

Featherstone Primary School - Our Curriculum



Enrichment



Purpose:

- to positively impact behaviour (golden time time)
- enrich the lives of children via a range of extra-curricular experiences

Children's choice

Purposeful and meaningful outcomes inc. awards/benefices

Links with home

Friday afternoon's wonderfully-organised chaos! :-)

Initial feedback from children and parents overwhelmingly positive

How we got here - first steps

Realisation!

- We are 'Good' (So what?) but are we 'Good Enough'?
- Statutory - yes, but what about what the children need?
- Clarity of the schemes: the best way to implement the NCJ
- Drive step into the unknown: staff collective followed by trial run

Healthy Mind, Healthy Body

The National Curriculum being implemented in the 'Featherstone Way...' however still something missing: Values.

Healthy Mind, Healthy Body is a Featherstone-developed 'scheme' that makes meaningful and purposeful links between RE, PSHE, the Outdoors, British Values and our eleven Core Values.

Once again, staff collective
Tailor-made to the needs of Featherstone Primary
Discrete timetable slot whilst being embedded in other ways.
Already gone through two improvements since September (reflection).

The role of non-core leaders

Significant, long-term investment into our non-core leaders.

Personalised CPD programme: developed and ran by HT and AHT throughout this academic year, including:

- subject knowledge & skills
- the difference between leadership and management
- monitoring
- accountability
- reporting to governors and OFSTED
- proving and showcasing subject evidence
- proving the standards in your subject
- action planning / subject evaluation

2018 - 2019 plan of action already being developed! (Reflective and forward planning).

Demonstrating impact

Steering Group - Curriculum Value

Expectation - Teaching and Learning Policy

Identifying - what you want to get out of the displays (BASC / Outcomes / Curriculum / EVC)

Planning stage - using INSET days (Using time for staff to plan this)

Researching material (Jobay / steps etc)

Working to produce the work

Budget per class

Outcomes

Reflection - stepping back to step forwards

What was going well? So what?

Things put in place to support long and medium-term planning.

Monitoring procedures adapted to ensure accountability from the autonomy that staff were being given - **rigour and standards at the core of what we were doing.**

Coaching & the sharing of good practice.

How was this sustainable long term?

Our curriculum

Journey, not destination

- Graduate & trainee
- Staff and non-staff based
- Statutory and non-statutory
- Reflective
- Staff initiative



Conclusion... ...Impact so far and next steps...

Autumn 2017:

- 75% teaching Good+
- 6% teaching Outstanding

Spring 2018:

- 89% teaching Good+
- 26% teaching Outstanding

Curriculum design, implementation and management plays a significant role in this.

Next steps - more child-initiated and bigger purposes / even more meaningful outcomes

Featherstone Primary School - Our Curriculum



Enrichment

Purpose:

- to positively impact behaviour (spikes time 'first')
- enrich the lives of children via a range of extra-curricular experiences

Children's choice

Purposeful and meaningful outcomes inc. awards/certificates

Links with home

Friday afternoon's wonderfully-organised chaos! :)

Initial feedback from children and parents overwhelmingly positive

How we got here - first steps

Realisation!

- We are 'Good' (so what?) but are we 'Good Enough'?
- **Situation?** - yes... but what about what the children need?
- **Challenge** of the scheme: the best way to implement the NC?
- **Brave step** into the unknown: staff collective followed by trial run

Healthy Mind, Healthy Body

The National Curriculum being implemented in the 'Featherstone Way...' however still something missing: Values.

Healthy Mind: Healthy Body is a Featherstone-developed scheme that makes meaningful and purposeful links between RE, PSHE, No Outsiders, British Values and our eleven Core Values.

Once again... staff collective
Tailor-made to the needs of Featherstone Primary.
Discrete timetable slot whilst being embedded in other ways.
Already gone through two improvements since September (reflection).

The role of non-core leaders

Significant, long-term investment into our non-core leaders

Personalised CPD programme developed and run by HT and AHT throughout this academic year, including:

- subject knowledge & skills
- the difference between leadership and management
- mentoring
- accountability
- reporting to governors and OFSTED
- providing and showcasing subject evidence
- proving the standards in your subject
- action planning / subject evaluation

2018 - 2019 plan of action already being developed! (Reflective and forward planning).

Demonstrating impact

Steering Group - Curriculum Vision

Expectation - Teaching and Learning Policy

Identifying - what you want to get out of the displays (DMSC / Curriculum / Curriculum / CPD)

Planning stage - using INSET days (Giving time for staff to plan first)

Recording received (jetty / shopfront)

Teaching to produce the work

Budget per class

Out of date

Our curriculum

Journey, not destination

- subject in context
- safe and supported second
- starting with non-negotiable
- reflective
- staff collective

Reflection - stepping back to step forwards

What was going well? So what?

Things put in place to support long and medium-term planning.

Monitoring procedures adopted to ensure accountability from the autonomy that staff were being given - **rigour and standards** at the core of what we were doing.

Coaching & the sharing of good practice.

How was this sustainable long term?

Conclusion... ...[impact so far and next step]...

Autumn 2017:

- 75% teaching Good+
- 6% teaching Outstanding

Spring 2018:

- 80% teaching Good+
- 26% teaching Outstanding

Curriculum design, implementation and management plays a significant role in this.

Next steps - more child-initiated and bigger purposes / even more meaningful outcomes

Our curriculum

Journey, not destination

- children at centre
- skills and experienced-based
- statutory and non-statutory
- reflective
- staff collective



How we got here - first steps

Realisation!

- We are '**Good**' (So what?) but are we '**Good Enough?**'
- Statutory...yes...but what about what the children **need?**
- Dumping of the schemes: the best way to implement the NC!
- Brave step into the unknown: staff collective followed by trial run



Healthy Mind, Healthy Body

The National Curriculum being implemented in the 'Featherstone Way...' however still something missing: **Values**.



Healthy Mind, Healthy Body is a Featherstone-developed 'scheme' that makes meaningful and purposeful links between RE, PSHE, No Outsiders, British Values and our eleven Core Values.

Once again, staff collective.

Tailor-made to the needs of Featherstone Primary.

Discrete timetable slot whilst being embedded in other ways.

Already gone through two improvements since September (reflection).



Reflection - stepping back to step forwards

What was going well? So what?

Things put in place to support long and medium-term planning.

Monitoring procedures adapted to ensure accountability from the autonomy that staff were being given - **rigour and standards** at the core of what we were doing.

Coaching & the sharing of good practice.

How was this sustainable long term?



The role of non-core leaders

Significant, long-term investment into our non-core leaders.

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- proving the standards in your subject
- action planning / subject evaluation



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(Reflective and forward planning).

Enrichment



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- enrich the lives of children via a range of extra-curricular experiences

Children's choice

Purposeful and meaningful outcomes inc. awards/certificates

Links with home

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Demonstrating impact

Steering Group - Curriculum Vision

Expectation - Teaching and Learning Policy

Identifying - what you want to get out of the displays (SMSC / Cultural / Curriculum / BV)

Planning stage - using INSET days (Giving time for staff to plan this)

Resourcing material (ebay / shops etc)

Teaching to produce the work

Budget per class

Cut off date



Conclusion...

...(impact so far and next steps)...

Autumn 2017:

- 75% teaching Good+
- 6% teaching Outstanding

Spring 2018:

- 80% teaching Good+
- 26% teaching Outstanding

Curriculum design, implementation and management plays a significant role in this.

Next steps - more child-initiated and bigger purposes / even more meaningful outcomes.

Our curriculum

Journey, not destination

- children at centre
- skills and experienced-based
- statutory and non-statutory
- reflective
- staff collective



Featherstone Primary School - Our Curriculum



Enrichment

Purpose:

- to positively impact behaviour (spikes time 'first')
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Children's choice

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- **Challenge** of the scheme: the best way to implement the NC?
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Healthy Mind, Healthy Body

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Wales Healthy Mind - Healthy Body is a Featherstone-developed scheme that makes meaningful and purposeful links between RE, PSHE, No Outsiders, British Values and our eleven Core Values.

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Demonstrating impact

Steering Group - Curriculum Vision

Expectation - Teaching and Learning Policy

Identifying - what you want to get out of the displays (DMSC / Curriculum / Curriculum / CPD)

Planning stage - using INSET days (Giving time for staff to plan first)

Recording received (jetty / shopfront)

Teaching to produce the work

Budget per class

Out of date

Our curriculum

Journey, not destination

- inclusion of core
- safe and supported second
- starting with non-negotiable
- reflective
- staff collective

Reflection - stepping back to step forwards

What was going well? So what?

Things put in place to support long and medium-term planning.

Monitoring procedures adopted to ensure accountability from the autonomy that staff were being given - **rigour and standards** at the core of what we were doing.

Coaching & the sharing of good practice.

How was this sustainable long term?

Conclusion... ...[impact so far and next step]...

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