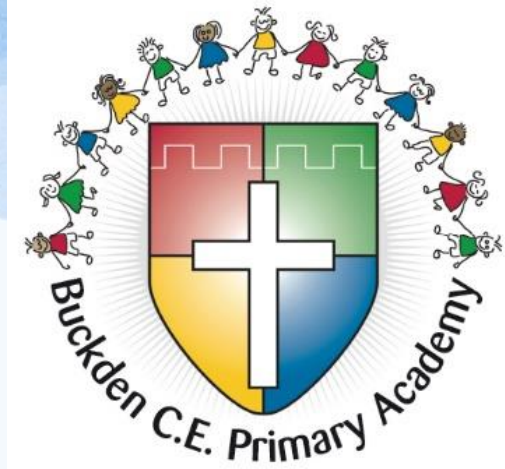


The background features a stylized landscape with rolling green hills in various shades of green and brown. On the left, there is a green tree, a purple flower, and an orange bird flying. The sky is a gradient of light blue and white.

Buckden's School Curriculum Journey



Development of the curriculum for the 21st Century

We started with some questions:

- What is important to us as a school, that our children leave us with?
- How can we best equip our pupils for the next phase of their education?
- Is our curriculum relevant to our pupils today?



Research and looking beyond what we know

- Reading & Research
- Knowledge versus skills ?

Thrive	Valarie Hannon
Trivium	Martin Robinson
Transform Teaching and Learning through talk	Amy Gaunt & Alice Stott
How to be a Peaceful School	Anna Lubelska
The Learning Rainforest	Tom Sherrington
Closing the Vocabulary Gap	Alex Quigley
The Curriculum: Gallimaufry to Coherence	Mary Myatt
One Student at a time	Fernando Reimers
Empowering Students to Improve the World in Sixty Lessons	Fernando Reimers





What are the skills we want our pupils to have outside the curriculum content?

- Question – what skills will help our pupils beyond the primary classroom?
- Looking at the skills our pupils have entering school
- Investigate a framework – Skills Builder Framework

