

The High Challenge Curriculum at Ash Green Primary.

We are using the National Curriculum to develop an enquiry based Curriculum for our children. The High Challenge Curriculum is built around the Learning Challenge concept . This is the principle of greater learner involvement in their work resulting in a meaningful curriculum which promotes high standards. This is an approach to structuring and delivering the curriculum. It is under-pinned by a secure pedagogical framework which weaves together the critical elements of curriculum, teaching & learning and assessment, all appropriate for the National Curriculum.

English High Challenge Curriculum.

The English curriculum is a skills based curriculum that has the development of literacy skills at its heart. We believe that developing key skills in speaking, listening, reading and writing is crucial to children's attainment in all curriculum areas. Our medium term planning is based around a novel or story. This is the vehicle for developing skills across all curriculum areas with a particular emphasis on literacy skills.

Why do we teach using this approach to the curriculum?

- to enhance high standards in English by developing a love of literature and stories in our children
- enhance pupils' motivation and engagement in their own learning
- providing children with experiences and opportunities to engage in practical, purposeful learning
- providing opportunities for 'deeper learning' in different curriculum areas, by enabling a more flexible approach to the curriculum
- developing children's self esteem through a pride and enthusiastic engagement in their learning, and work in their books.

How will we evaluate the impact of the curriculum?

To ensure that we are continually discussing, evaluating and refining our curriculum to meet the children's learning needs we will:

Teachers

- have learning as the constant focus
- use teaching strategies which ensure good progress: modelling, guiding, differentiating, questioning, assessment for learning strategies, collaborative talk
- involve children in their own learning using discussion, 'check & change' marking, targets and success criteria.
- observe and evaluate pupils' learning from teaching, observation, marking and moderating work
- participate in regular professional discussions about strategies and approaches in developing children's learning.

Subject Leaders

- monitor and evaluate termly to ensure that planning and teaching reflects progression in skills and is matched to age-related expectations
- monitor and evaluate opportunities for 'deeper learning' in subject areas, evidenced in planning and teaching
- carry out discussions with pupils to gain their views on the curriculum.

SLT

- monitor and evaluate the impact on learning and attainment, in discussion with teachers and subject leaders
- ensure that the whole curriculum balance is appropriate and related to subject time allocations.

Governors

- to meet with subject leaders and headteacher to discuss impact of the curriculum on learning, progress and attainment.

Literacy Skills

Alongside the High Challenge English Curriculum we ensure that the following skills are also explicitly taught:

- phonics and spelling through the 'Letters and Sounds' Approach
- handwriting
- reading skills through a balance of individual and guided reading

The explicit teaching of these skills sits alongside the High Challenge Curriculum in each weekly timetable.