

REAL PROJECTS



R rigorous

E engaging

A authentic

L learning



Children are inspired, motivated and engaged in their learning. This leads to high attainment and their own aspirational view of their futures.



ESSENTIAL
QUESTION

How is our curriculum supporting and inspiring the learning of children at Pensans?

Context of Pensans

We are a larger than average primary school in an area of multiple deprivation where % of FSM is more than double the national average and mobility is high compared to national figures. 84% of our children are between 0-30% most deprives of the country with nearly half the of children in 0-10%.

Aspiration and vision

Children at Pensans are often surrounded with low expectations out of the school context that makes it hard to set challenging and inspirational goals for themselves. It is important to make sure each child is encouraged to do their best and believe in their own abilities, which will lead to changing their futures. Our curriculum aims to provide a broad view which encompasses local and world contexts. This is supported by challenging learning steps.

Using our local community

During the projects we use experts to support the children's learning who become part of the critique process. This is a fantastic opportunity to share skills from people who are doing the jobs in the real world. For example we have worked with our local MP, carpenters, radio presenters, restaurant owners and firemen. The children get a huge amount of motivation from meeting and working with specialists and benefit from discussing their work and how to improve their own outcome. We have been delighted with how keen and supportive our community has been and the links we have made.

Planning and delivery

Our curriculum is planned around REAL projects. This is an inspiring and relevant way of delivering the national curriculum statements. Each project has a real world outcome which provides reason and purpose for beautiful work and a 'want to know'.

The expert in anything was once a beginner.

How does our curriculum address the needs of our pupils?

Teaching and learning

Our curriculum delivery means we can teach according the interests and needs of our pupils. In order to maintain high levels of interest and engaged learners, and therefore promote progress, we ensure we talk to children, get feedback and teach what is relevant for each cohort.

Each project is monitored by leaders to make sure all the learning milestones for each subject are being met, they are challenging and inspire the children to reach their potential. Teaching is planned around practical opportunities for the children as well as using clear targets for the children to know their next steps and move on.

Meeting additional need

We place the learner at the centre of all our activities, continuously reflecting on how effectively our actions are impacting on the outcomes of each individual. We provide with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work.

Through all this we ensure the learners are engaged in collaborative, self-directed learning with teachers acting a facilitators.

Skills and content

Each project provides our children with opportunities to acquire specific skills for learning as well as subject related statements for knowledge. The two are interwoven within each project, a focus on the 'how' as well as the 'what' but most importantly given a context for 'why'.

Children learn the skills they will need to thrive in a variety of situations, work together, share skills and knowledge but also understand the need to be independent.

Impact

Children at Pensans are enthused learners who can discuss their projects confidently and are aware of what they are learning and why. They have had the world opened up to them and their horizons have been pushed wider and further.

Children are active learners who want to know more and are aware of their next steps of learning. Critique pushes the standards of writing and shows that children are embedding their skills that extend to include writing techniques and specific subject knowledge.

They are collaborative learners able to lead parents meetings and discuss their learning in learning conferences held each week.

This is having a direct impact on the standards throughout the school and their thirst for learning.

Project tuning and feedback

Each project is part of a project tuning process where the outcomes, activities and coverage is critiqued and challenged. It is a supportive process where ideas can be discussed and shared and projects become part of a whole school understanding, and not just the age range within which you teach.

Subject leaders have an active role in giving feedback regarding their specialism and support coverage, sourcing experts and creative ideas to motivate all children.

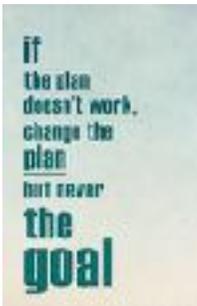
Projects are then up-levelled to make sure they are always relevant, fresh and inspiring. Staff are supported throughout by their phase teams and curriculum lead.

How do we deliver the curriculum -

To maintain high standards in each subject each project is planned with clear links to each area.

Although the nature of REAL projects is collaboration and links between subjects, each set of statements are clearly marked off to ensure it is balanced.

In the classroom subjects are not taught discretely and literacy may be delivered through a Geography or Science focus. This allows for deeper thinking within each subject area, as there might be a deep reading focus, based on a driving historical text. We aim to give the children a variety of outside real experiences, as well as highly structured focused class based learning. Teachers deliver first class teaching, supporting SEND with highly trained TA's and specific targeted intervention where needed. Maths is taught outside the REAL projects to ensure the mastery approach is delivered consistently across each phase.



How is our curriculum designed and implemented?

What makes our curriculum 'broad and balanced' and how do we ensure we teach knowledge, concepts, skills and attitudes?

Skills V Content

At Pensans we not only focus on what the children learn but how they learn it. The skills involved in being independent learners, who are active and engaged, need to be specifically taught to ensure we are equipping children for the real world opportunities.

The REAL projects combine the knowledge and the 'What?', with the 'How?' and the 'Why?'.

Staff development is around collaboratively structuring a clear skills curriculum to support this learning.

Our Virtues curriculum is key to providing a culture of care, compassion and unity in order to enhance social and emotional learning. These focus on the qualities and skills needed to be successful in school and life and form the basis of our behavioural and reward system.

Planning expectations/timetable etc

There is a cohesive planning structure that underpins the planning process.

- Initial ideas are collated from TA's, parents and children before a project is agreed on.
- The authentic outcome is the starting point and all skills and knowledge need to be clearly linked to three mini outcomes.
- 'Project on a page' is the next step where a broad plan is made of the main aspects of the project, this form the initial project tuning.
- After discussion and support, teams have a planning day to make a detailed plan of each REAL project. This highlights progression, activities, experts, visits/launch and end outcome. Statements covered are highlighted to ensure a broad and balanced curriculum
- Subject leaders then look at each project from their specialism to offer ideas and ensure knowledge, concepts and skills are being taught throughout.
- Final session where projects are up levelled and feedback acted upon.