Listening

Leadership

Presenting

Problem Solving

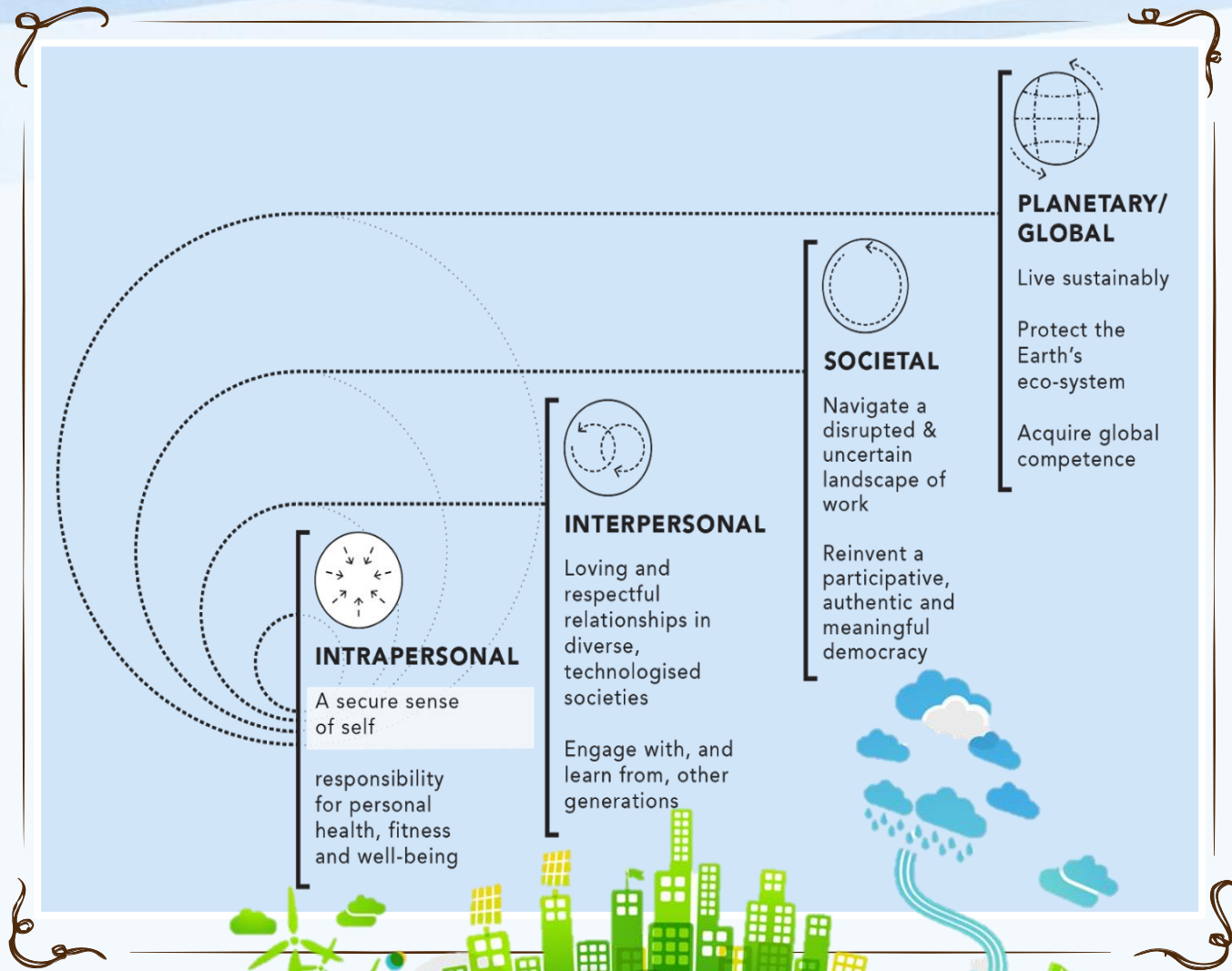
Creativity

Staying Positive

Aiming High

Teamwork



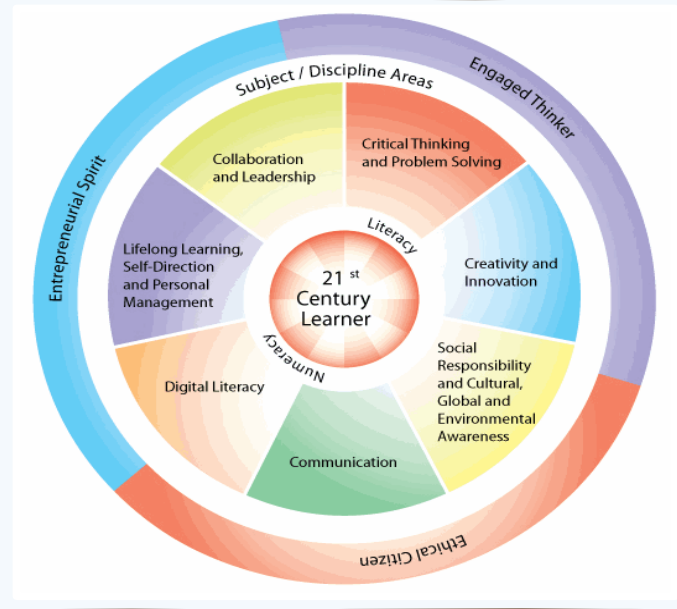


Starting with the 'Thrive Model'

Using the thrive model started to question, the content of the curriculum and how relevant it was for our children and their future. Considering mental health.



We considered content.



What makes a learner in the 21st Century?

17 Sustainable Development Goals set by the United Nations to be achieved by 2030



Curriculum as a Church School

As a Church school and considering the new SIAMS framework we also considered the following under 'Our Christian Inspiration'

- *Educating for Wisdom, Knowledge and Skills*
- *Educating for Hope and Aspiration*
- *Educating for Community and Living World Together*
- *Educating for Dignity and Respect*

How would our new curriculum interweave the above aspects as well?



Developing a strap line to our ethos/vision

SIAMS Framework

- Further to the SIAMS Framework training there are three areas we need to consider when planning the curriculum.
- Theology
- Philosophy
- Social and Human Sciences

A balanced approach to curriculum design

- Think it (Philosophy)
- Believe it (Theology)
- Live it (Social & Human Sciences)





Think it, Believe it, Live it.

Our strap line





THINK IT.



BELIEVE IT.



LIVE IT.



Ideas into practise – What next?

Ideas were formulated, so we looked as a leadership team to how to implement this great idea.

We planned our school curriculum over a two year rolling programme.

Years 1,3 & 5 cover 8 goals one year
Year 2,4 & 6 cover 8 other goals in one year.

