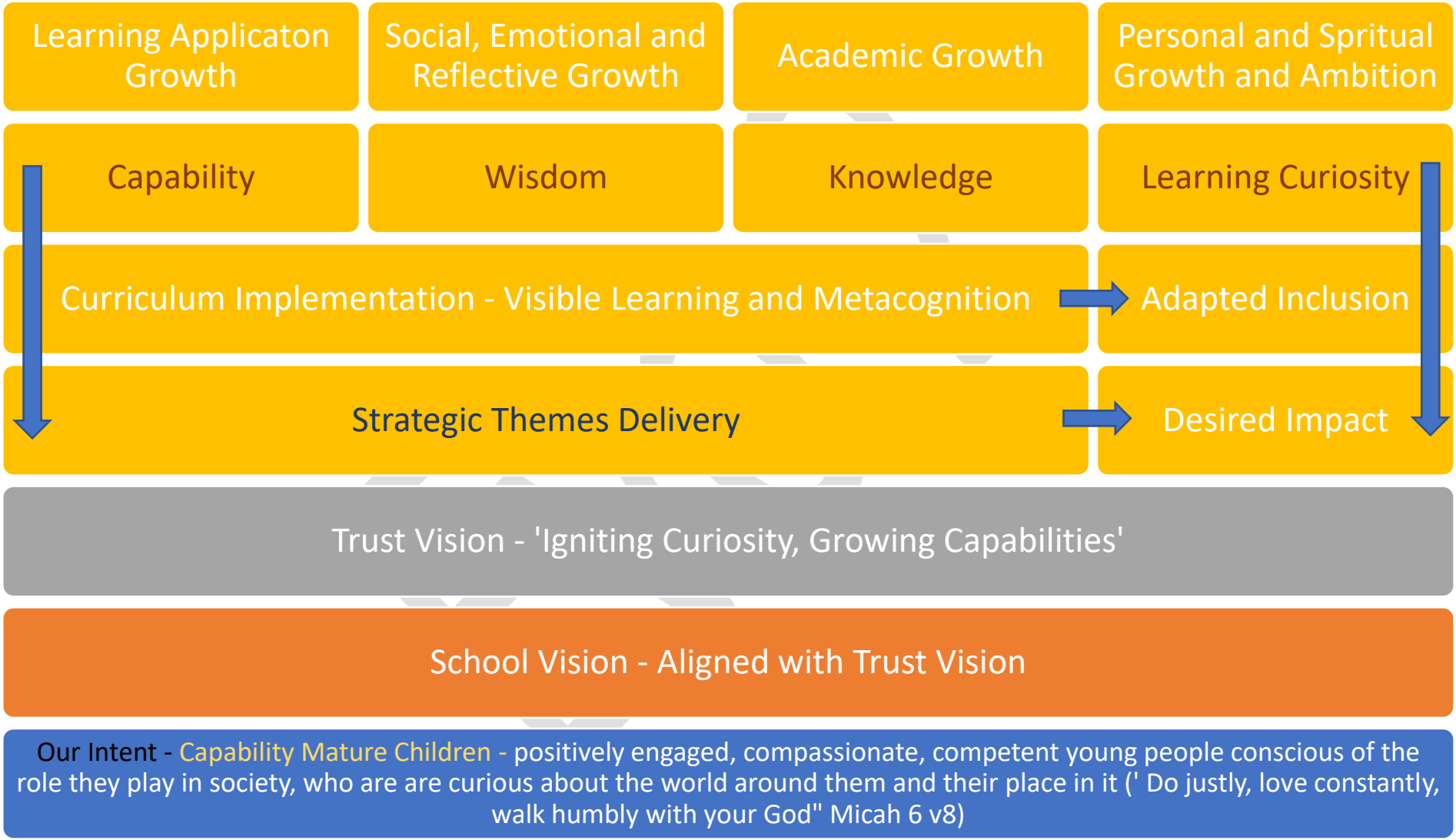
Evolution 2

Dec 23

An Daras Trust

Igniting Curiosity
Growing Capabilities

IGNITING CURIOSITY, GROWING CAPABILITIES CURRICULUM FRAMEWORK – Strategic Design



IGNITING CURIOSITY, GROWING CAPABILITIES CURRICULUM FRAMEWORK – Strategic Design

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Intent

Intent

STRATEGIC THEMES

Wisdom

Knowledge

Capability

Selected because they ensure the **whole development of the child** will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three **equally important** themes.

