

Enrichment Non negotiables for our 5 Teaching threads at St Mary of the Angels

At St Mary's, with the new Ofsted framework in mind, we have researched how children learn best and have cross referenced what we feel is pertinent to how SMA children learn, to produce our bespoke version of delivering a knowledge rich curriculum, empowering and requiring children's voice, that is fit for purpose in 2019.

Our delivery of English, Maths, R.E and largely our delivery of Science too, have been fine tuned to sequence knowledge, through engaging skills; to challenge outcomes through excellent delivery, and to assess and identify gaps in learning, over time, in order to produce numerate, literate, fulfilled, pupils of the 21st Century. Our P.E curriculum continues to promote healthy life styles, competitive spirit, fair play and team work in a variety of innovative ways, which we constantly challenge and analyse to ensure that pupils here have the best provision we can deliver.

That brings us to our Foundation Subjects- specifically History, Geography, Design Technology, IT, Music and Art. With recent and historical changes to Government expectations, at national and local level, these subjects have been the poorer relations in the Primary School week, through necessity and expectation.

Here is our new plan to revitalise teaching of these subjects with these overarching factors in mind:

Research indicates that where schools:

1. Create curriculum experiences that involve learners **actively** in identifying and building on their existing knowledge, understandings and skills, children can make sense of what they are learning more readily.
2. plan tasks and learning opportunities that use and reinforce existing knowledge and skills, children embed learning and knowledge more efficiently.
3. promote **collaborative inquiry and problem solving** – developing thinking skills – through a **more facilitative and probing role** amongst teachers that encourages learners to take increasing responsibility for their learning, children will retain knowledge and make more sense of their learning
4. encourage pupils **to make connections between subjects effectively**, without watering knowledge down, it is powerful in overcoming the difficulty learners sometimes have in transferring thinking and learning from one subject to another.
5. contextualise their curriculum and teaching/ experiences, linking learning in school with the wider world and community, children are more likely to retain and understand knowledge.

With this research in mind, senior leaders are trialling the following **St Mary of the Angels (SMA) teaching threads (TT)**, with excellent support from teaching staff, across 2019. Initial impact is demonstrating to us that our approach was worth the time and effort in making this project our own. Children and staff are significantly more engaged in their learning .

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Please find below our 5 SMATTs, linking our Foundation subjects **key knowledge** and our other subjects too, where relevant. These are similar to Golden threads(Chris Quigley) which attempt to draw together the many threads of knowledge presented in the National Curriculum , coherently and in a way that we feel optimises learning for the children here at St Mary's . There will be a small number of times when the children's learning will overlap/combine key knowledge from one SMATT ; we embrace that and accept that the Golden thread may branch away purposefully at these times. However, largely speaking, our foci will be x 1 SMATT driven, with coincidental learning acknowledged in plans.

How we communicate in different ways for different purposes (SMATT 1) (Music, Art, DT, MfL, P.E)

- A. We can Speak, Move, Act, Play, Sing and Perform in a variety of different ways, creatively and expressively
- B. We can use sounds and art medias creatively and experimentally to compose, perform and create
- C. We can listen and appreciate, with increasing attention
- D. We can refine and improve what we do and we can evaluate our work intelligently, using what we know and learn to challenge our compositions and/or performances
- E. We can respond, with increasing accuracy, in differing medias
- F. We can select from our talents to communicate and compose creatively, with increasing confidence and success

How other people's lives affect the way we live (SMATT 2) (History)

- A. We can make links between groups of people, places and civilisations through time
- B. We know about historical events and how they have affected change
- C. We know about famous people and what we have learned from them
- D. We know about significant places and what makes them significant
- E. We know that what our new knowledge is part of an important timeline in Britain and globally
- F. We know about the lives of people in the past in other parts of the world and how that compares with Britain

How well we know the world we live in and how we communicate differences and changes we experience (SMATT 3) (climate, physical, coastal, technological) (Geography, IT)

- A. We can locate and describe differing features of our world using resources (maps, atlases, globes IT_)
- B. We can describe features of our world using keys and directional language
- C. We know key words to help describe features of our world and key characteristics of cities and countries (physical and human)
- D. We know how some of our major cities and countries and how they have changed over time
- E. We can compare similarities and differences in UK, Europe and regions of America

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- F. We know about physical and climate changes
- G. We use our knowledge to learn about places
- H. We know the advantages and disadvantages of types of settlement and landscapes
- I. We can use information technology to store, retrieve create and manipulate digital information
- J. We can use advances in technology safely, sensibly and responsibly, with confidence
- K. We can use search technology with increasing confidence and discernment
- L. We can design and create programmes , using an increasing variety of relevant software

How well we know our local area (SMATT 4) (geography/History)

- A. We know about significant people and places in our locality
- B. We can compare our location to a differing location and know the differences/similarities
- C. We can ask questions and investigate reasons for change
- D. We can draw conclusions and present our findings in differing ways

How we relate to our world (SMATT 5) (British /Catholic values, Geography, Science, PSHE)

- A. We know the gospel values and how we should use them in our world to value ourselves and others
- B. We know the Jesuit virtues and how we can use them in our world to value ourselves and others
- C. We know British values and how we should use them to value ourselves and others
- D. We know about famous people in our world who are inspiring because of their lifestyle
- E. We know about different cultures and how they compare with our culture
- F. We know about rules in our world and our school and how they help us to help others
- G. We know that we are all different and that we have to value those differences
- H. We know that our world is precious and that we should value it.

Each of these SMATTs are explored each academic year, in a variety of ways, through a variety of themes and projects- some lasting 5 weeks, some lasting just one or two weeks. Some of these ways have already been tried and tested, some have been altered and innovated; some are brand new.

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The SMATTS are then broken down into SMA “branches” - these allow class teachers to explore the threads at an age appropriate level and with age appropriate expectations, taken from the National Curriculum and personalised with teacher vision, enthusiasm and own experiences. **Child led initiatives feature as a compulsory aspect of these SMA branches.** **Assessment and accruing knowledge is an integral part of the testing process**- with an expectation that children are at the centre of their own learning journey.

Each project will begin with children and adults brainstorming what are the non negotiable aspects and what are the directions children would like to take the project in. This will be displayed in classrooms and reviewed as part of learning and learning journeys. Each week children will be tasked , as part of their weekly learning to:

- revise what they learned last week (using their show off sheets (ks1), boasting bubbles(LKs2) and knowledge Reflection sheets(Uks2)). This will be at the start of the week
- articulate what they have learned at the end of this week (recording on their show off sheets, boasting bubbles and knowledge Reflection sheets).

At the end of the unit of work- the assessment session will allow children to use their books, show off sheets etc. to summarise their learning onto a final A3 summative version of the sheets. We are aware that children will need time to develop skills to record their knowledge; we will model, encourage and reward good practice.

Finally, SMT, led by the Enrichment Curriculum team leader, will evaluate planning, practice, evidence and pupil response- looking for areas of strength, areas to develop and listening to children and staff. And the plan do review cycle will begin again in Summer 2020. We feel invigorated by the new approach and confident that it will be a success.

Bibliography:

- Chris Quigley Golden threads
- Finding the Golden thread Version 3
- Ben Taylor’s work via the Catholic Partnership on Golden threads and the New Ofsted framework
- The new ofsted framework
- Why is a knowledge based curriculum no longer fit for purpose (Blog 9 halfbaked education 2018)
- EEF blog What do we mean by knowledge rich anyway? 2019 Alex Quigley
- Meta cognition and self-regulated learning Atkins Higgins, Quigley and Sharples