We incorporated Skills Builder and the Rights Respecting the Child Curriculum into our School Curriculum.

We also ensured that we were closely aligned to the National Curriculum.

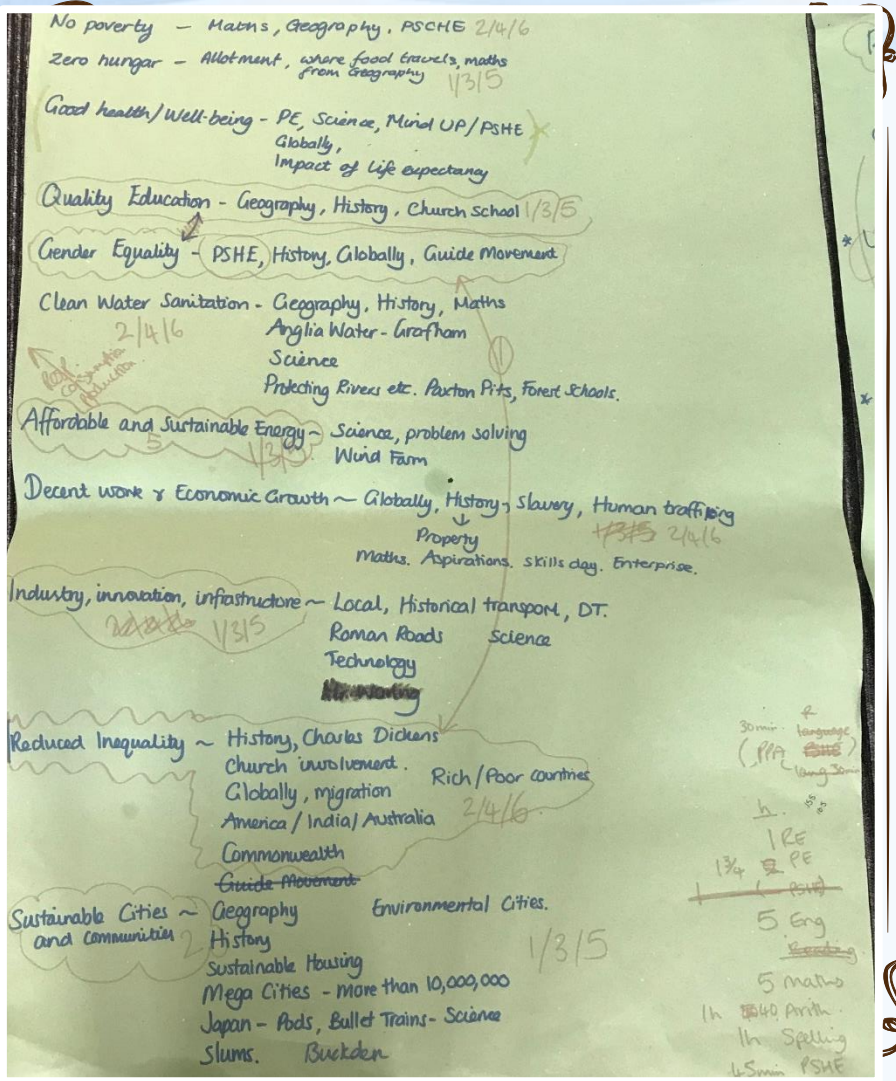
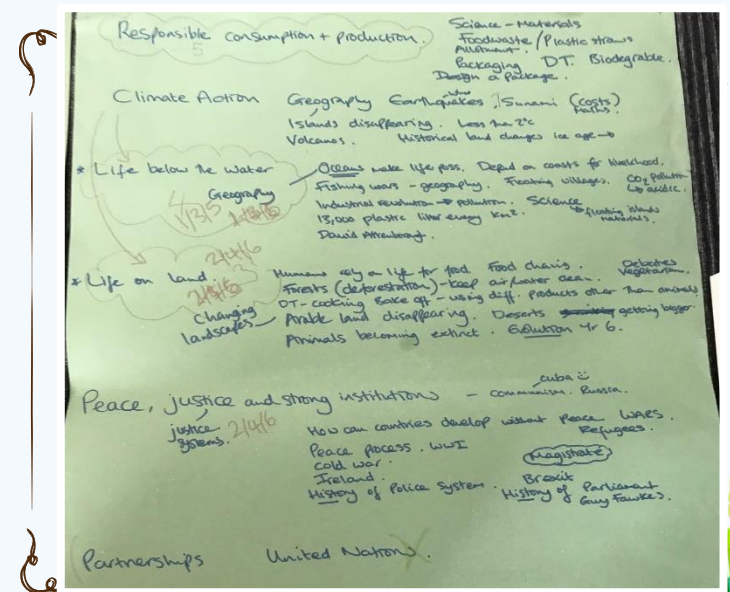
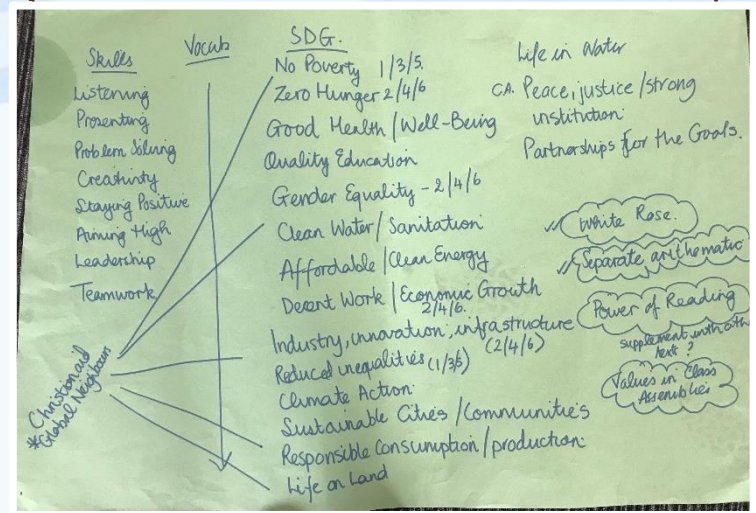




