

CURRICULUM STATEMENT

Ardleigh Green Learning Federation

September 2021

Our School

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning.

Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice too the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green Learning Federation! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners. Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

Our Values

Excellence, Enjoyment, Respect and Equality.

Our Vision

Working Together, Learning Together, Everyone Grows.

Our Learning Behaviours

Resilience, Reflectiveness, Readiness, Resourcefulness and Responsibility.

Our Mission

To put children **FIRST** in order that they might be:

Fit for Life.

Inspired to Learn.

Ready to participate.

Safe and Secure.

Trained for Work and Play.



Curriculum Intent

The curriculum at Ardleigh Green Learning Federation is planned as a stimulating, creative and progressive learning journey. Working together and learning together staff and pupils engage in purposeful learning experiences designed to develop responsible, reflective and resilient learners fully prepared for the next stage of their learning journey. Collaboration, communication, creativity and critical thinking are at the heart of all that we do, encouraging children to take risks and to develop positive relationships to support their own learning.

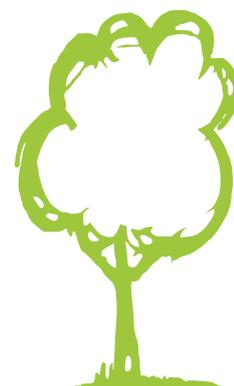
Our broad and balanced curriculum seeks to develop the knowledge, skills and attitudes necessary for our pupils to thrive in the ever changing world in which we live. The curriculum, which is constantly under review, provides opportunities for all pupils to learn and to achieve irrespective of social background, ethnicity, gender or ability. As a federation we place an emphasis on the development of whole child recognising the importance of spiritual, moral, social and cultural development alongside academic success. Our values of excellence, enjoyment, respect and equality permeate the whole curriculum which aims to:

- Develop and foster creativity, confidence and motivation.
- Develop a Growth Mindset in staff and pupils.
- Develop the intellectual and physical potential of every child.
- Develop spiritual, cultural, moral and social values.
- Promote excellence, enjoyment and high achievement across the curriculum

The Ardleigh Green Learning Federation seeks to develop our children's learning potential so that they become resilient, resourceful, respectful and reflective learners. Our vision, aims and values seek to develop caring, considerate, compassionate individuals who seek to achieve their personal best in whatever they do. As a school we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be.

As a school we have identified the following 10 key skills which we believe are essential for our children to experience. These skills are at the heart of all we do at Ardleigh Green.

- 1. Oral Communication**
- 2. Presentational Skills**
- 3. Problem Solving**
- 4. Organisational Skills**
- 5. Independent and Group Working Skills**
- 6. Resourcefulness**
- 7. Resilience**
- 8. Reflectiveness**
- 9. Initiative**
- 10. Creativity**



Curriculum Implementation

“If we teach today’s students as we taught yesterdays, we rob them of tomorrow,” John Dewey

As a school we recognise that our aims and values can only be achieved through parents, children, staff and governors, “Working Together, Learning Together and Growing Together.”

Working Together- This involves maintaining a **Learning Climate** based on high expectations, trust, respect and mutual understanding, ensuring our vision and values permeate the life of our school.

Learning Together- This involves maintaining a Learning Culture that builds on the past, learns from the present and embraces the future, ensuring that teaching and learning continues to be characterised by high expectations, excellence and enjoyment.

Growing Together- This involves maintaining a **Learning Ethos** where high expectations, positive relationships, together with appropriate support and encouragement, ensures that pupils and staff achieve their full potential.

In EYFS and Key Stage 1 we have adopted a topic based approach to curriculum planning and implementation. At Key Stage, in preparation for secondary school, the curriculum is subject based with strong cross curricular links.

Curriculum Maps outline learning from Reception to Year 6 ensuring that all pupils have access to the full national curriculum. **Pupil Passports** outline core learning objectives for each year group, whilst **Boarding Passes** identify wider teaching opportunities designed to extend and enrich learning. Key knowledge and understanding for each area of learning are identified in teacher’s planning and at Key Stage 2 are summarised in “**The Knowledge,**” which forms the basis of formative and summative assessment in the foundation subjects. Work across the curriculum is linked through our **Worldly Wise** initiative which seeks to develop children’s general knowledge, curiosity and questioning. This will be developed in our programme of assemblies through, **Local Lives** which will look at the people, places and buildings at the heart of the Ardleigh Green Community. On a personal level children’s social development is enhanced through the **Ardleigh Green School of Life** which, by focusing on age appropriate life skills seeks to develop self-confidence, self-awareness, self-esteem and most importantly a real sense of achievement. In sport at KS2 this sense of achievement is further strengthened in sport by **My Personal Best** which tracks progress in the acquisition and development of key sporting skills.

All children in KS2 are given their own Reading Diary (Learning Manual) which not only acts as a Home School Reading Diary but provides important information to parents and pupils designed to assist them along their Ardleigh Green Learning Journey.



