

Christ Church C of E Primary - Learning Challenge Curriculum

Our Values

A rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people who have different characteristics to themselves, whether that be age, disability, gender, race or sexuality.

We place a strong emphasis on the development of the basic skills necessary to be confident, articulate and independent learners. All children take part in a daily English and Maths lesson.

Planning for the majority of subjects, except RE, is based on our 'Learning Challenge Curriculum' where a topic/theme approach is employed. The key drivers of this approach are that it is:

- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embeds the application of basic skills
- Allows writing to be meaningfully embedded
- Cross-curricular (where meaningful)
- Underpinned by Chris Quigley skills and approaches to learning

Our Aims

- Enjoy learning
- Feel successful in their learning and to promote high self esteem

- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning

Our Approach

The Learning Challenge Curriculum used at Christchurch School is built around the principle of giving children greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point.

It uses the process that young people are working to a real purpose or outcome. Children know, and are in some cases, are involved in deciding what the outcome should be. The outcomes are always done for real and not for pretend. It is through completing this outcome that children use their learning and understanding for the purpose; it is a way of them communicating their findings and hopefully making some sort of impact through this.

By the achievement of the outcome being presented as a Challenge from the start of the learning, children know that they have to achieve. By further breaking that challenge down into a set or steps or sub-questions, the journey through the challenge can be further considered; and the knowledge and skills needed to achieve this attached to the steps or sub-questions. The idea of this approach is that each topic is driven by a challenge or question that opens out the plans for the whole topic and directs the learning of knowledge

and skills through the learning journey. Continuity and progression in the curriculum will be built around a set key skills (Chris Quigley) within subject disciplines. These are broken into year group expectations and have additional challenges for able learners.

Each topic developed is driven by an overall challenge and an outcome being worked towards. From the overarching challenge teachers to create sub-questions or steps that the class should work through to get to the outcome and thereby find answers to their question. The cross curricular approach to learning is about bringing a purpose and outcome; children connect to what they are studying in the specific subjects, why it is important to gather knowledge and understanding to then be able to apply this into their purpose.

The idea of challenge is about encouraging children to see the learning opportunity as something that they should rise to, and also as a clear way of children taking responsibility for their learning, If constructed affectively, there should be clear opportunities in the learning challenge for children to take responsibility for decisions, work in teams or independently, and to take on various roles within the process of learning and achieving.

Curriculum Structure - An overview

Termly learning challenges for all year groups from ks1 and ks2

Each topic is led by a different curriculum area but all subjects will be taught each term

The combination of learning challenges planned over a year will teach the new statutory program of study

<i>Term</i>	Autumn		Spring		Summer	
<i>Year</i>	Challenge	Outcome	Challenge	Outcome	Challenge	Outcome
Year 1	Our World How can we run a museum to share the	Whole school museum: ourselves and our family and people who	Our Town What is it like in this place around us?	Public Display about Oldbury in the library	What can we grow in our own environment? Can we create a	Garden Centre Grow and sell plants and flowers using

	History of Britain and the World? How can I show who I am?	help us (whole school)	Can we explore it?		'green' garden centre at Christchurch?	recycled containers, donated seeds and plants
Year 2	How can we run a museum to share the history of Britain and the World? What is the significance of fire in the past?	Communication Campaign; museum about the impact of fire on our country. Pop up museum (whole school)	Can we help our families including pets to be healthy through exercise and food?	Jump Rope - BHF link Fitness DVD with advice booklet and recipe book to sell,	Can we create a gallery to share the culture of China? How can we produce and display this?	Chinese art gallery Raise proceeds for adopt a panda
Year 3	Can we contribute to a museum to share the history of Britain and the World? What was it like to be in Ancient Greece?	Greek Exhibition for Pop up museum (whole school)	Where are there environments in the world at risk and how can we help them?	Shoe Box Appeal to raise awareness/ funds	What does it mean to be British and how can we recognise this locally?	Traditional Afternoon British Tea with sale of British made product(s)
Year 4	Can we contribute to a museum to share the history of Britain and the World? What was it like for people in Ancient and Early civilisations?	Egyptian exhibition for Pop up museum (whole school)	How can we celebrate different parts of Europe through food?	Pop up restaurant/buffet	Why is clean water so important to the world and how can we support people to access it?	Presentations to Parents - Guides including 'How To Use Water Responsibly'
Year 5	Can we contribute to a museum to share the history of Britain and the World? How did invaders leave their mark at	'Invaders' exhibition for Pop up museum (whole school)	How can we help save our world? (Amazon Rainforest)	Fair Trade Sale - Communication and charity campaign	What might we learn from great local designers and inventors and create a new product?	Create a prototype product for dragons den pitch

	different times?					
Year 6	Can we contribute to a museum to share the history of Britain and the World? What is the cost of war?	World War exhibition Pop up museum (whole school)	Where in the world have people achieved their dreams? Part 1 of topic	Outcome agreed with children for the Summer term	How can we leave a legacy? Part 2 of topic	A legacy agreed with cohort

Core Subjects

English and maths will continue to be taught discretely but linked where possible to learning challenges to deepen learning and engagement.

Science will be embedded into learning challenges where possible and where not it will continue to be taught discretely. Some learning challenges are science based and others have less scientific emphasis but science will still be taught.