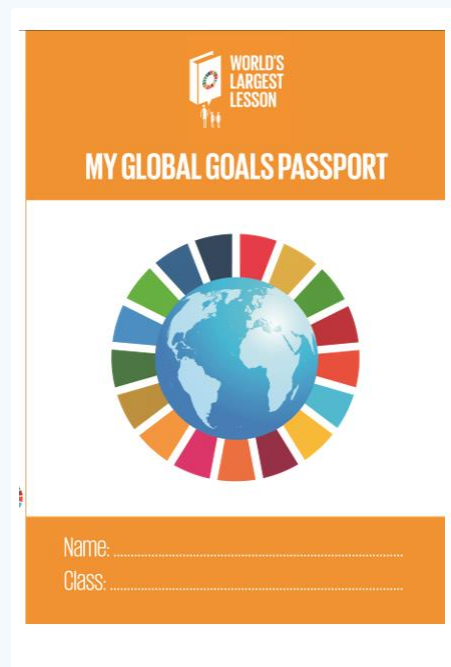
Planning & Brainstorming

Basic planning format of what subjects went into what themes.

Considered which year groups should do which goals so that there was an even spread of goals which are repeated bi-annually



Resources – how to plan and what we did





Resources

We made links with Skills Builder partnership with have a complete framework of progression of skills

Step	Learner Descriptor	Teacher Explanation
Step 0	I can listen to others for a short time.	Learners listen with enjoyment and respond appropriately to stories.
Step 1	I can listen to adults, follow instructions and tell you what I heard.	Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.
Step 2	I can listen to others and ask questions about what I heard.	Learners are able to listen to others and ask relevant questions based on what they heard.
Step 3	I can follow a conversation and tell somebody else what it was about.	Learners are able to listen to multiple speakers, retain the information and give a basic account.
Step 4	I can explain that there are different purposes to speech and how to identify them.	Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.
Step 5	I can listen to extended talk and identify the key information I need.	Learners can listen to and respond to extended talk, identifying the key information they need and retain it.
Step 6	I can take part and respond in a group discussion.	Learners are able to follow and take part in a group discussion and express opinions when called upon.
Step 7	I can analyse how a speaker uses language and gesture to engage the audience.	Learners can analyse how a speaker engages an audience through language and gesture.
Step 8	I can analyse how a speaker adapts language for different purposes.	Learners can analyse how and why a speaker adapts their language to suit different purposes such as to persuade, entertain and instruct.
Step 9	I can analyse the tone, emphasis and status of the speaker and their effect.	Learners can recognise the tone, emphasis and status of a speaker and consider their effect.
Step 10	I can ask probing and relevant questions to check and build my understanding.	Learners are able to follow a speaker and create their own meaning, probing questions to check and deepen their own understanding.
Step 11	I can identify and analyse different points of views of speakers.	Learners can identify and analyse different points of views that in a discussion and explain how they are different.
Step 12	I can identify underlying themes, implications and issues when listening.	Learners can identify themes, implications and issues in what being said.
Step 13	I can analyse bias when listening, through a speaker's language, omissions or ambiguity.	Learners can analyse bias through language, omission and ambiguity.