Central to the successful implementation of our curriculum is the importance of developing effective questioning. At Ardleigh Green we believe that questioning is the key to deeper learning and have adopted the following approach based on Blooms Taxonomy which identifies six different levels of cognitive development.

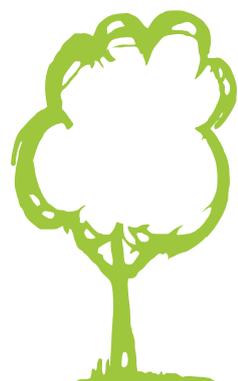
QUESTION FRAMES

	SURFACE LEVEL →				→ DEEPER LEVEL		
	IS? PRESENT	DID? PAST	CAN? POSSIBILITY	WOULD / COULD? PROBABILITY	WILL? PREDICTION	MIGHT? IMAGINATION	SHOULD? JUDGEMENT
WHAT? EVENT							
WHERE? PLACE							
WHEN? TIME							
WHICH? CHOICE							
WHO? PERSON							
WHY? REASON							
HOW? MEANING							

- Knowledge** Tell, list, describe, relate, locate, write, find, state name.
- Comprehension** Explain, interpret, outline, discuss, distinguish, predict, compare.
- Application** Solve, show, use, illustrate, construct, complete examine, classify.
- Analysis** Analyse, distinguish, examine, compare, contrast, investigate.
- Synthesis** Create, invent, compose, predict, plan, construct, design, imagine.
- Evaluation** Judge, select choose, decide, justify, debate, verify, argue, discuss.

“The value of an education is not the learning of many facts, but the training of the mind to think.”

Albert Einstein



Curriculum Impact

Academic achievement is always above local and national expectations. Pupils of all abilities make good and often outstanding progress as they move through the Learning Federation and leave Ardleigh Green fully prepared for the next stage of their learning journey. Ardleigh Green pupils receive an excellent start to their learning journey and hopefully leave as confident young people excited to embark on the next stage of their education.

The Ardleigh Green Learning Federation Adventure Park closes at the end of Year 6, but thankfully opens after the summer holidays in at least eighteen different locations throughout Essex. Entry times will of course vary, but activities will continue to take place throughout term time, providing new experiences, opportunities, friends and memories which will hopefully last a lifetime. Visit our Alumni to see for yourself how past pupils have benefitted from spending time in our Adventure Park and how Ardleigh Green has helped them become the person they were truly meant to be.

School Is An Adventure

Listen to the sound of a brand new day, listen to the sound of the school bell ringing

Listen to the music, feel it sway, listen to the sound of happy singing.

Oh, when we sing together, Oh we're ready for adventure

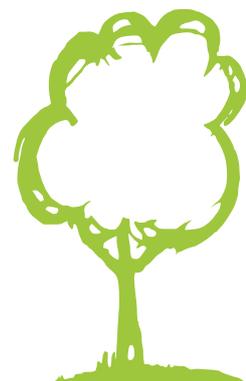
School is an adventure, like a rollercoaster soaring through the stars

School is an adventure, feel it bring us closer, helping us be who we are

The world will be our oyster, when we step outside and see.

We're on our learning journey, adventure made for me.

A. Linham September 2019



Appendix

Curriculum Maps

Intent

- To ensure national curriculum coverage.
- To plan a progressive Learning Journey.
- To communicate intent with children and parents.

Implementation

- Planned annually. Displayed in school and posted on the school website.
- Subject Leaders ensure coverage in their subject
- Year Group Leaders ensure coverage at Year Group Level.

Impact

- A broad, balanced curriculum that fully meets national curriculum requirements.
- Children leave Ardleigh Green with the necessary skills and knowledge required for the next stage of their Learning Journey.

Pupil Passports

Intent

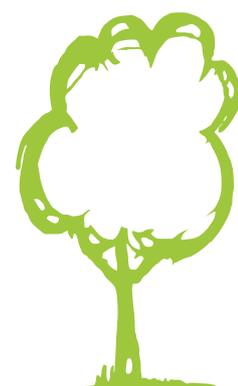
- To communicate core curriculum expectations to pupils and parents.
- A document that pupils and parents can refer to throughout the year.
- To allow parents to support their children's learning.

Implementation

- Issued at the beginning of the academic year and discussed at the Welcome Coffee Mornings.

Impact

Parents are aware of the core areas of learning where support from home can have the maximum impact on learning.



Boarding Passes

Intent

- To plan an experience entitlement for each Year Group
- To enrich and extend pupil's learning.
- To communicate the broader school curriculum to parents.

Implementation

- Boarding passes are issued at the start of each academic year and are reviewed annually. They are displayed in school and are referred to regularly.

Impact

- Pupil's are involved in a planned programme of varied educational experiences.
- Parent's know what is planned and can support their children's learning accordingly.
- Pupil's are fully prepared for the next stage of their Learning Journey.

The Knowledge (KS2)

Intent

- To outline the knowledge for each unit of work.
- To share curriculum content with pupils and parents.
- To build on prior learning.

