

Shipham C of E School Curriculum Approach



Shipham

C of E First School

Inspiring Growth Through Nature and Community

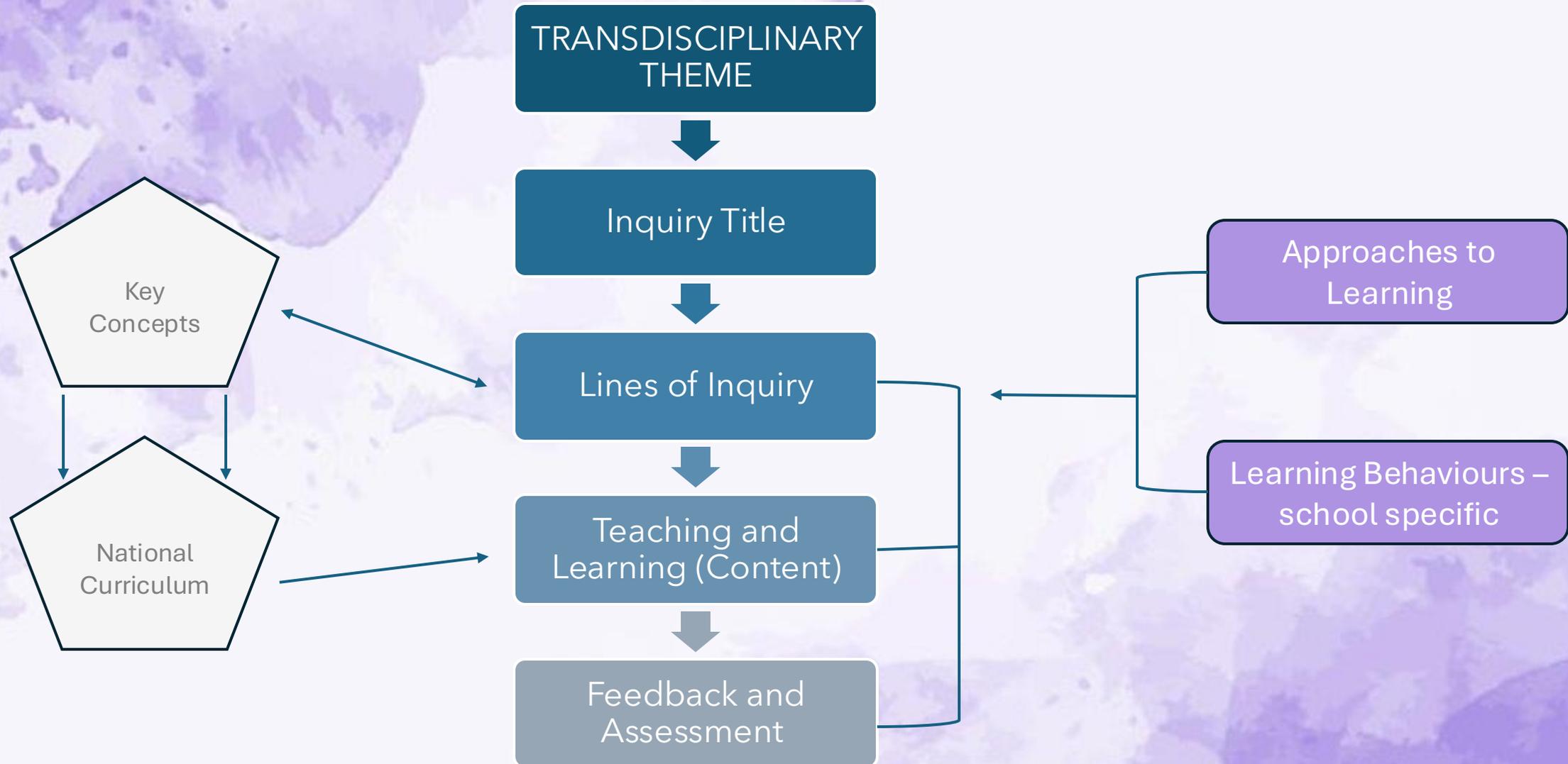
WLT Inquiry Curriculum Framework

The WLT Inquiry Framework is a transdisciplinary curriculum framework that offer authentic learning experiences

