

Ardleigh Green Learning Federation

Curriculum Matters



Understanding the Ardleigh Green Learning Journey

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 from EYFS to Year 6, 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 understanding and attitudes necessary for our pupils to thrive in the ever changing world in which we live. Our 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 the whole child recognising the importance of spiritual, moral, social and cultural development alongside academic, sporting and artistic 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 aims 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 strive 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.

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

John Dewey

As a Learning Federation 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 across the curriculum.

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 2, in preparation for secondary school, our curriculum is subject based with strong cross curricular links.

Throughout the Learning Federation, **Curriculum Maps** outline teaching and learning 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 skills and understanding for each area of learning are identified in teacher’s planning and is summarised in **“The Knowledge,”** which forms the basis of formative and summative assessment in foundation subjects. Work across the curriculum is linked through our **Worldly Wise** initiative which seeks to further develop children’s general knowledge, curiosity and questioning. This will be further developed during the Summer Term 2020 through our programme of assemblies focussing on **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 will be further enhanced through the introduction of the **Ardleigh Green School of Life** which, by focusing on age appropriate life skills will seek 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. Throughout Ardleigh Green Learning Federation we believe that questioning is the key to deeper learning and understanding and have therefore adopted the following approach based on **Blooms Taxonomy** which identifies six different levels of cognitive development.

- 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 application of the Blooms Taxonomy is applied across the curriculum with pupils being encouraged to pose as well as respond to questioning through Question Stems and Question Frames.

QUESTION FRAMES

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

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

Albert Einstein

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
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