DEFINING INTENT – CLARITY OF PURPOSE DEFINED BY VISION

Informed by latest educational pedagogy and research

Trust Vision and Values – **'Igniting Curiosity, Growing Capabilities'**

Theological underpinning – The Good Samaritan (NT/Luke 10 v25-37) or '**Do justly, love mercy, and walk humbly with your God'** (OT/Micah 6 v8), C of E Vision for Education **'towards a hopeful and inclusive world'**

An Daras has used latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the **growth of capability mature children who exhibit a sustained curiosity for learning**. The 'lived values and experiences' of pupils are determined by the individual school and should run through all operational elements of curriculum provision.

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Context, Clarity and Capacity

Implementation

STRATEGIC THEME 1/WISDOM - CURRICULUM TOOLS

Trust and school Vision and values – **Lived Experiences**

Rights and responsibilities – **'Rights Respecting School'** Programme (RRSA)

Social justice in action – consistency of expectation

Staff, pupil and community respectful interactions

Collective worship and time for reflection

Scaled self-evaluation of wisdom growth

Lived behaviour of pupils - thought, care and wisdom in daily operation, behaviour for learning, behaviour for safety (individual and collective)

Inclusion and respect for difference – **Trauma Informed Schools** (TIS)

Challenge and positive advocacy

Democracy, society and the rule of law (pupil forum)

Resources/curriculum time devoted to addressing anti-social behaviour and prejudices (TIS, citizenship, British Values, SMSC, PSHE)

This set of tools is not in hierarchical order of effectiveness, nor is every possible tool listed. Detailed curriculum provision for **growing wisdom maturity** will be determined on a termly basis through **collective self-evaluation** by pupils and staff using the radar chart format.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

STRATEGIC THEME 2/KNOWLEDGE - CURRICULUM TOOLS

Focussed **Learning Behaviours** (resilience, resourcefulness, reflectiveness, reciprocity)

Breadth, depth and quality of curriculum offer – curriculum fluency

Scaled evaluation of knowledge growth and impact – formative and summative

Fluency and learning connections of curriculum provision

Growth of curiosity through high-quality adapted and inclusive curriculum provision

Conceptual understanding within the curriculum providing vertical growth (challenge and advancement) and horizontal growth (depth and application) of the child's understanding

Both **access subjects** and **applied concepts/strategies** (VL, Metacognition, RRSA) providing **'golden threads'** and fluency across the learning connections curriculum offer

Clarity of learning connections and links reinforced over short term and long term – cumulative educational experience

Adapted challenge and support through logical design and planning – GDS, SEND provision and support

Knowledge maps, pre-learning expectation, prior learning application, formative and summative assessment strategies

Visible Learning and Metacognition tools

This set of tools is not in hierarchical order of effectiveness nor is every possible tool listed. Standardised Trust **knowledge vertical growth progression maps** use the NC14 and ambitions beyond to structure knowledge concepts. Individual school created **horizontal growth application maps** to ensure contextually based bespoke breadth and depth learning opportunities facilitate **capability mature** children.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

STRATEGIC THEME 3/CAPABILITIES - CURRICULUM TOOLS

Capability through social and emotional maturity growth established by breadth, depth and expectation of curriculum offer

Scaled whole class self-evaluation of capability growth informing termly planning using Capabilities assessment tools

Attitudes to learning from children, staff and parents reinforced (family engagement opportunities)

Capability understanding within the curriculum providing **vertical growth** (challenge and advancement) and **horizontal growth** (depth and application)

Social and emotional wider enrichment including community working

Vertical skills progression through structured knowledge curriculum

Challenge and support through adapted design/plans – independence, advocacy, child led

Identified and prioritised capability development through class level self-evaluation and specific contextual factors – focussed improvement in particular capabilities linked to curriculum subjects and units of learning

This set of tools is not in hierarchical order of effectiveness nor is every possible tool listed.

