to as the Enquiry Journey progresses.

There is a balance of teacher-directed tasks and independent learning opportunities and teachers use questioning effectively to stimulate higher order thinking skills. As they progress though our school, many children will learn to challenge their own thinking, seek evidence, develop arguments, and reflect critically on sources of information. For all children, the sharing of their experiences and the discussion of their learning is actively encouraged, and the ability to reason and to communicate effectively is thus fostered and developed.

Learning beyond the classroom is not uncommon, with teachers and children, making use of our amazing school grounds and our wonderful locality.

The final stage of the Enquiry Journey has huge value for the children as they take a moment to reflect on their achievements, to ‘Be pleased’, and to consider what they feel they need to get better at. They evaluate their experiences in terms of skills they have acquired or improved, the knowledge and understanding they have gained and the personal development they feel they have achieved. This gives the pupils a sense of ‘distance travelled’ and an awareness of themselves as learners, and they have a sense of discovery - of being actively involved in their learning - rather than seeing themselves as receivers of education. This is a key characteristic – and benefit – of the Enquiry Approach.

**Pupil Voice**

Active input from the children is integral to our Enquiry Journey approach. We want the children to be involved in their learning and, to this end, we encourage them to ask their own questions and, when possible, pursue their own ideas beyond the limits of the classroom.

**Enquiry Journals**

Every child has a journal, called their Enquiry Journal. It is a place for any recording that forms part of the Enquiry Journey and contains a glorious mix of ideas, plans, labelled diagrams, annotated sketches, art work and photographs as well meaningful writing and ‘neat’, considered, pieces of work across a range of subject areas. It is our aim that every child should be proud of their journal and enjoy leafing through and remembering their learning.

**How might we see the benefit of Enquiry Learning in our pupils?**

* Children being active learners: excited, interested, involved, motivated and engaged.
* Children opening their minds and being curious, asking why, how, when, who?
* Children learning how to find answers, evaluate evidence and explore possibilities.
* Children making links and comparisons and developing their thinking.
* Children communicating their learning, and expressing their own ideas and opinions with clarity and confidence.
* Children using subject-specific vocabulary.
* Children learning about their world and about their place in it.
* Children discovering that it is good to question how we know.
* Children who are proud of their learning and pleased to share their journals.
* Children who know how to learn and remember information.
* Children making judgements about the importance or relevance of pieces of information.

**Rationale: What does Enquiry Learning do?**

* Stimulates natural curiosity and gives children confidence to be curious.
* Allows children to take risks, ask questions and learn for themselves.
* Provides a context and purpose for the learning of and application of skills

– real life questions, creative solutions

* Allows English and Maths skills to be given meaning.
* Is inspiring, varied, and involving – for children and teachers.
* Is underpinned by leading research about quality learning and brain-based learning.
* Encourages self-motivation and independence.

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