Resources

Sc1a684d50589514ee5257ff_Skills Builder Primary Schools Toolkit.pdf 16 / 28

Step	Learner Descriptor	Teacher Explanation
Step 0	I can say why people might be happy or sad.	Learners can articulate basic emotions and understand that other people will have changing emotions too.
Step 1	I can say when things go wrong and why people can get angry or upset.	Learners can see that people might get angry or upset when things go wrong and see how this links to their own experiences.
Step 2	I can explain why giving up when something goes wrong does not help.	Learners can articulate why it is important to manage negative emotions when they face setbacks. They might not always be able to put this into practice.
Step 3	I try to stay calm when something goes wrong.	Learners can respond to setbacks calmly.
Step 4	I keep trying when something goes wrong, and think about what happened.	Learners can be seen to respond positively to setbacks but also try to understand why the problem occurred and overcome that.
Step 5	I keep trying when something goes wrong and help cheer other people up.	Learners continue to make an effort, even when they face setbacks, and can also cheer up their peers.
Step 6	I keep trying and encourage others to keep trying, even when things are difficult.	Learners keep trying and are effective in encouraging others to maintain their level of effort in the face of setbacks.
Step 7	I can look on the bright side in difficult situations and focus on that.	Learners can evaluate a situation to identify positive outcomes and focus on those rather than the negative side of a situation.
Step 8	I can explain the positive side of a difficult situation to others.	Learners can articulate a positive perspective to their peers and, while acknowledging challenges, explore them in a positive way.
Step 9	I can come up with ideas for changing difficult situations into positive opportunities.	Learners can actively seek ways to turn challenging or difficult situations into more positive ones.
Step 10	In difficult situations, I choose the best way to move forward instead of giving up.	Learners can evaluate the challenges in a situation and then choose to make progress in their tasks rather than giving up.
Step 11	I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them.	Learners can confidently approach risks where they might make mistakes because they know and can explain that they will learn from them.
Step 12	I can assess and manage risks appropriately.	Learners can approach situations that involve risks, and assess and manage those risks appropriately.
Step 13	I can effectively recognise and assess my own	Learners can recognise and assess their emotions and choose an



Voice 21 and the Oracy Framework

Based on the book 'Closing the Vocabulary Gap', as a school we considered the teaching of oracy in that happens in our school. We identified an Oracy lead and began work with Voice 21 and looked at developing Oracy opportunities in our school and to weave them through the curriculum.



Our work with Voice 21



Oracy: The Four Strands

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Physical

Voice

- Fluency & pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience



Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



Instigator



Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...

Prober



Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?

Challenger



Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

Clarifier



Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?

Summariser



Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...

Builder



Develops, adds to or runs with an idea

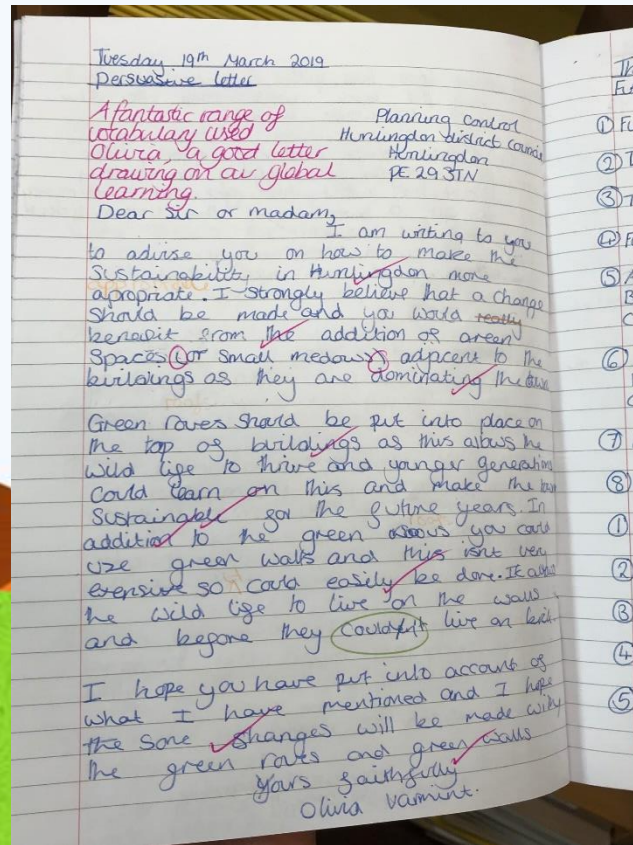
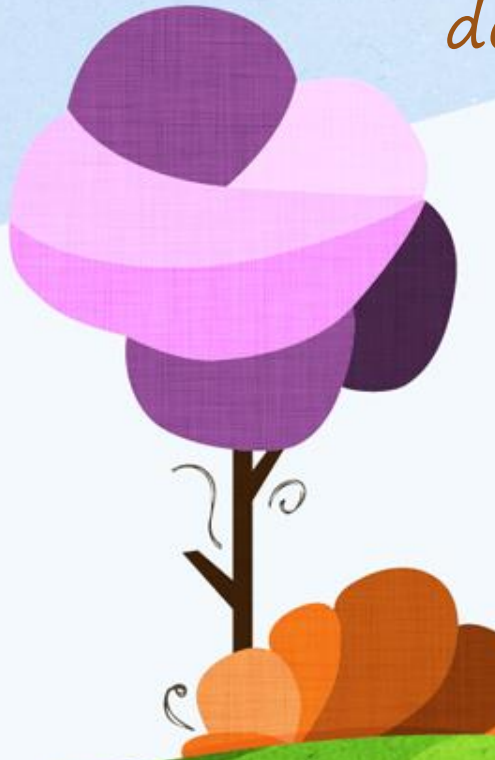
Will say:

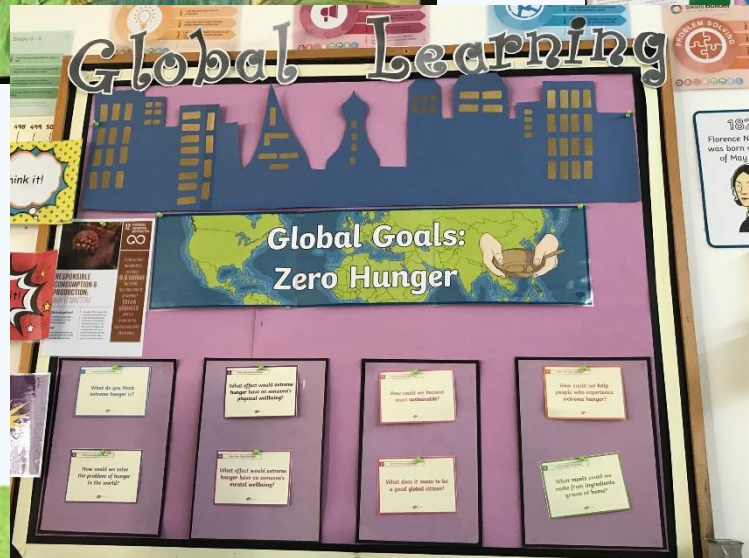
I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...



In and around school so far

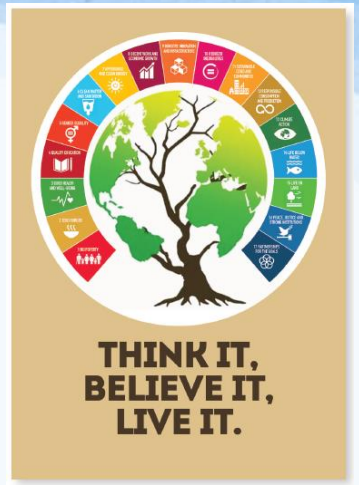
Examples of some of the work we are doing in and around school.





We have also ...

- Developed our own version of knowledge/skills organisers for each goal taught
- Continue to build the long term plans to show progression
- Ensure that tracking and assessment is in place to show impact
- Ensure delivery of a vocabulary rich curriculum.
- Added knowledge points to help embed the learning for our children



We continue to evaluate our School Curriculum to ensure it moves with the times and is the best Educational offer it can be.