Pupil Agency: Voice – Choice - Ownership

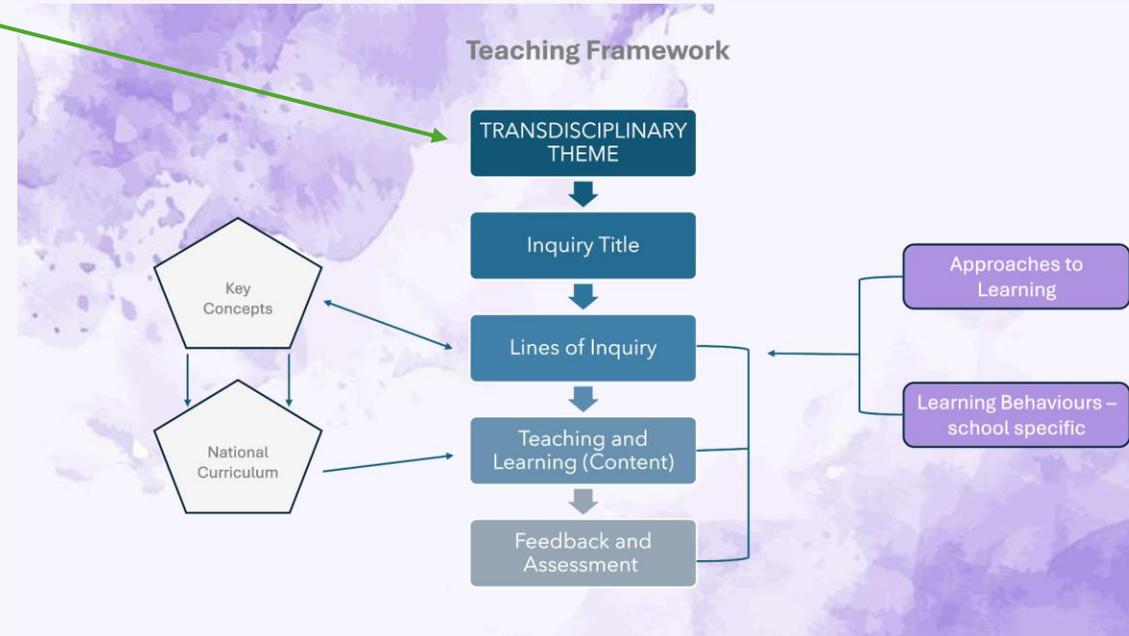
| Transdisciplinary Themes | Approaches to Learning | Action | Key Concepts | Related Concepts | Global Perspective |
|---|--|--|---|--|--|
| <ul style="list-style-type: none">• Humankind and Ourselves• Culture and Diversity• Exploration and Discovery• Community and Citizenship• Expression and Creativity• Humankind and Ourselves | <ul style="list-style-type: none">• Thinking• Research• Communication• Social• Self-Management | <ul style="list-style-type: none">• Personal or Collective:• Participation• Advocacy• Social Justice• Social Entrepreneurship• Lifestyle Choice | <ul style="list-style-type: none">• Form - what is it like?• Connection - How is it connected to other things?• Function - How does it work?• Perspective - What are the points of view?• Causation - Why is it like this?• Responsibility - What is our responsibility?• Change - How is it changing? | <ul style="list-style-type: none">• Subject specific concepts related to the inquiry | <ul style="list-style-type: none">• Global Engagements e.g. UN Sustainable Development Goals• Intercultural Understanding• Multilingualism• Community |