Seven clusters of capabilities to be measured through collective self-evaluation on a termly basis and captured using the Radar chart type tool. This determines how curriculum opportunities will be planned to address the identified capabilities gaps analysis.

The capability growth is a key mechanism for ensuring children are **well rounded learners equipped with the capabilities to succeed in all situations**.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

CURRICULUM STRUCTURE/DELIVERY STRATEGY

Access subjects (e.g. maths, English, science) provide the main means of access to greater curriculum content. Reason for KS1 curriculum being more dedicated to rapid access subject skill and knowledge acquisition

English is the first access subject within the curriculum offer. Prioritised at KS1. Early reading, phonics, comprehension and writing all taught using cross curricular texts - balancing technical skills and broader subject knowledge

Maths is the second access subject. Its knowledge and concepts are taught in logical progressive order with units comprising pure maths and applied maths. Maths learning at KS1 aims to ensure basic concept knowledge and application is fully embedded prior to children entering KS2

A **learning map** through the full termly curriculum offer will be created for each class each term. The **learning connections** and links will be clearly planned and reported to all stakeholders and published on school websites. **Plain English** to be used rather than educational jargon.

Learning from one-year group to the next will also be subject to effective delivery of logical curriculum fluency.

High quality learning mapping and connection planning is vital for the success of this curriculum design. To achieve effective curriculum fluency - logical and relevant connection links must be made through subjects and by linking in capability development – this will enable all round capability maturity to be achieved. The skills of the class teacher and the individual subject leaders are key to the success of this part of the curriculum delivery.

Trust standardised curriculum mapping and planning tools have been designed to help schools produce functional, flexible, adapted and comprehensive curriculum provision delivery.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

CURRICULUM STRUCTURE/DELIVERY STRATEGY

Learning connections are created when relevant and related subject knowledge, skills and capabilities are structured into a a series of inter-related units of work

The learning connection approach emphasise a **cross-curricular application of both capabilities and knowledge** shared by subjects but also stresses the subject specificness of **main subject learning intention** still being the priority. If teaching a geography lesson, the **primary intention** must be a geography specific intention which **children fully understand**.

Learning connections should be made to deliver the primary intentions to be taught in that term. For example, using maths application alongside science, DT and computing together in one learning connection strand for a half term or term. DT may be the main taught intention for a lesson, but relevant maths understanding is being practiced through the DT elements.

Capabilities self-review of the class collective helps inform teachers plans on how to deliver subject learning to best improve weaker capabilities e.g. if a class is identifying weaker in relationship understanding then teachers can plan lessons to work on this capability as part of the learning connections process. **Class collective review** of capabilities are repeated at the end of the term to evidence impact of learning connection blocks on class capabilities.

Formative and summative assessment opportunities must be planned in at stage of the learning provision. Teachers should continue to focus on small developmental next steps for groups or individuals through in-lesson verbal feedback.

The assessment of individual children's progress – both formative and summative within the curriculum will continue to focus on key **age-related academic benchmarks** in individual subjects using the NC14.

Assessment against **capability maturity** will be always completed as a class collective process rather than at an individual child level.

Lived Values *(examples are kindness, equality, respect, generosity)*

Impact

Context, Clarity and Capacity

CAPABILITIES CURRICULUM - IMPACT MEASURES

Curriculum intent (based on the agreed Trust and School Vision) will be the focus of all strategic impact measuring to ensure the stated intent and therefore vision is being fully empowered through the learning provision offered by the school.

Impact scale tools will be used to measure overall school and individual class growth against each of the three strategic theme elements.

Strategic themes will be evaluated against a **combined 12-point scale** (up to 4 marks for each theme as this leads to clarity of judgement which avoids the middle ground/neutral self-evaluation judgement). Impact judgements for each theme informed by hard/soft data including formative and summative pupil assessment, school self-review judgements, pupil voice and capability phase measures. **This impact summary part of the process is critical for informing strategic school self-evaluation.**

Strategic theme scales will use the Radar chart triangulation diagram (see page 13) to create a visual holistic qualitative and quantative judgement of the schools impact against its intent/vision (bigger the triangle the better the quality of provision and outcome)

Radar Triangulation diagram will measure impact on a scale of **4- mostly** to **1- rarely**

