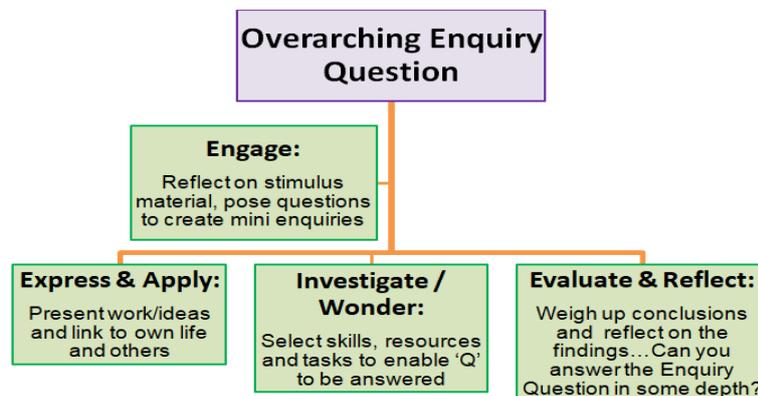




Enquiry-based Learning:

We provide an ambitious, coherent and rich curriculum which gives every pupil the knowledge and skills they need to succeed in life. Our curriculum is developed to nurture and enhance the individuality of each child. We aim to enable our pupils to become confident and independent learners with a passion to succeed and a curiosity for the world around them.

Our Enquiry-based approach uses the National Curriculum as a benchmark for defining the desired knowledge and skills for each year group or phase. The National Curriculum is a starting point and spring board for our teaching and learning. We know learning can be shallow or deep. It can skim the surface of many things or it can engage deeply with a few key ideas. Enquiry-based approaches aim to encourage deep learning – where learners are absorbed and fascinated; learning which is active and involved; and learning where connections which develop significant understandings are the priority. Our intention is to ensure pupils ‘know more, can remember more and therefore do more’.



Units of Enquiry begin with a key question, pupil voice is used throughout the Enquiry to steer learning by asking pupils to pose questions that they want to know more about. Teachers refer to pupils ideas and questions throughout so that pupils can see that their contributions are valued and their questions drive their learning. The mini questions are used to give children the opportunity to use critical thinking skills whilst developing a deeper understanding in order to articulate the answer to the overarching question and contribute to the end of unit exhibition.

Whole class texts are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading. We do this by ensuring that the enquiry is embedded throughout our curriculum, providing pupils with opportunities to practise and refine the skills they have been taught across a range of contexts. The skills, knowledge and conceptual understanding taught in each Enquiry, build over time and are supportive of each other. To assist with this, staff and children use enquiry-specific Knowledge Organisers to outline the content expectations and vocabulary progression. Teachers plan units of Enquiry skilfully to ensure that all elements of the national curriculum are covered, whilst nurturing and fulfilling pupils’ interests and curiosities.

The Enquiry approach emphasises the pupil’s role in the learning process. Active planning input from the pupils is integral to the Enquiry; we want them to feel that they are able to drive part of



their learning journey. Our Enquiry-based approach encourages pupils to explore key questions as threads throughout all areas of the curriculum, building on and making connections to prior learning.

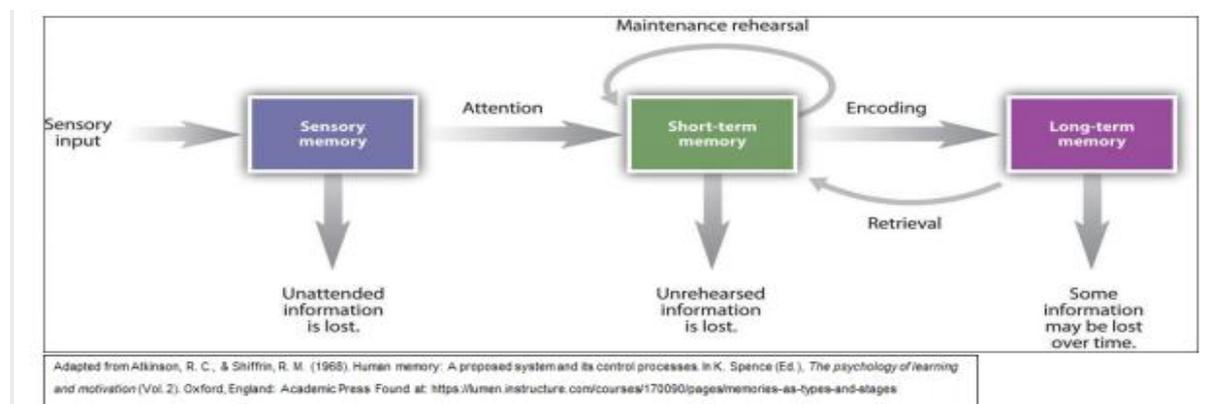
Engaging content ensures that our curriculum is knowledge rich whilst interweaving key skills that allow pupils the opportunity to make sense of the ever changing world around them. Throughout the Enquiry the learning journey is explicitly shared with pupils in order to ensure they connect to the big picture of their learning. Each class has a live Enquiry Wall display that includes a representation of the learning journey, this is referred to and added to as the unit of work progresses.

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. We believe that learning is an active rather than a passive process. Our curriculum ensures that learners construct meaning through active engagement with the world and through gaining agency over their learning.

Cognitive Science:

Our pedagogy and practice is informed by cognitive principles and The Science of Learning. Research tells us that pupils learn new ideas by reference to ideas they already know. For learning to be fully understood and embedded, our curriculum ensures that, meaningful connections are made between prior knowledge, new knowledge and the processes involved in learning.

We realise that in order to learn, pupils must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). Pupils have limited working memory capacities and as a result, information is often withdrawn or forgotten. We know that learning only happens when there is an alteration in the long-term memory thus highlighting -practice is essential to learning and retaining new facts. Research into both student learning and cognitive science tells us that learning requires repetition.



Our teaching ensures there are regular opportunities for pupils to re-visit, retrieve and elaborate on the knowledge taught as these are all strategies that will support learning being committed to pupils' long-term memory enabling learning to 'stick'. The use of iterative assessment ensures knowledge retention over time, culminating in children being able to make links and draw on knowledge to articulate what they have learned.