Teaching Framework



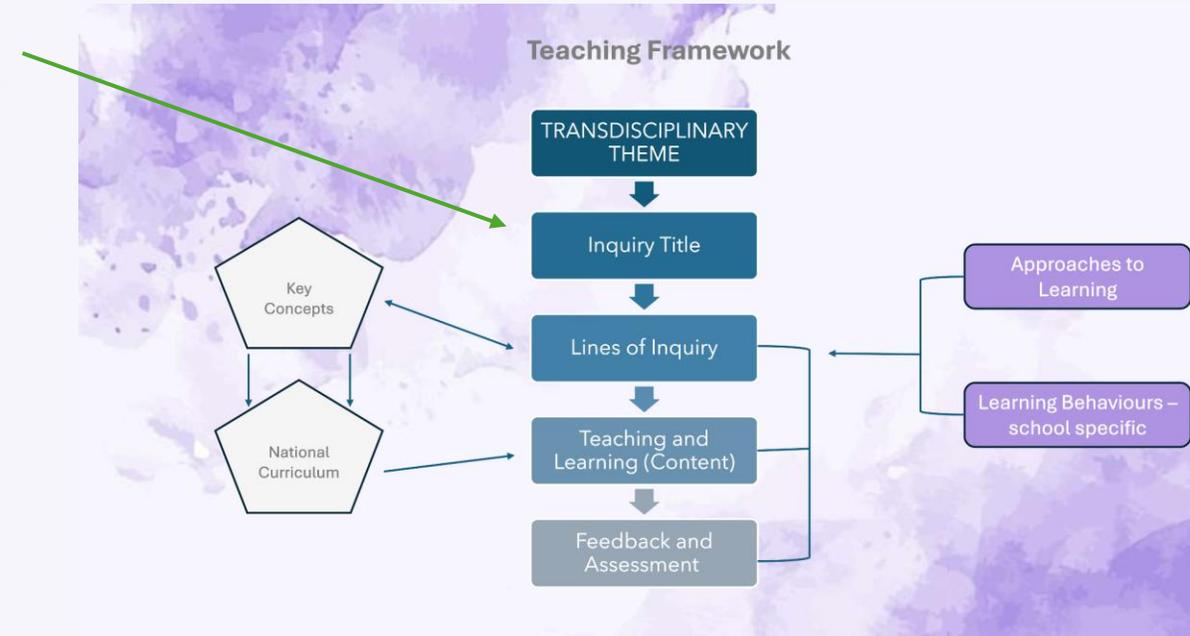
Transdisciplinary Themes

Transdisciplinary themes provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, inquiry learners explore real-world problems by going beyond subject boundaries. Children have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.



Inquiry Title

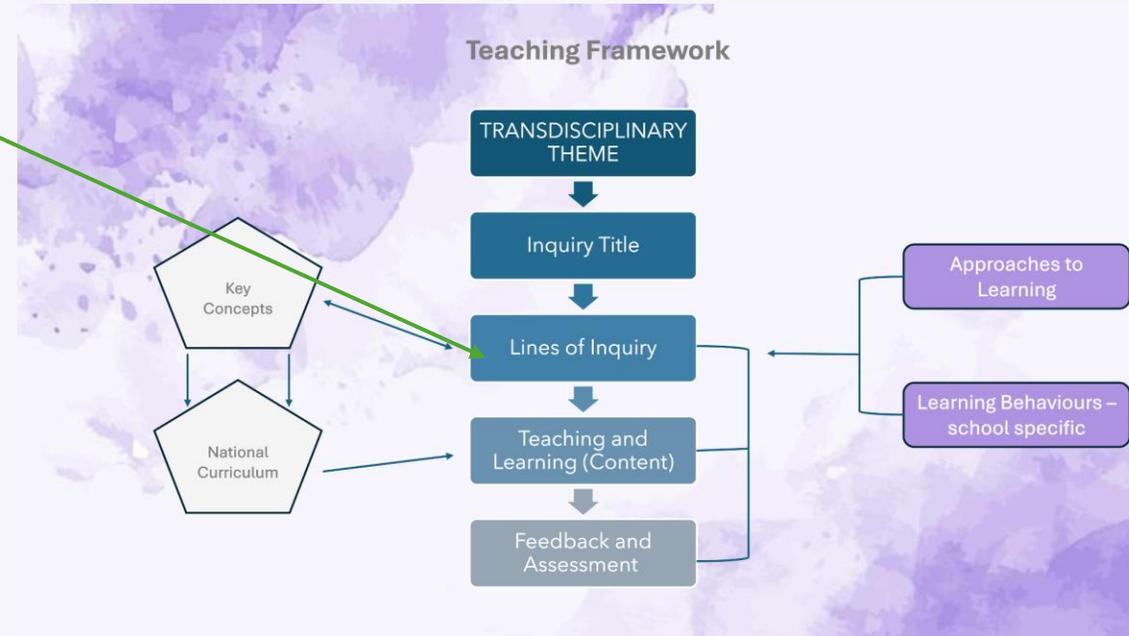
The Inquiry Title gives an overview of the learning that will be taking place over the unit of inquiry. It should challenge and extend children's prior knowledge and integrate conceptual understanding and factual knowledge.



