

At Fishbourne Primary, we recognise that change doesn't happen overnight! Underpinning our school development plan is an understanding that development is a living and breathing process, one that requires professional tinkering along the way! We are passionate about developing a strong learning culture in school and are relentlessly optimistic about our vision for all learners at Fishbourne Primary.

In order for change to be implemented well in our school, we must move through four key phases: EXPLORING – PREPARING – DELIVERY – SUSTAINING

Because of this, we want to share with you not only our key priorities for development this academic year, but the journey we have been on over the last five years. We recognise we are in different stages of the journey for different areas of the curriculum and so, on our 'Journey towards...' documentation below, you will be able to see where we are in this journey currently and get a sense of the journey we have been on!



Our Journey – Curriculum and Pedagogy Fishbourne Church of England Primary School



| January 2015 – September 2015 | September 2015 – July 2016 | September 2016 – July 2017 | September 2017 – July 2018 | September 2018 – July 2019 |
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| <p>A focus on learning rather than teaching. The emphasis moving from 'performance of the teacher' (sage on the stage) to 'impact on learners' (guide from the side).</p> <p>Developing sequences of teaching and learning in maths and English – steps of learning building on each other towards an end goal.</p> <p>Book Looks established in school with training for middle and senior leaders about the process of monitoring children's progress in their books.</p> <p>June 2015 – OFSTED</p> | <p>Continued to build understanding of sequences of teaching and learning with 'steps of learning' – moving away from planning activities to planning learning opportunities.</p> <p>Introduction of 'Learning Experience' approach through CPD with an emphasis on irresistible learning. This year built the pedagogy in preparation to launch the approach consistently school wide in September 2016.</p> <p>One teacher volunteered to pilot the approach in his classroom – planning carried out collaboratively to support his development. Outcome of this learning experience shared with all staff.</p> <p>Professional Reading: Inspirational Teachers, Inspirational Learners by Will Ryan.</p> <p>Whole school learning experiences planned collaboratively on 3 occasions during the academic year: The Small Miracle (our first ever whole school LE was received well by teaching staff, children and parents alike) World of Words When I grow up These experiences were designed to give staff the opportunity to work collaboratively. As a result, staff confidence starts to grow and they give a vehicle through which to discuss the approach with parents.</p> <p>Introduction of 'assessment without levels' KPI approach.</p> | <p>The Learning Experience approach used to deliver all the non-core curriculum as well as reading and writing throughout school.</p> <p>Professional Reading: Teaching Backwards by Andy Griffith and Mike Burns. (Creativity without rigour is crap!)</p> <p>Staff given additional PPA to plan with ND using the 'Teaching Backwards' approach. These sessions were personalised to meet the needs of all staff – for some, these sessions continued all year.</p> <p>'Fantastic Elastic Brain' whole school learning experience identified our 5 core learning behaviours: <i>courage, determination, positivity, collaboration and reflection.</i></p> <p>Children wrote their school reports as 'reflections on themselves as learners' during 'Mirror, Mirror on the Wall' mid-year. Staff write their response with children as the core audience</p> <p>Teachers learn how to carry out their own Book Looks and given time to reflect on the evidence of learning in their own books.</p> <p>Moderation – in school and through the locality – resulting in staff confidence and understanding of what the 'expected standard' looks like in each year group.</p> | <p>Tightening up Baselines to plan from – warning baselines up sufficiently enough for staff to see what the children can do when they are doing their best.</p> <p>Personalising steps of learning sufficiently with a specific focus on children who are targeted to achieve EXS: 'personalisation not standardisation'.</p> <p>Identifying the 'building blocks' for writers and ensuring that when a child has been given a personalised step of learning it is followed by carefully planned, targeted teaching which results in children learning the key skills needed.</p> <p>Shared AfL – teaching staff supporting one another to develop their understanding of 'personalised next steps' Emphasis of AfL shifting – less feedback, more impact. Baselines are a key opportunity to give writers feedback about how to improve and staff use them strategically to plan the steps of learning during a learning experience.</p> <p>Lesson Study approach introduced with an emphasis on staff being deep thinking classroom practitioners and making time for high quality reflection. 'What we learn about ourselves for ourselves is more powerful, relevant and acceptable than what we are told by others.'</p> <p>Whole school learning experiences: Only One You (PSHCE), Billions of Bricks (maths), FBI (science)</p> <p>Professional Reading: Inside Out Leadership by Will Ryan.</p> <p>A subject leadership book look showed that there was a tendency for non-core subjects to be used more as a vehicle through which to teach writing than with a focus on the development of knowledge and skills in non-core areas.</p> | <p>Tightening next steps of learning, with a focus on technical elements of writing.</p> <p>Developing the practice of modelled writing throughout school within the 'Learning Experience' approach– children as apprentices becoming writers.</p> <p>Growing teacher/LSA subject knowledge and confidence in GPS.</p> <p>Professional Reading: Jumpstart Grammar by Pie Corbett</p> <p>Lesson Study with a focus on modelled writing – including all teachers and LSA's. Lesson Study process modelled using an example and reflections shared before staff supported one another's reflections.</p> <p>Focus on GDS writers – targeting more carefully and ensuring their steps of learning are personalised effectively</p> <p>An increasing sense of audience and purpose in end goals.</p> <p>Planning, drafting, sharing, evaluating, revising, editing and publishing model developed with an opportunity built in for high quality publication on a termly basis.</p> <p>Introduction and experimentation with 'whole class' texts</p> <p>Personalised appraisal targets introduce: <i>'The SDP is our school curriculum for teaching staff, this is my personalised step of learning – the single thing that will make the biggest difference to provision in my classroom...'</i></p> <p>Whole School Learning Experiences: Where in the World? (Geography), Choose Respect (PSHCE), Together (IT), Matilda (English)</p> <p>Where in the world? learning experience was used as a vehicle through which to explore the progression in knowledge and skills within geography.</p> <p>SLT and MLT start to explore different curriculum mapping possibilities through professional reading.</p> |



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| September 2019 – July 2020 C-19 | September 2020 – July 2021 C19 | September 2021 – July 2022 | September 2022 – July 2023 | |
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| <p>A thorough review of the non-core curriculum, involving six months of exploring a range of professional reading and CPD. The staff team explored a range of curriculum design approaches from the following authors: Mary Myatt: Gallimaufry to Coherence Tom Sherrington: The Learning Rainforest Jonathan Lear: The Monkeyproof Box Debra Kidd: A Curriculum of Hope</p> <p>A curriculum mapping tool was developed and piloted initially with the history lead before being refined and introduced to the whole staff team. The tool sets out to map:</p> <ol style="list-style-type: none"> 1) An ultimate end goal for each area of the curriculum: What do we want our artists, musicians, programmers, theologians, historians, geographers and scientists to be able to do by the time they leave Fishbourne CE Primary? 2) Coverage of the National Curriculum – addressing the basic requirements of the NC. 3) Procedural Knowledge – the development of the skills through the curriculum area – building on the skills that have been built and preparing the children for what is coming next. 4) Propositional Knowledge – the key concepts or knowledge that the children will be able to recall. 5) Vocabulary – the vocabulary that the children will need to be able to communicate concepts. 6) Experiences – the experiences that the children will have had the opportunity to take part in during their time at Fishbourne. 7) Making the world a better place... how the children can apply the knowledge and skills acquired to make the world around them a better place to be. <p>All curriculum maps completed for each of non-core curriculum and shared with feeder secondary schools or other specialists.</p> | <p>Teachers move on with their existing cohort to support children's transition back into school following the extended lockdown between March and September 2020. Rationale: relationships = the key to being able to support children and families. Teachers have the benefit of knowing the curriculum from the previous year group well and the changes made to the curriculum during the review of C2020 mean that everyone is working within a new curriculum.</p> <p>Explicit discussion about balancing the 3 R's with children continuing to be in receipt of high quality non-core learning. Learning Experiences facilitate this happening well but there will be a balance to be found.</p> <p>Further development of modelled writing opportunities through 'Write Stuff' training and a whole school narrative learning experience in which the children explore writing through different lenses.</p> <p>A clear rationale (pedagogical statement) is written about the learning experience approach and an explicit sequence for teaching writing that is used to ensure a consistency of approach throughout school.</p> <p>Subject leaders review the impact of their curriculum mapping tool while recognising the limitations as a result of the lockdown from Jan 2021-March 2021.</p> <p>*What evidence is there that the children are learning the curriculum content – knowledge and skill? *What experiences have the children had? *How well have children engaged with the sequence of tasks? *Has the End Goal been an appropriate platform to showcase the knowledge and skills of the non-core learning? -How do we ensure that subject knowledge is retained? How do we know?</p> <p>Whole school learning experiences: Journey – narrative Should victory in war be commemorated or celebrated? – History Apprentice – DT</p> | <p>Moving into SUSTAIN for non-core driven learning experiences. Two areas to focus on for deliberate practice during the course of the academic year:</p> <ol style="list-style-type: none"> 1) Designing end goals for learning experiences that give the children the opportunity to communicate and demonstrate their growing knowledge and skill in non-core areas of learning highly effectively. 2) Delivering well sequenced steps of writing development within the learning experiences, informed by AfL (assessment for learning) from the baseline. <p>Two members of the leadership team pilot the Pupil Led Book Study to quality assure the non-core curriculum and report the ways in which they believe it could strengthen the schools' practice.</p> <p>Whole school learning experiences: Colour – Art Quest – narrative Apprentice – DT</p> <p>Leadership team start to explore: -phonics – a whole school approach -reading – developing a whole school approach -using reading to inspire writing.</p> | | |