Outcomes/Breadth of project

Curriculum lead ensures that there is a balanced range of project foci across the school.

Throughout the tuning process year group expectations are at the forefront to make sure progression is clear.

Each outcome has to be relevant and matched to the needs/passions of a particular cohort. Phase leaders feed this into the initial project ideas collation to ensure engagement and motivation. The end project will therefore be of high quality, part of a cohesive planning timetable and ideas contributed from everyone throughout the school.

Phase responsibilities:

We teach the children in three phases, Year 5/6, Year 3/4 and Year 1/2. There is a phase leader for each group who has an excellent knowledge of data, progress and behaviour across each phase. They collect and interpret data every six weeks, which is then fed back to class teachers. Phase leaders feed into SLT and are responsible for individualised provision, alongside the SENCO. They also line manage the staff in their phase, providing necessary training and development to ensure every one has a high level of skill and are effective in their roles.

Intervention and targeted support:

After each 6 week data check, targeted groups are looked at in terms of progress and attainment. Gaps are identified and intervention planned that aims to make accelerated progress for these individual children. This is then fed back to teachers at pupil progress meetings and discussions held to make sure that any contextual information is shared and each class teacher has a detailed knowledge of their children. It also means that intervention is flexible and if it is not having an effect this is immediately identified and changes made is necessary.

SDP Whole school picture/data:

Each phase is aware of the focus areas that relate to them in the SDP and which groups are targeted in each year group. There are whole school themes that are monitored by core subject leaders. The data is collated and analysed with specific issues brought to the attention of phase leaders. This data is then used to inform our next steps as a school and we monitor these through SLT meetings, Phase learning walks and book reviews. This is a positive process and we look at what we are doing well as our points for development.



How do we know what impact the curriculum is having on pupils knowledge and understanding?

Outcomes:

The outcomes the children produce show the impact of the teaching and learning and the breadth and depth of each project. The expectation is the children produce a final beautiful piece of work, which reflects the knowledge that has been taught, using the skills that underpin that learning. All subjects have a high level of expectation linked to content and knowledge, not just the written outcomes, and these are woven throughout the curriculum using critique across all areas.

Individual knowledge of children:

It is very important to know each child, their passions, interests and characters to ensure that projects capture their imagination and promote fantastic learning opportunities. It also means we can challenge their prior knowledge and understanding. This has led to children discussing and writing about complex real life issues such as, how we can help others across the world and making our society plastic free.

Learning conversations are also an important part of this process and we have seen a huge impact on the ability the children have to talk about their learning. This in turn ensures they are part of leading their own progress, identifying next steps from clear learning intentions and also using the virtues to highlight the qualities they need to be successful.

Assessment in the classroom:

There are a variety of ways we assess the attainment and progress of the children. Every six weeks the children do a formal assessment of SPaG, reading and maths. We also use the critique process to make sure we are aware of each child's next steps within the progression of writing skills. Using probing and challenging questions throughout the projects leads to an in-depth knowledge of the children's understanding of what has been taught.

Learning conversations are held bi-weekly which give us valuable information about individual children's learning, their own chance to show their understanding and raise any barriers to progress. This is also an opportunity to work on the specific language they need when talking about their own learning.

Children have also begun to take learning meetings for their parents - sharing their books and discussing progress and next steps. Through observing these we are able to get a fantastic picture of the children's knowledge and how deeply they understand what they have been taught.

Pupil views:

"The milestones give clear next steps about what we are working on next" Yr5

"Learning conversations means I am able to chat with someone and tell them what I am stuck with - it helps me believe I can do it"

Yr 5

"The rubrics help me know what I need to do next." Yr6

" Learning conversations are about what we are doing in school and what we like" Yr2

"I am really excited as I like to help people. I have always wanted to do this" Yr4



What are the views of others?

Teacher views:

"REAL projects give our children real life experiences, they broaden their knowledge and understanding of the wider world"

Kerry Willcocks

"Children are enthused in the projects and enjoy being presented with different ways to find out information"

Katie Mungles

"The outcomes give children a real purpose for learning which promotes engagement and therefore higher levels of attainment"

Sarah Trow

"Having all the subjects interlinked within the topic means that learning becomes real rather than separate, which mean things can lose their meaning and relevance"

Liam Luzmoor

Governor views:

"REAL projects create an inspirational learning environment." . Graham Mills

"Project planning ensures that each project has the right amount of coverage for each subject." Voirrey Palmer

" The children seem confident in their learning and given the quiet ones a voice"

Parent Views:

91% of parents felt their children were motivated by REAL projects.

75% of parents felt the children were motivated and inspired by the classrooms.

(from final outcomes)

"A fantastic project outcome! The children were so enthusiastic showing off their new skills and achievements."

"A fabulous hour seeing what the children have learnt and joining in with the dancing"

"A great idea, great setting, very impressive"

"Fantastic idea and a beautiful continuation of Pensans immersive learning - I am loving it!"

Community views:

"What a fantastic event. We were so pleased to work with you and the children. It was amazing to see how confident they were talking in front of the panel" Janet Ross The Workbox Pz, Dragons Den

Den

"It's inspiring, the enthusiasm of the children. This is grassroots reaction and it's fantastic that the children have really latched onto it" Penzance Mayor Derek Cliffe, Plastic Free conference

Date of Policy: April 2018 To be reviewed: April 2020

Headteacher:

Chair of Governors:

