### Project summary

The school leadership and the wider staff have worked together to develop an alternative approach to teaching and learning across the curriculum. The project involved listening to each others’ views and opinions in order to move the school forward and create a curriculum that was interesting and real to the whole school community. The impact has been engaged learners, motivated teachers and assistants. Staff report that they are able to teach in greater depth, the children are enjoying their learning and it is evidently progressive and far less compartmentalised.

### Specific aspect of practice to be accredited?

To develop a curriculum that meets the learning needs of our children

**Aspect of Every Child Matters addressed:**

- [ ] Be healthy
- [x] Enjoy and achieve
- [ ] Stay Safe
- [ ] Make a positive contribution
- [ ] Achieve economic well-being

### What were you hoping to achieve?

- A curriculum that is skills-based, with blocks/themes driving the teaching and learning each half term.
- Interested, engaged learners through a cross-curricular approach.
- Motivated Staff.
- Flexibility in teaching and learning to respond to the children's needs.
- Less compartmentalised teaching.
- Learning in the real world.
- Preparation for adult life.
- Utilise the expertise of outside agencies in a structured way to enhance teaching and learning.

### How did you identify the need for this practice?

- A need to respond to the Excellence and Enjoyment document and the creative teaching agenda.
• Staff felt they had lost ownership of what they were teaching.
• Too much compartmentalised learning.
• Lack of continuity of teaching and learning.
• A need for flexibility in time-tabling and the curriculum to make cross-curricular links with Literacy and Numeracy.
• No integral enthusiasm evident.

**What did you do?**

**2005-2006**
- Reviewed the curriculum mapping grids to create subject links 2005-2006.
- Applied to be a hub school for creative partnerships 2005-2006.
- Worked with a variety of practitioners on different projects.
- Updated curriculum plans to include enhanced creative teaching and learning.

**2006-2007**
- Revised time-tables and looked at non-negotiables.
- Introduced a themed / block approach to the whole school.
- Reviewed mapping grids further and introduced 1/2 term themes.
- Made explicit links to the Renewed Literacy Framework.
- Introduced whole school trips.
- Themes allowed the school to take advantage of outside expertise in a planned, organised and effective way. The expertise of individuals can be utilised across the whole school at appropriate levels to enrich children's learning as opposed to individual cohorts. It allows co-ordination to be carried out by one person resulting in a more cohesive approach.
- Introduced a new planning formats.
- Introduced a manageable assessment approach showing progression in skills.

**Which members of the establishment and/or wider community have been involved and what was their role?**

- Senior Leadership Team to lead and establish the vision for the school.
- Governors critical friends, supporting the vision.
- Teachers to buy into the vision, plan and implement change in the classroom.
- Subject leaders expertise was utilised to create the mapping grids and make links
- Team approach established including TAs to cover the every child matters agenda; enjoy/achieve, core learning, stay safe and healthy, community.
- Teaching Assistants provide expertise and skills to allow all children to access the curriculum.
- School Secretary to co-ordinate arrangements for whole school trips and visitors into school.
- EVC risk assess all trips/visits.
- School Kitchen work in partnership with the children.
- Parents supportive of the new initiative.
- Health Service provide expertise as outside agencies.
### How has the practice been modified or improved during development?

- Continuous modification of the mapping grids to ensure creative teaching and learning and cross-curricular links.
- Flexibility within time-tabling.
- Constantly seeking opportunities for outside agencies to enhance teaching and learning experiences.
- Opportunities for subject leaders to attend courses on creativity which feeds into school practice.

### What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

- Action research carried out in Summer 07 evidenced quality children's work.
- Teachers’ planning is more manageable and shows continuity in teaching and learning.
- Subject leaders have evidenced skills coverage and progression across the school.
- Staff and pupils have expressed that learning shows more continuity, there is more flexibility to respond to the children's needs. The children are enjoying learning and are showing increased motivation. They are learning for a real purpose.

### What are the next stages in the development process?

- Continue to review the mapping grids ensuring sustainability.
- Continue to increase the emphasis on a skill based curriculum.
- Ensure that a creative, flexible approach to teaching and learning is sustainable and embedded.
- Incorporate RE into the new approach and make the curriculum relevant to our school community and learners.

### What aspects of this practice may be useful for other establishments to consider?

This practice has been developed by our school; however it could transfer to other primary schools directly or with modifications.

**Any Other Comments:**
This approach has regenerated the curriculum and motivated some members of staff who previously felt restricted and unenthusiastic about the curriculum they were delivering. This is evidenced through discussions with staff.