Foundation Subjects

History, Geography, Design and Technology, Art will be fully integrated into learning challenges.

Music

Some aspects of the music curriculum are part of learning challenges. We work with a specialist music teacher who teaches music from years 1 to 6 teaching alternate weeks in key stages 1 and 2 and integrates music into learning challenges where possible. Musical instruments (ukuleles) are taught in year 3 and additional gifted and talented provision is timetabled fortnightly.

PE

PE is taught discretely by our PE specialist.

ICT and Computing

Computing is taught by a specialist and generally taught as a separate subject area, using the Rising Stars scheme of work, closely linked to the learning challenges where this is possible. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of learning challenges. This will include digital publication and presentation, digital research, data handling and the use of digital media.

MfL

Pupils in key stage 2 study a modern foreign language. We have chosen to study Italian. The children have a weekly lesson that is led by an experienced HLTA.

SMSC

R.E

R.E is a statutory part of the curriculum. We follow the Birmingham syllabus.

PSHE

We use Jigsaw to support the teaching of PSHE. It is taught either discretely or within learning challenges depending on the needs of the pupils in each phase and key stage.

Skills and progression of skills

Chris Quigley skills are used in all curriculum areas to underpin the concepts, knowledge and ideas taught. For each subject the essential characteristics for a child learning the subject are outlined along with the essential coverage opportunities for key stage 1 and key stage 2. There are key skills for each curriculum area that over time through years 1 and 2, 3 and 4 and 5 and 6 progress.

For example:

Key Skill	Years 1 and 2	Years 3 and 4	Years 5 and 6
1a. To master practical skills in food	<ul style="list-style-type: none">• Cut, peel or grate ingredients safely and hygienically.• Measure or weigh using measuring cups or electronic scales.• Assemble or cook ingredients.	<ul style="list-style-type: none">• Prepare ingredients hygienically using appropriate utensils.• Measure ingredients to the nearest gram accurately.• Follow a recipe.• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	<ul style="list-style-type: none">• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.• Demonstrate a range of baking and cooking techniques.• Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Timetables

English and maths will be the focus of the morning sessions

Some subjects will be taught discretely in weekly sessions e.g. PSHE, R.E and Science

There will be regular basic skills sessions each day - guided reading, handwriting, spelling, grammar and punctuation.

Time Allocation

Time allocations for subject areas have been removed but follows school guidance in key stage 1 of 21 hours a week for 38 weeks a year and 23.5 hours a week for 38 weeks a year. Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over the school year is useful to ensure coverage of the whole curriculum and to avoid focusing too much on one subject.

Planning

Long Term Planning

There is a whole school topic grid which shows the yearly learning challenges and outcomes for all year groups.

Year Group Planning

For each year group there is a more detailed outline showing the skills and areas of learning covered with possible outcomes identified.

The plans also show key English texts and community links.

Weekly planning

A week by week outline of the way activities and lessons are organised is used over the half term. This helps to maximise cross curricular links and support progression through a subject. It also takes into account use of the outdoor environment, the interactive room, trips, visitors and other school events.

Each individual lesson includes learning objectives and differentiated activities and assessment opportunities.

Books and presentation

Children's work is collated in **Learning Challenge books** which includes **all evidence**. For example: planning, note taking and photographs. A large emphasis is placed on gathering evidence of the teaching of skills in ALL subject areas (e.g. analysing sources in history, colour mixing in art etc...) along with the finished outcomes.

Each Learning Challenge book has a front cover showing the three topics for that academic year. The Learning Challenge, sub questions and outcome are put into books on the *inside front cover* so that the children can see the journey and the purpose of their learning. Each topic should begin with an assessment of the children's knowledge. For example: a KWL grid, mind map or knowledge harvest.

For each piece of work the date, subject area, skills based LO (Using Chris Quigley) and relevant SC are indicated by a label at the top of the children's work. There is also a checklist on the top right hand corner to help track independent work, teacher assessment and also self and peer assessment.

E.g

Subject: Geography						
Date: Wednesday 15 th March			I	T	SA	PA
LO: To investigate places						
MUST - Ask and answer geographical questions about the physical and human characteristics of a location.	SHOULD - use correct geographical terms		COULD - Explain own views about locations, giving reasons.			

At some point during the term parents and children are given opportunities to feedback on aspects of the topic, including enjoyment, skills studied and quality of the outcome.

A curriculum evidence folder kept in each class for all subject areas to track **practical activities** - dated photos with annotations and class teachers to give LSPs class tracking sheets against Los.

Marking

All Learning Challenge work is acknowledged with a red tick, green dot or teacher stamper. Basic age appropriate skills are identified by the teacher and addressed by the children. Each half term children are given at least two gap tasks which may address misconceptions for that subject or identify where learning can be moved on. Children are also given the opportunity to self and peer assess at least twice a half term using a variety of strategies (e.g in the pit, my best mistake was...)

For additional marking codes see marking policy.

Assessment

Pupils will continue to be assessed using existing AfL strategies.

Children will be assessed termly to see if they are working towards, working at or exceeding year group expectations. See assessment policy.

Reviewed by Kay Taylor and Jodie Moore May 2017

To be reviewed again May 2018 and kept up to date periodically with government changes and directives

