

New Curriculum

Planning for the new curriculum was linked to our School Aim – ‘Help our teachers to light the spark for a love of learning and of life.’

We are using the acronym **SPARK** to act as a unifying reminder of our priorities for delivering children’s learning.

At Wybunbury Delves, we are improving teaching and learning through exploring how we can ensure our children are independent thinkers and learners in school. If we think of the brain as a muscle and intelligence as something that grows with exercise, we are asking our children to have ‘lively’ brains not ‘lazy’ brains.

The new Curriculum presents an opportunity to design learning that challenges our children to be part of the learning process as equal learning partners. In school we strive to create a Learning Culture. We want our children to have the disposition to lead and take responsibility for their own *Learning Journey*. They need to adopt a learning attitude that is ready and willing to think and learn with a sense of urgency and commitment. Children need to recognise that no-one can make that journey for them. Put simply, it is having the WILL to pursue the SKILL.

For children to become **active** learners they cannot just be trained; we need to cultivate within them ‘a set of dispositions, interests and values’. *Learning is ‘how we call a skill to mind and make use of it’. Learning is when ‘we activate our learning capacity’.*

	Curriculum design	Vision	Learning power muscles – dispositions and good learning habits
S	Spirituality – awe and wonder and learning through the senses so that learning relates to children’s innate search for how everything fits in to the universe and their place in it – oneness. Allowing for freedom of expression of their own spirituality.	Enjoy the light in a child’s eyes reflecting awe and wonder, spirituality and joy. Imagine a lighthouse, standing secure and firm against the elements, spreading an arc light to protect and warn of danger.	<p>Feeling (Resilience = emotional aspect BLP)</p> <ul style="list-style-type: none"> • Absorption ‘lose yourself in learning – a state of ‘flow’ (Resilience – BLP) • Managing distractions – knowing when to walk away and refresh yourself • Noticing – perceiving subtle nuances, patterns and details in experiences <p>Relating (Reciprocity = social aspect)</p> <ul style="list-style-type: none"> • Empathy and listening – contributing to others experiences by listening to them and understanding what they are really saying and putting yourself in their shoes (emotional intelligence) <p>Spiritual learners show a connection with the complexity of the aesthetic world</p>
P	Practical or ‘hands on’ learning- this continues our school’s approach to ‘experiential learning’. Children learn through a variety of stimuli and by ‘doing’ and ‘talking’ they build conceptual knowledge. This may be alone or in collaboration with others.	Connect the fuse-light that ignites the spark that grows into a love of learning.	<p>Thinking (Resourcefulness = cognitive aspect BLP)</p> <ul style="list-style-type: none"> • Making Links – seeing connections between disparate events and experiences, building patterns, weaving a web of understanding. • Capitalising - drawing on the full range of resources from the wider world – other people, books, the internet, past experience, future opportunities... <p>Relating (Reciprocity = social aspect)</p> <ul style="list-style-type: none"> • Collaboration – knowing how to manage yourself in a collaborative venture; respecting and recognising other people’s viewpoints; adding to and drawing from the strength of the teams (<i>contributing</i>) • Imitation – constructively adopt methods, habits or values from other people whom you observe (<i>openness to picking up other people’s ways of thinking and behaviour</i>) <p><i>How could you help someone else do that? (become more interested in the difficulty itself)</i></p> <p>Practical learners learn by doing</p>
A	Asking Questions - to develop children’s ability to generate their own questions to ensure the relevance and	Live the metaphor of ‘switching on the light in the brain;’ enthusing, enquiring and challenging.	<p>Thinking (Resourcefulness = cognitive aspect BLP)</p> <ul style="list-style-type: none"> • Questioning – asking questions of yourself and others, being curious and playful about ideas – delving beneath the surface of ideas. • Making Links – seeing connections between disparate events and experiences, building

	<p>purpose to them of what they are learning eg - What do I want to know about?, Why are we learning about this? Children need to feel that the learning is answering their curiosity and that their interests and needs are being met, children need to have 'ownership' so that their learning is meaningful to them. This builds on approaches we use in school for Enquiry Learning. Children adopt use of Question Stems – Ws (why, what when...). JB is trained in P4C and LT for using 'Big Questions' ⇨ we will explore these strategies further with all teaching staff.</p>	<p>Connect the fuse-light that ignites the spark that grows into a love of learning. Be unafraid of the harsh beam of the spotlight, like the microscope, focusing and analysing, allowing us to question and to affirm.</p>	<p>patterns, weaving a web of understanding.</p> <ul style="list-style-type: none"> • Imagining- using imagination and intuition to put yourself through new experiences or to explore possibilities; wondering 'What if...?' <p>Relating (Reciprocity = social aspect)</p> <ul style="list-style-type: none"> • Interdependence – being able to stand your own ground in a debate <p>Feeling (Resilience = emotional aspect BLP)</p> <ul style="list-style-type: none"> • Managing distractions – knowing <i>where</i> and with whom you learn best <p>Relating (Reciprocity = social aspect)</p> <ul style="list-style-type: none"> • Empathy and listening – contributing to others experiences by listening to them and understanding what they are really saying and putting yourself in their shoes <p>Curious learners find learning intriguing</p>
<p>R</p>	<p>Resilience – to FAIL is a 'first attempt in learning'. Challenge is a key component in learning. Whilst we secure our children and say 'a happy mind learns best', it is important that we do not support children 'too much' so that they do not learn how to motivate themselves. They develop a work-ethic to learn independently. Children need to 'learn how to learn'. ⇨ CC/BC will lead further work in this area.</p>	<p>Think of a guide light leading the way, so that you are safe to plant your feet and take that next step into uncertainty. A light that keeps you on the straight and narrow! Envisage a successful leading light, who models the exemplary and has integrity based on self-belief. Education can be the light of enlightenment that empowers us to choose and create our own future. Be unafraid of the harsh beam of the spotlight, like the microscope, focusing and analysing, allowing us to question and to affirm.</p>	<p>Feeling (Resilience = emotional aspect BLP)</p> <ul style="list-style-type: none"> • Perseverance – keeping going on in face of difficulties, channelling the energy of frustration productively, knowing what a slow and uncertain process learning often is. <p>Managing (Reflectiveness = strategic aspect BLP)</p> <ul style="list-style-type: none"> • Planning – thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter. • Revising- being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities. <p>Relating (Reciprocity = social aspect)</p> <p>Interdependence – knowing when it is appropriate to work on your own or with others</p> <p>Teachers talk LEARNISH <i>What could you do when you are stuck on that?</i> <i>What could make that easier for you?</i></p> <p>Resilient learners are powerful, proactive, confident and independent.</p>
<p>K</p>	<p>Knowledge- The key question is 'What do the children know that they did not know at the start of the lesson?' Our learners need to see knowledge as something worth acquiring and empowering for 'life-long learning'. Children need to be seen to be driving their own learning, their needs to be equity in the balance between teacher-led learning and children accessing, understanding, responding</p>	<p>A dancing flame, that illuminates our darkness.</p> <p>Look into the light of a mirror to reflect on the self and accept the challenge to look inward and reflect on our words and actions.</p>	<p>Thinking (Resourcefulness = cognitive aspect BLP)</p> <ul style="list-style-type: none"> • Reasoning - calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments and spotting the flaws in others • Capitalising - drawing on the full range of resources from the wider world – other people, books, the internet, past experience, future opportunities... <p>Managing (Reflectiveness = strategic aspect BLP)</p> <ul style="list-style-type: none"> • Distilling-looking at what is being learned- pulling out the essential features- carrying them forward to aid further learning, being your own learning coach. • Meta-learning - Knowing yourself as a learner, how you learn best, how to talk about the learning process. <p>Knowledgeable learners are capable and passionate.</p>

	<p>and applying .There should be 'visible progress and visible learning' in every lesson. ⇒Teaching staff are discussing how we evidence visible learning.</p>	<p>Teachers talk LEARNISH (Teachers unpicking learning to help children learn to learn) <i>How did you do that? (slow down, notice, appraise strategies and steps)</i> <i>How else could you have done that? (stop skipping to the next right answer)</i> <i>Who did that a different way?</i> <i>Which are the tricky bits? What's tricky about them? (more reflective and thoughtful)</i> <i>What else do you know that might help? (develop a habit of thinking for themselves)</i> <i>How could I have taught that better?</i> <i>How could you help someone else do that? (become more interested in the difficulty itself)</i> <i>Where else could you use that? (bring a flexible intelligence to bear)</i> <i>Could you make that harder for yourself? (think how they might regulate the difficulty of tasks for themselves)</i></p> <p>Prompting, Probing and Promoting Questions <i>Help children to develop a language with which to think about the process of learning.</i> What questions are you asking yourself? What do you know now that you didn't know before? Do you need time to think- I'll come back to you later.</p> <p>Piaget defined intelligence as: <i>Knowing what to do when you don't know what to do</i></p>
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