### Project summary

We have undertaken a range of training opportunities to assist our development of the curriculum. As a whole staff, we are eager to deliver relevant and creative learning opportunities for all children. Two members of staff attended a conference based on the principles of the University of the First Age and we decided that many of the ideas and teaching styles reflected our own thinking and that further training would benefit our staff and children.

In October 2007, two teachers began the 5 day training required to become a Fellow of the UFA. They received a range of resources, were encouraged to think and act more creatively and learned about 'Super Learning Days'. Fired with more enthusiasm these teachers ran a 'Challenge' after school club and shared their learning and new skills with other staff at staff meetings. Their infectious enthusiasm led to a unanimous decision to hold a 'Super Learning Day'. Initially two teachers went to visit a local school on their 'Super Learning Day' following this all staff generated ideas and each prepared an area of learning for our day, some aspects delivered by staff and some by community partners and other outside agencies.

The day, held on 6th Feb 2009, proved a resounding success with staff, children and parents. The impact on the whole school was fantastic. Apart from learning new skills, older children worked with and supported younger children, their behaviour was excellent and everybody in school was enthusiastic and energised.

### Specific aspect of practice to be accredited?

Introducing Super Learning Days into our developing creative curriculum

### Aspect of Every Child Matters addressed:

- [x] Be healthy
- [x] Make a positive contribution
- [x] Enjoy and achieve
- [x] Stay Safe
- [x] Achieve economic well-being
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<th><strong>What were you hoping to achieve?</strong></th>
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<td>Demonstrate to the children that there are different ways of learning, make learning fun and give all children the opportunity to succeed.</td>
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<th><strong>How did you identify the need for this practice?</strong></th>
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| Recognised the need to raise boys' achievement in writing.  
Staff frustrated trying to deliver a set number of subjects through a very rigid timetable.  
Feeling that the fun and spontaneity had gone out of teaching  
Staff aware that all learning styles must be addressed.  
Recognising the need to raise the low self esteem of some children  
An understanding that in a changing world we must provide our children with relevant skills for the future.  
Success of ECM agenda required further changes to curriculum. |

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<th><strong>What did you do?</strong></th>
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| INSET training opportunities were centred around the development of a more creative curriculum. These enabled staff to consider the ways in which the curriculum could change to meet the needs of children today. Staff were aware that the curriculum needed to change as it was too compartmentalised.  
These changes took place gradually and the first Super Learning Day evolved as a result.  
Changes in planning, teaching and learning developed through themes. This would enable staff to develop a more cross curricular approach and make the timetable more flexible. (Sept '06)  
We developed a Rolling Programme' for KS1 to enable staff to work together and support the delivery of a cross curricular and more creative curriculum. (Sept'07)  
Two teachers enrolled on the UFA Fellowship training. (Oct '07)  
After school 'Challenge Club' started Spring Term '08 to deliver and develop UFA ideas with a view to introducing them to the whole school community.  
Staff meeting - decided to hold a Super Learning Day (July '08). All felt it would be a good way to enhance the creative curriculum. Decided to hold it before the October half term break.  
Two teachers visited a local school on their Super Learning Day to learn from their experience and ask for their advice (July '08) In Sept '08 we realised this would be too difficult due to other constraints and re scheduled for Feb 6th '09.  
All teaching and most support staff either organised visitors from the community and wider providers with specific skills or interests e.g. origami, morris dancers, creepy crawley roadshow; while other staff agreed to run sessions developing their own skills e.g. problem solving, philosophy for children and aerobics (Sept '08 -Feb '09)  
Extended the responsibilities of the Buddies - making them 'Team Leaders' on Super Learning Day' (Feb'09). |
### Which members of the establishment and/or wider community have been involved and what was their role?

Teachers - all took part in the event. One of the UFA Fellows - Miss Clare Addison, led the planning and organised the groups.
Pupils - for their comments about the curriculum, and the Year 6 children for leading groups on the day
Staff and pupils from All Hallows and Brownedge High School, who led sessions on problem solving and signing
Local community - Morris Dancing. Origami.
Visitors/other providers - who came in to lead sessions on Dance, Creepy Crawley roadshow and self-defence.

### How has the practice been modified or improved during development?

- Planning formats have changed
- Teachers work more closely together in teams
- Support staff are more involved in decision making
- The timetable is more flexible
- There is a greater variety of teaching styles council Increased consultation with children
- Timetable more frequently adapted to the needs of the curriculum.

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

Children respond positively to practical tasks and different teaching feedback styles
Super Learning Day gave them the opportunity to try new things
Children worked in teams, promoting co-operation and awareness of others
Whole school involved and everyone enjoyed the experience
Shared sense of purpose
All children given the opportunity to succeed at some new challenge.

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

- To consult with the children
- To make Super Learning Days a regular feature of our curriculum.
- To hold themed Super Learning days on specific subjects
- To evaluate possible opportunities for the involvement of more parents

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

Visit a school on their Super Learning Day, talk to the staff who organised the event, talk to staff involved in the event. The day must be tailored to suit the needs of the school. The possibilities are endless!

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**Any other comments:**
This is a great opportunity to enable all children to use skills already learned and it ensures that all children have a wider view of what real learning can be in a positive environment.