

# GROVE ACADEMY CURRICULUM (BIG PICTURE - BIG QUESTIONS)

WHAT ARE WE TRYING TO ACHIEVE?	TO ENABLE ALL YOUNG PEOPLE TO BE	<h2>CONFIDENT, UNIQUE INDIVIDUALS</h2> <p>Who are able to lead safe, healthy and fulfilling lives</p> <h3>ENABLING ENVIRONMENTS</h3> <p>Pupils learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers</p> <h3>ATTRIBUTES</h3> <ul style="list-style-type: none"> <li>Confident in their ability to succeed</li> <li>Able to relate to others and manage themselves</li> <li>Secure values and beliefs</li> <li>Pursues a healthy and active lifestyle</li> <li>Self-aware</li> <li>Develops and communicates their own beliefs and their view of the world</li> <li>Lives as independently as they can</li> <li>Assesses risk and make informed decisions</li> <li>Achieves success in different areas of activity</li> </ul>	<h2>SUCCESSFUL LEARNERS</h2> <p>Who enjoy learning, make progress and achieve their full potential</p> <h3>LEARNING ABOUT LEARNING</h3> <ul style="list-style-type: none"> <li>Review how we learn effectively</li> <li>Explore thinking and problem solving</li> </ul> <h3>ATTRIBUTES</h3> <ul style="list-style-type: none"> <li>Uses literacy, communication and numeracy skills</li> <li>Thinks creatively and independently</li> <li>Eloquent</li> <li>Uses technology for learning</li> <li>Presents messages in a variety of ways to a variety of audiences</li> <li>Makes reasoned evaluations</li> <li>Links and applies different kinds of learning to new situations</li> <li>Openness to new thinking and ideas</li> <li>Concentration/focus</li> <li>Organisation skills</li> <li>Professional conduct</li> <li>Self-discipline</li> <li>Good punctuality</li> </ul>	<h2>RESPONSIBLE CITIZENS</h2> <p>Who make a positive contribution to society</p> <h3>POSITIVE RELATIONSHIPS</h3> <p>Child learn to be strong and independent through positive relationships</p> <h3>ATTRIBUTES</h3> <ul style="list-style-type: none"> <li>Develops knowledge and understanding of the world and Britain's place in it</li> <li>Understands different beliefs and cultures</li> <li>Makes informed choices and decisions</li> <li>Evaluates environmental, scientific and technological issues</li> <li>Develops informed, ethical views of complex issues</li> <li>Has respect for others</li> <li>Commitment to participate responsibility in political, economic, social and cultural life</li> </ul>	<h2>CREATING MEMORIES</h2> <p>Young people who have happy memories of the school</p> <h3>RESPONSIBILITY FOR LEARNING</h3> <ul style="list-style-type: none"> <li>Engaged</li> <li>Self-directed</li> <li>Self-regulated</li> </ul> <h3>ATTRIBUTES</h3> <ul style="list-style-type: none"> <li>Communicates in different ways and in different settings</li> <li>Works in partnership and in teams</li> <li>Takes the initiative and leads</li> <li>Has an enterprising attitude</li> <li>Self-reliance</li> <li>Social skills</li> <li>Self-awareness</li> <li>Empathy</li> <li>Motivation</li> <li>Enthusiasm</li> <li>Manages feelings</li> </ul>
	CORE VALUES	<h3>RESILIENCE</h3> - 'WE CAN'T DO THAT ...YET!' <ul style="list-style-type: none"> <li>Deals with conflict</li> <li>Copes with disappointment</li> <li>Manages risk and uncertainty</li> </ul> <h3>CHARACTER</h3> <ul style="list-style-type: none"> <li>Has a growth mind-set</li> <li>Self-confident</li> <li>Understanding of their own well-being and health</li> </ul>	<h3>CORE SKILLS</h3> <ul style="list-style-type: none"> <li>Managing time and resources</li> <li>Communication and oracy</li> <li>Digital literacy</li> <li>Creative and thinking skills</li> <li>Problem solving</li> <li>Entrepreneurial</li> </ul>	<h3>COMMUNITY</h3> <ul style="list-style-type: none"> <li>Friendship</li> <li>Relationships and trust</li> <li>Teamwork and collaboration</li> <li>Global awareness and responsibility</li> <li>Cultural appreciation</li> </ul>	<h3>GENERAL ETHOS</h3> <ul style="list-style-type: none"> <li>Happy memories</li> <li>Fun and enjoyment</li> <li>Love of learning</li> <li>Sense of community</li> </ul>
	FOCUS FOR LEARNING	<h3>ATTITUDES AND ATTRIBUTES</h3> <p>- self-esteem, confidence, risk taking, determined, adaptable, resilient, responsible, resourceful, reflective, optimist</p> <p>- matching our curriculum and learning opportunities with pupils' learning needs.</p>	<h3>SKILLS</h3> <p>- literacy, numeracy, IT literate, oracy, thinking, emotionally literate, learning to learn and interpersonal skills</p> <p>- helping students to understand how they learn best</p>	<h3>THEMES</h3> <p>- themes, questions and ideas that shape the world and our view of it</p> <p>- providing activities that challenge and extend their aspirations</p>	<h3>WELL-BEING</h3> <p>- a sense of spirituality</p>

HOW DO WE ORGANISE LEARNING?	THE BASICS	Belonging		Aspirations		Safety		Identity		Challenge			Success					
	APPROACHES TO LEARNING	<b>Learning environment</b> The school will be a stimulating and inspiring learning environment. It will be welcoming to all learners, providing a very clear message that it is a place of learning where excellent can be achieved.	<b>Reflection and feedback</b> Direct feedback – policy and planning enables mentoring and feedback in class	<b>Draft and critique</b> Excellence/quality <ul style="list-style-type: none"> <li>Critique and redraft</li> <li>Focusing on the craftsmanship of the final product</li> <li>Ron Berger and Austin's butterfly</li> </ul>	<b>Real life contexts</b> Real and relevant vehicles for learning	<b>Big questions</b> Project based learning with 'real' outcomes. Each topic starts with an overarching Big Question	<b>Mentoring and coaching</b> Teaching and learning communities	<b>Partnership with experts and employers</b> Children take on the 'mantle of the expert' as well as using outside 'experts/employers' to provide challenges and guidance	<b>Variety of learning experiences</b> <ul style="list-style-type: none"> <li>Mind mapping</li> <li>Visual modelling</li> <li>Enquiry and questioning</li> <li>Harkness style debates</li> </ul>	<b>Personalised learning</b> Pupils will develop as independent learners, through a programme of personalised learning, focused on individual needs, interests and ambitions	<b>Collaborative learning</b> When learners together create a joint product and understanding, they develop higher order skills Share inquiry	<b>Active learning</b> Active engagement with materials, persons and ideas is needed, with active reflection, enquiry and sense making	<b>Make learning visible</b> John Hattie <ul style="list-style-type: none"> <li>Talk publicly about learning</li> <li>Promote inquiry into learning</li> <li>Support learning exchanges and forums</li> <li>Reward and support staff learning</li> </ul>	<b>Continuous assessment for learning</b> On-going formative assessment to ensure that teachers are aware of the next steps in a child's learning and that this is made explicit to the pupils				
	VEHICLES FOR LEARNING	An authentic audience and client focused as a driver for motivation		Draws on the 'mantle of the expert' and also looks to expertise within the community		Themes that allow us to focus on the principles and aims of the school <ul style="list-style-type: none"> <li>Cultural diversity</li> <li>Healthy lifestyle</li> <li>Community involvement</li> <li>Enterprise</li> <li>Media</li> <li>Global issues</li> </ul>		A context for the learning that looks outside of the school and provides real life scenarios for the subjects covered		An end product <ul style="list-style-type: none"> <li>With possible other products along the way</li> <li>Needs to be something that can be redrafted</li> </ul>		Transparent time line and is seen through to the conclusion/end product		Provides opportunities for personal achievement		Enables interdisciplinary learning Draws on different areas of the curriculum		
	AREAS OF LEARNING	Listening and attention	Understanding	Speaking	Self-confidence and self-awareness	Managing feelings	Making relationships	Reading	Writing	Numbers	Shape, space and movement	The world	People and communities	Technology	Exploring	Being imaginative	Moving	Health and self-care
	English	Maths	Science	Art	Design technology	Geography	History	Modern Foreign Language	Music	Physical education	PSHE	Media	Religious education	Computing	Oracy	Drama	Citizenship	Business studies

HOW ARE WE DOING?	EVALUATING IMPACT	If teaching and learning is effective, learners will understand how well they are doing and what they need to do to improve		Use data to track trends and identify targets for improvement		Continuous improvement cycle		Critical friends		All stakeholders		Collaboration Opportunities to think and talk together, to discuss ideas, analyse and solve problems								
	ACCOUNTABILITY	Attainment and progress		Behaviour		Attendance		Healthy lifestyles		Community involvement		Ofsted and standards		Stakeholders		Unicef rights responsible school award		Thinking school		Voice 21 school