Implementation

- Issued and discussed at the beginning of an area of study
- Used as a revision and assessment tool throughout the learning journey (Formative assessment) and at the end of an area of study. (Summative Assessment)

Impact

- Pupils are aware of the core knowledge to be taught and remembered.
- Supports self study and research
- Provides a stimulus for discussion and a basis for formative and summative assessment.



Worldly Wise

Intent

- To provide a learning experience that goes beyond the National Curriculum.
- To spark children's curiosity and improve their general knowledge.
- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing "a little about a lot," they will be able to place events and ideas in context.

Implementation

- Half termly whole school focus.
- Parents have access to the materials via the school website or by a paper copy which is sent home at the beginning of each half term.
- Subject specific vocabulary and the idioms in which they are applied will be explored in each unit.
- Information is presented through videos, discussion and books which makes it accessible for all pupils.

Impact

- Pupil's are aware of the core knowledge to be taught.
- Aid's self study and research

Provides a basis for discussion and formative and summative assessment

My Personal Best (KS2)

Intent

- To provide formative and summative assessment of core P.E. skills.
- To emphasise the importance of achieving our Personal Best.
- To set personal challenges and experience success in a set of key skills including, running, jumping, throwing and tennis skills.

Implementation

- Issued at the beginning of the acadmic year.
- Periodically updated as part of our P.E. programes of study.

Impact

- Pupils are excited and motivated to improve their personal best
- Progress in aspects of Physical Education is evidenced and recorded
- Pupils experience the satisfaction of achieving a personal best.
-



Homework Manual (Diary) (KS2)

Intent

- To provide important information for parents and children.
- To identify core spellings and books for each Year Group.
- To act as a Reading Diary and Home School Communication Tool.

Implementation

- Issued at the beginning of the academic year. Discussed with parents at Welcome Coffee Mornings.
- Referred to daily in school.

Impact

- Pupils and parents are aware of school expectations.
- Reading, spelling expectations are made explicit
- Key Knowledge in relation to Grammar, Punctuation and Spelling is communicated and explained to parents.

Parental Feedback

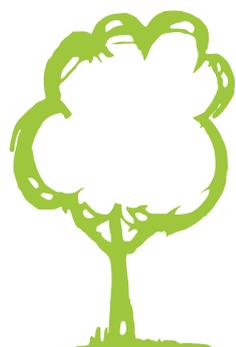
Dear Mr Morris,

I wanted to email my thanks for the wonderful Pupil Passports that have been given to my children. I have a child in Year 1 and Year 3 and we had the most lovely evening sitting down together on Friday looking through their passports and boarding cards and talking about the topics and experiences ahead for them. As a working family we have quite minimal contact with the school door-to-door so these documents are going to be so helpful for us to support the children at home now we know even more about their curriculum topics.

I also wanted to say how absolutely thrilled I was to see a focus being put on enrichment experiences and other opportunities beyond just academics. I feel passionately that schools should be about developing the whole child and that is exactly what your lovely approach does. The performances and cooking and music- all just lovely things that all children should experience :-))I am so grateful that my children attend your wonderful school. I couldn't ask for a better start to their voyage into education. Please thank all your staff for their hard work.

Finally, a special shout out to the Year 3 team. I have not seen so enthused about his learning as he was coming home from school yesterday. The Stone Age workshop sounded incredible and he was talking all night about the activities he did! Please thank the team for organising such a lovely experience.

Wishing you a lovely day,



Appendix 1

Research Principles of Instruction, which underpin teaching throughout Ardleigh Green Learning Federation.

Daily Review

Daily review can strengthen previous learning and can lead to fluent recall

2. Present new material using small steps

Only present small amounts of new material at any time, and then assist students as they practise this material.

3. Ask questions

Questions help students practise new information and connect new material to their prior learning.

4. Provide models

Providing students with models and worked examples can help students learn to solve problems faster.

5. Guide student practice

Successful teachers spent more time guiding the students' practice of new material.

6. Check for student understanding

Checking for student understanding at each point can help students learn the material with fewer errors.

7. Obtain a high success rate

It is important for students to achieve a high success rate during classroom instruction.

8. Provide scaffolds for difficult tasks

The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

9. Independent practice

Provide for successful independent practice

10. Weekly and monthly review

Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Appendix 2

This poem, written for our school is given to all families joining Ardleigh Green Learning Federation. It is simply their questions to us and our response to them.

The Guiding Hand

Whose hand is this that takes my own and clasps it from the hand I've known?

Will this voice that sounds so grand, speak gently or with harsh command?

Will I survive these giant places, these strange and unfamiliar faces?

What is it they will expect of me?

Perhaps that one and two is three.

Will I cope with what is planned?

Perhaps I will find that guiding hand.

The hand that moulds and helps me see, the person I was meant to be.

Will I when learning days are through say, "Teacher I remember you."

By Eileen Morris

Aged 97

Mr M's Mum