A triangulation diagram will use the score from each of the three strategic themes which will provide the scaled score for the whole school diagram. **Each of the three strategic themes is considered of equal importance to the development of a capability mature child.**

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Context, Clarity and Capacity

Impact

CAPABILITIES CURRICULUM - IMPACT MEASURES

Scaling impact against the capabilities strategic theme will be completed at individual class level each term using the **Radar chart** tool (see page 13). This data will be used to inform planned **learning connections and curriculum focuses** and how they are delivered to ensure weaker capabilities are addressed through the planned curriculum provision

Scaling impact against the three strategic themes will be completed at school level using the triangulation diagram tool.
Key Question - Is the school empowering its intent/vision? **1 – rarely, 2- intermittently, 3- regularly, 4 – mostly**

Strategic Theme (rated 1 to 4 overall for each theme not for each statement)		
Wisdom	**Knowledge**	**Capability**
School ethos explicit and lived with rules and consequences clear and consistently followed staff and pupils understand school intent and behave in accordance.	Curriculum broad and deep with children communicating curiosity to learn.	Children show ability to learn and grow in all subjects and learning activities. They are capability mature.
Collective worship giving space for contemplation and reflection. children behave with thought and care.	Knowledge taught appropriately to each year group with no repetition but learning connection links to prior learning.	Children able to talk about their learning and how they hope to improve social and emotional capabilities.
Anti-social behaviour and prejudice is treated appropriately so that children grow into socially and emotionally mature citizens.	Test results and teacher assessments show good progress in all subjects with sufficient inclusive provision for SEND and GDS.	Children cope well in unexpected circumstances using resources and own capacity to achieve their best.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact

CAPABILITIES CURRICULUM - IMPACT 3

Scaling impact within an **individual strategic theme** can also be completed. This then forms part of the evidence base to create the holistic overall school self-evaluation judgement of school effectiveness.

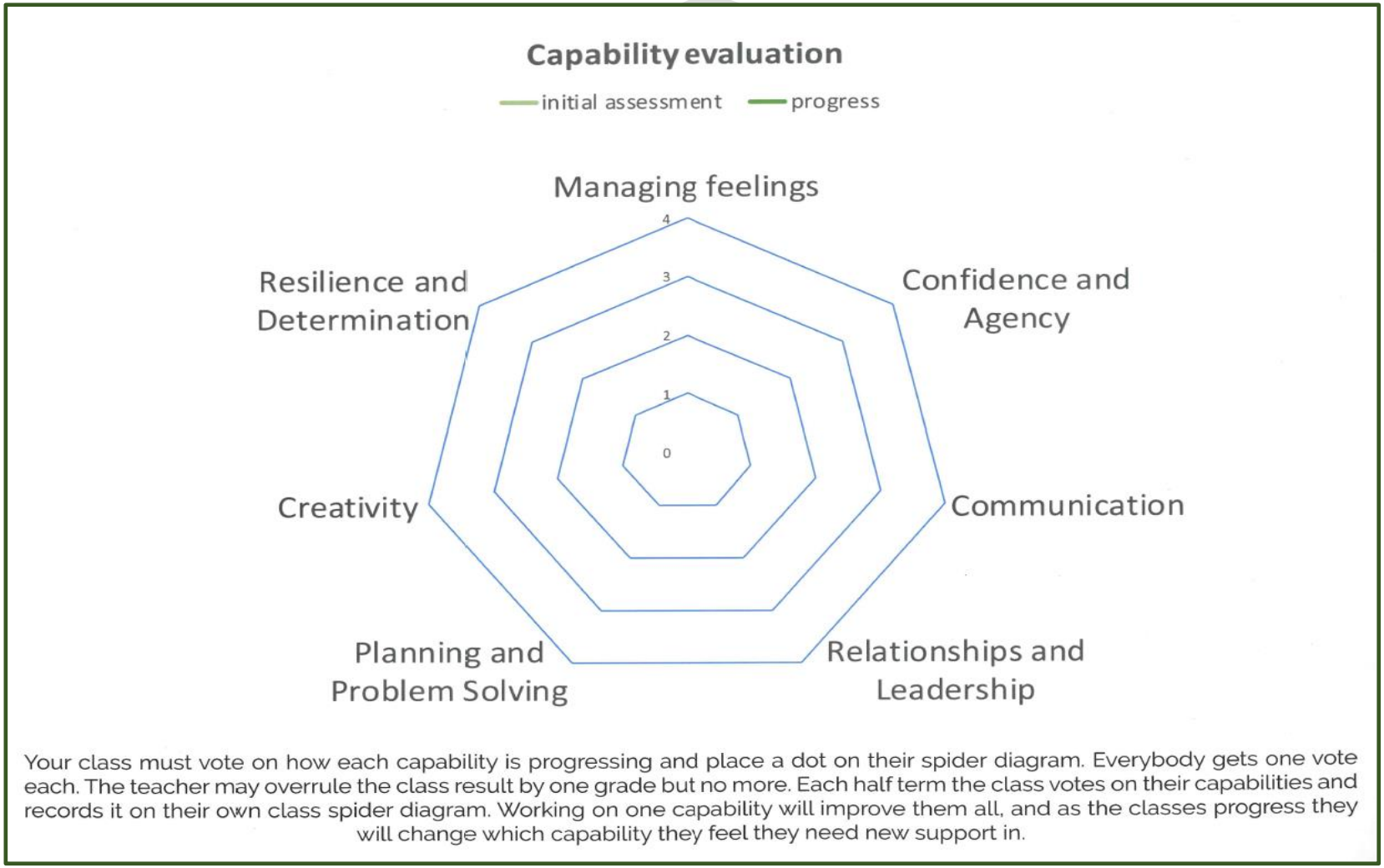
School SEF and AIP documents will reflect the capabilities curriculum structure and will provide opportunity for schools to demonstrate the quality of delivery of their intent to provide for the **growth of the whole child**.