Lines of Inquiry

Lines of inquiry clarify the Inquiry Title and define the scope of a unit of inquiry.

Teachers plan a broad focus for the unit of inquiry based on the expectations of the National Curriculum and the interests of the learners.



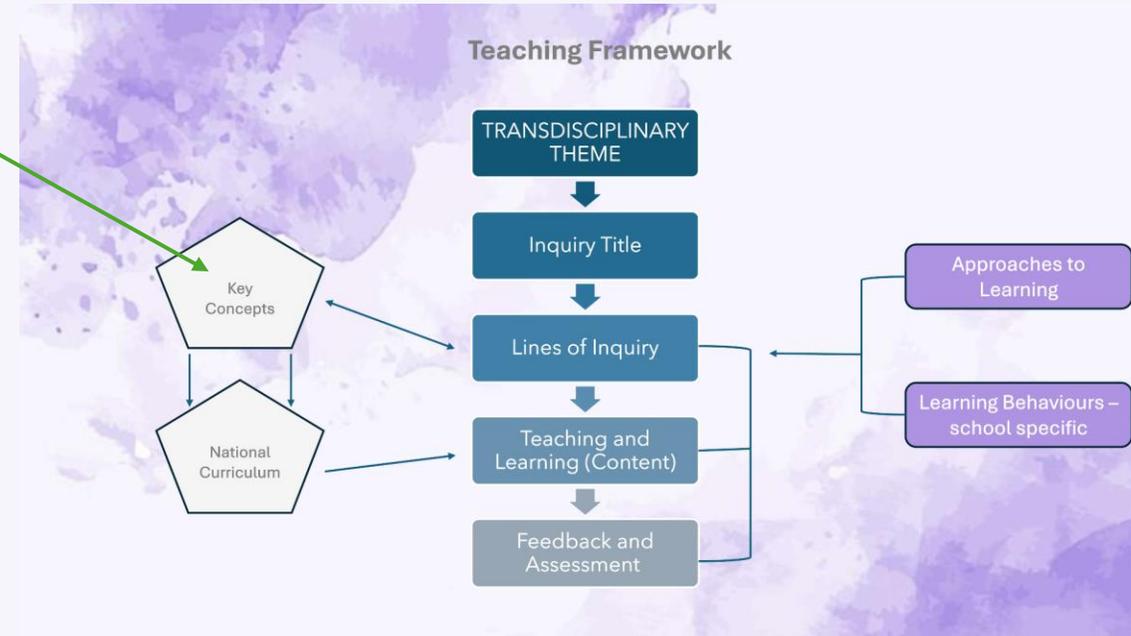
Key Concepts

Inquiry learning is driven by key concepts.

These are:

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility
- Reflection

A concept is a 'big idea' rather than a topic. They are broad, abstract, timeless and universal and provide each unit of inquiry with direction and meaning. These ideas are explored and re-explored to develop deep understanding.

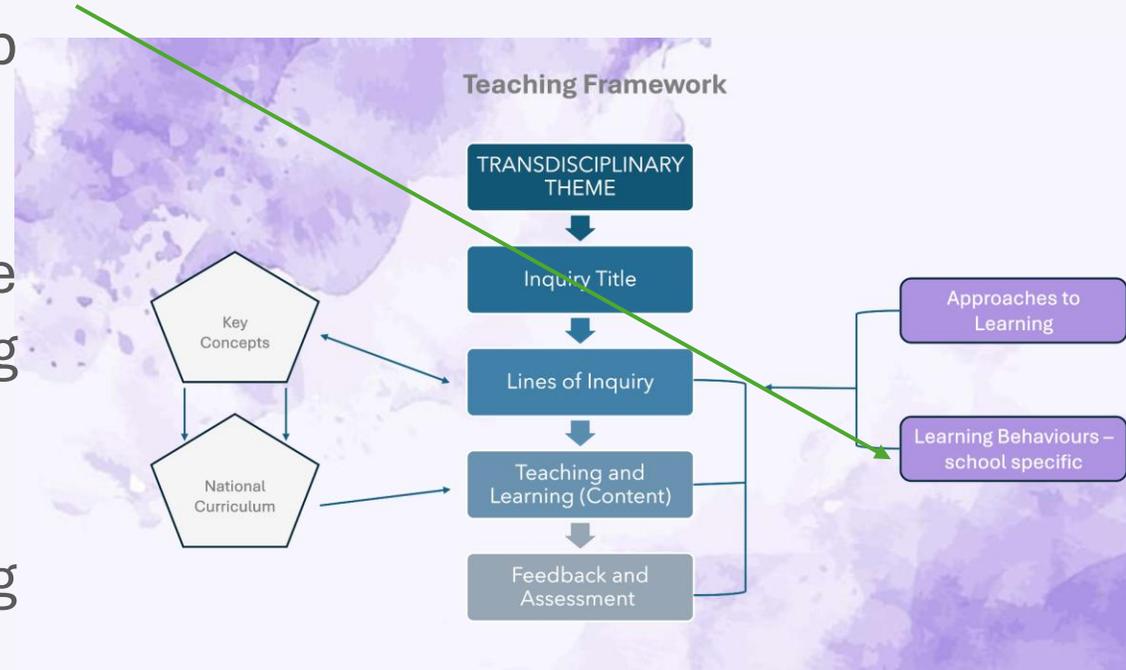


Learning Behaviours

These learning behaviours will be specific to the school and are attributes that will help development the holistic learner.

By using these to have 'agency' children are able to take ownership of their learning, expressing their ideas and opinions.

At **XXXXXX** academy we use the following Learning Behaviours...

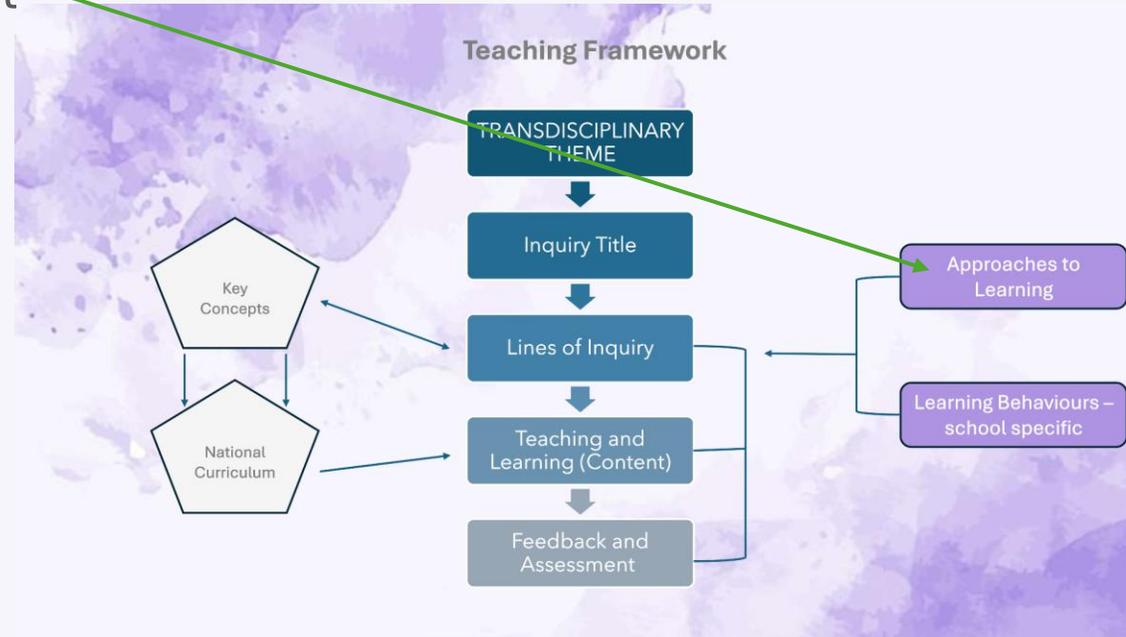


Approaches to Learning

Approaches to Learning are the skills children will use to inquire. They can be applied within and across all subject areas.

- Thinking Skills 
- Research Skills 
- Communication Skills 
- Self-Management Skills 
- Social Skills 

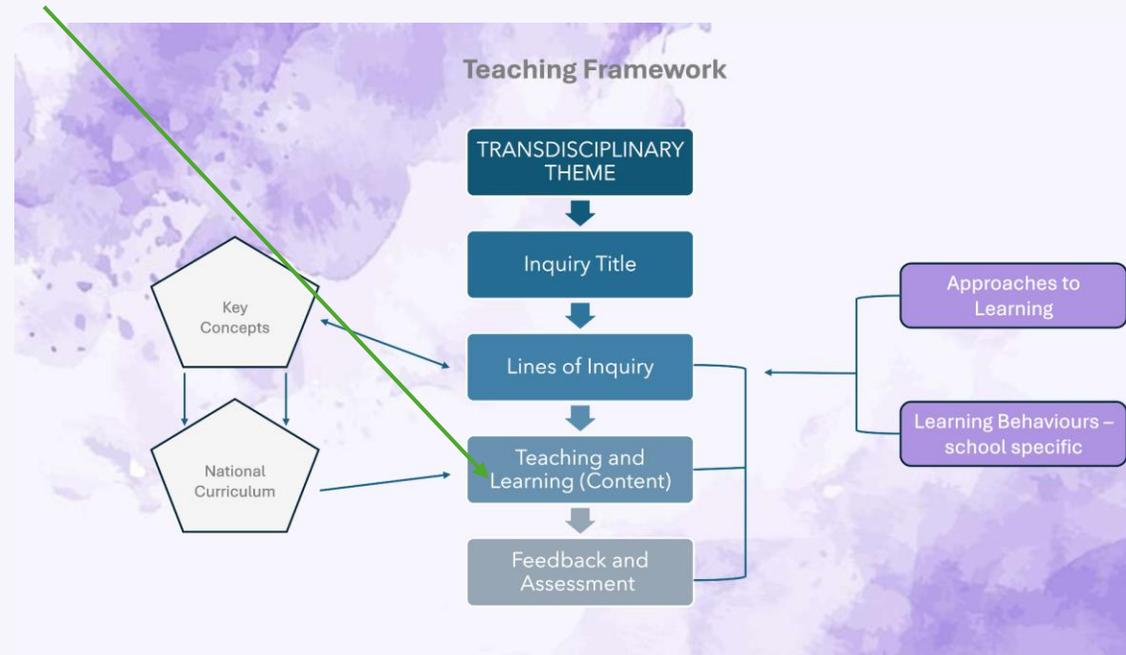
These support children of all ages to become self-regulated and independent learners, who know how to ask good questions and explore the world around them.



Teaching and Learning

Teaching and Learning is organised to align with the lines of inquiry which expand from the Inquiry Title. These allow both educators and learners work together to have impact in their delivery. Learners are invested and work collaboratively to create a framework for the delivery of the National Curriculum.

Content will align with the lines of inquiry and expectations set out within the National Curriculum, thus employing provoking and engaging learning opportunities which stimulate pupils to solve problems, think critically and explore and draw informed and fair conclusions.



Assessment and Quality Assurance

Assessment incorporates both formative and summative assessment, ensuring that pupil progress and attainment can be monitored accurately over time.

Through effective assessment, educators and learners have a clear understanding of knowledge and understanding during different stages of learning.

SOLO taxonomy is used within the assessment process, which describes the increasing complexity in pupils' thinking and understanding. Children move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding.

SOLO taxonomy starts with pupils collecting ideas, facts or knowledge before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise, and transfer their understanding. Regular information on assessments is provided for parents, enabling them to support their child's learning. It is also provided for governors and Wessex Learning Trust to ensure judgements about the effectiveness of the academy can be made.

| | | | |
|-------------------|--|---|--|
| Pre-structural | Knows nothing about a topic |  | Quantity The first three stages of SOLO look at how much someone knows |
| Uni-structural | Knows one thing about a topic |  | |
| Multi-structural | Knows a few (unconnected) things about a topic |  | |
| Relational | Can connect ideas |  | Quality The final two stages look at how well someone knows it. |
| Extended-abstract | Can make connections beyond the original topic |  | |