Sources of impact evidence	
Wisdom	Pupil and stakeholder voice, rights and responsibility displays, instructions around site, lived ethos noticeable amongst all stakeholders, playground observation, collective worship records, timetabled reflection, positive attitudes to problems, vision visible through daily operations, community and church advocacy
Knowledge	Formative and summative assessment, gaps analysis, teacher assessment, VL rubrics, provision of wider subjects, moderation and benchmarking, ARE and GDS outcomes, planning quality, learning connection monitoring, discussions with children about learning, before/after knowledge maps, internal and external QA monitoring
Capability	Collective class self-review against capability scales, learning provision adjustments captured in planning, QA monitoring of observable capabilities, formative and summative assessment, discussions with classes, family engagement meeting data, attendance

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact



Your class must vote on how each capability is progressing and place a dot on their spider diagram. Everybody gets one vote each. The teacher may overrule the class result by one grade but no more. Each half term the class votes on their capabilities and records it on their own class spider diagram. Working on one capability will improve them all, and as the classes progress they will change which capability they feel they need new support in.

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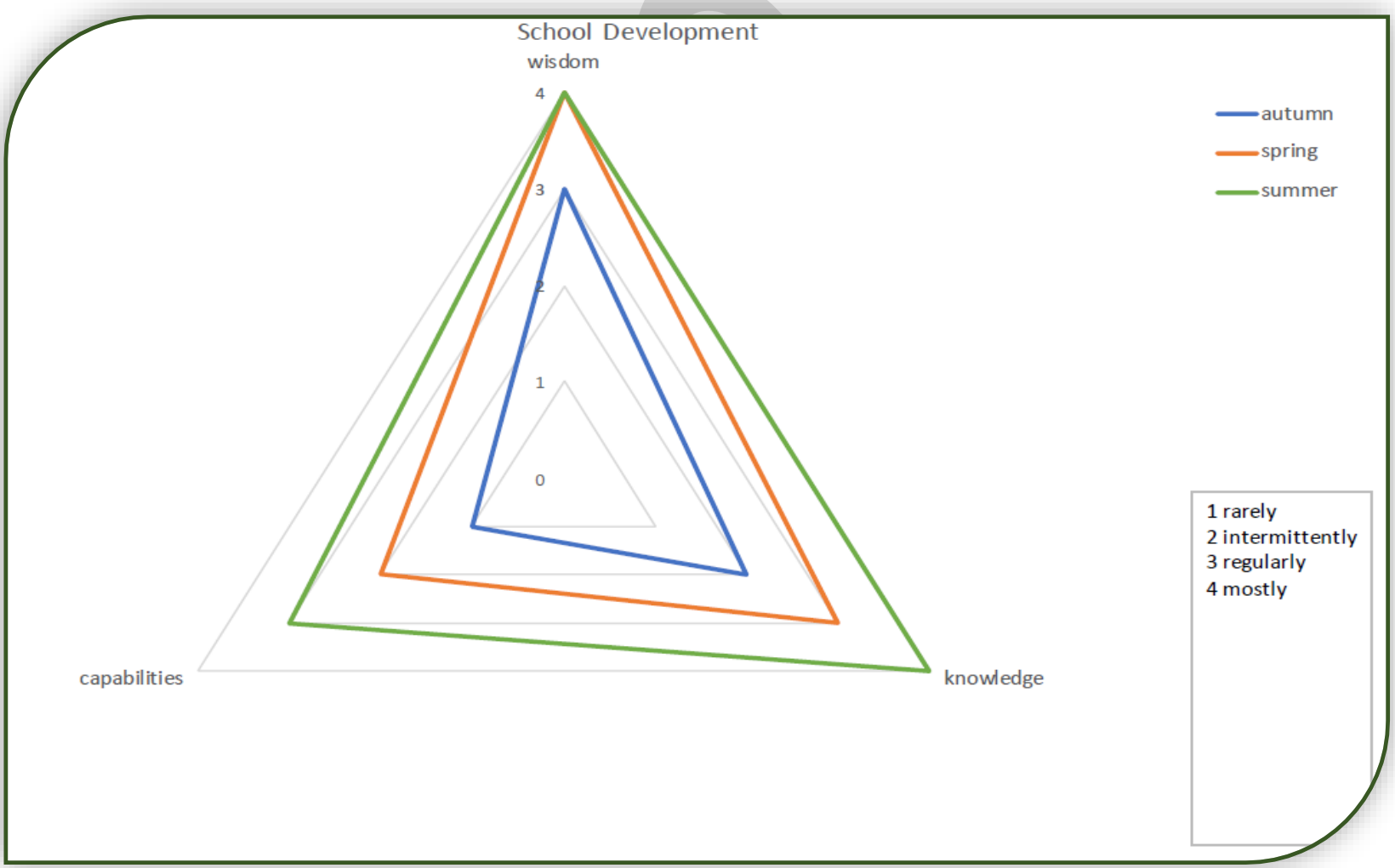
Context, Clarity and Capacity

Impact



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Context, Clarity and Capacity

Definitions

Clarity of Purpose – defining the whole Trust or School vision and intent

Intent – purpose and outcome of the chosen curriculum framework

Capability Mature – child who has demonstrated social and emotional capability in a range of situations

Capabilities – seven social and emotional capabilities required to be an effective learner and effective participant in wider society

Curriculum Tools – set of ideas, practical activities and evidence sets which support the full implementaion, operation and growth of the curriculum design

Lived Wisdom, Lived Behaviour, Lived Experience, Lived Values – observable features of the school which demonstrate the school vision, ethos and attitudes, behaviour and social justice are operating on a daily basis to ensure wisdom growth is an effective part of the school culture

Learning Behaviours – focussed and specific skills an individual demonstrates related to effective learning (e.g. skills required to be a good learner)

Strategic Themes – overarching intent of the curriculum design

Implementation – how the curriculum model is structured, the manner in which learning connection blocks are organised, the planning and assessment procedures of the curriculum model, the nature of the quality assurance and the operational delivery of learning at all KS

Curriculum Fluency – curriculum design which makes effective and logical learning links across the whole curriculum offer

Access Subjects – maths, English and science providing “golden threads” through other subject areas and which provide an access point for all learning

Learning Connections – the linking different elements of curriculum and capabilities learning together through adapted short units of learning

Knowledge or Learning Maps – strategy to capture key learning knowledge required by children and to ensure knowledge is fully embedded

Vertical Growth Progression – essential knowledge/ skills required by children at different age related points in their primary career, age related expectations from Y1 to Y6

Horizontal Growth Progression – essential breadth/depth of knowledge/skills and capabilities required by children to ensure curious learners