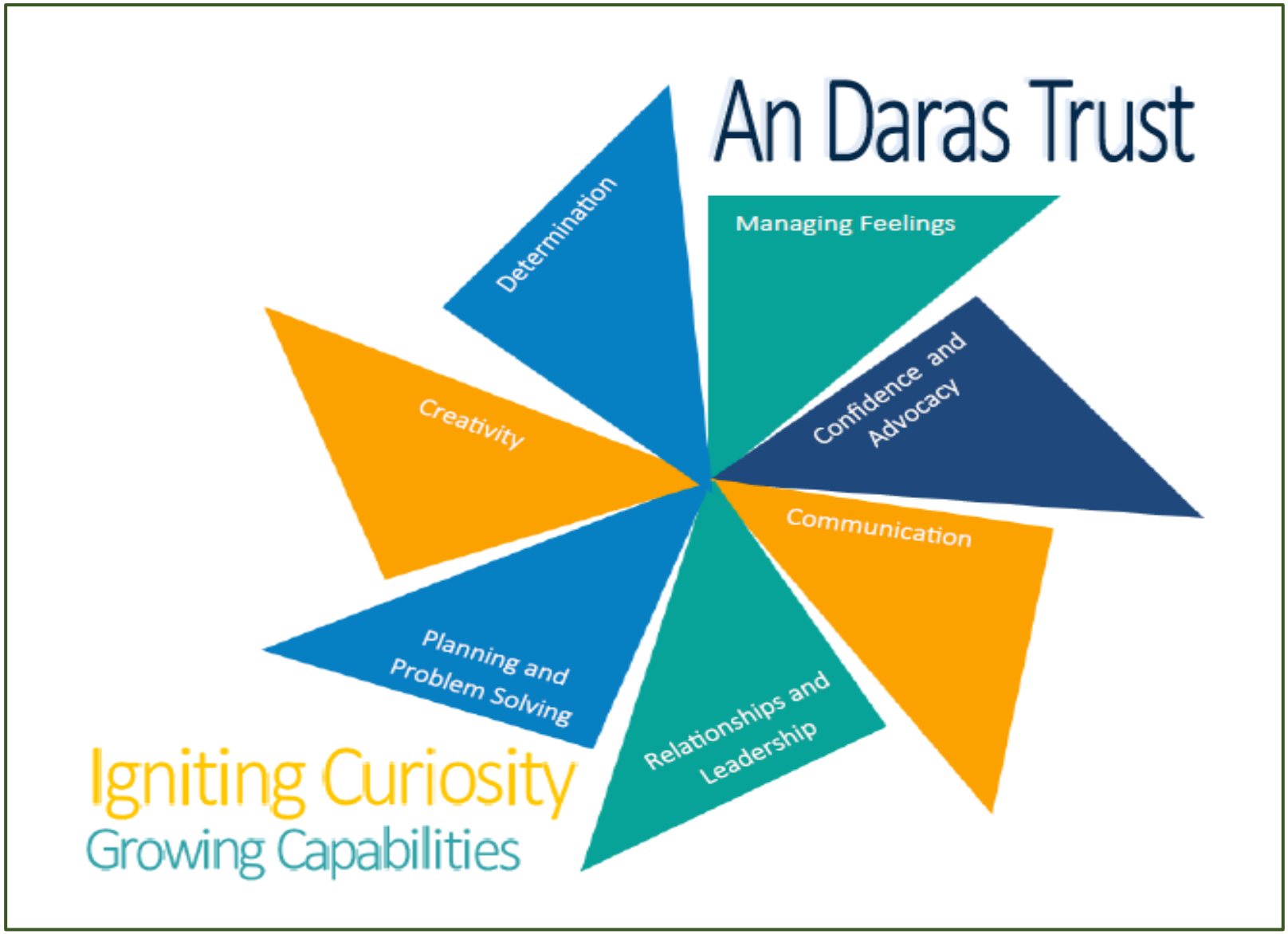

An Daras Trust
Determination
Managing Feelings
Confidence and Advocacy
Communication
Relationships and Leadership
Planning and Problem Solving
Creativity
Igniting Curiosity
Growing Capabilities

IGNITING CURIOSITY, GROWING CAPABILITIES CURRICULUM FRAMEWORK – Strategic Design

Learning Applicaton Growth	Social, Emotional and Reflective Growth	Academic Growth	Personal Growth and Ambition
Capability	Wisdom	Knowledge	Learning Curiosity
Curriculum Delivery Design			Inclusion
Strategic Themes			Desired Impact
School Vision			
Trust Vision - "Igniting Curiosity, Growing Capabilities"			
Our Mission - Capability Mature Children - positively engaged, compassionate, competent young people conscious of the role they play in society, who are are curious about the world around them and their place in it ("act justly, love constantly, live humbly" Micah 6 v8)			

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Intent

STRATEGIC THEMES

Wisdom

Knowledge

Capability

Selected because they ensure the **whole development of the child** will be prioritised. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three **equally important** themes.

Intent

DEFINING INTENT – CLARITY OF PURPOSE/VISION

Educational pedagogy and research

MAT vision – "Igniting Curiosity, Growing Capabilities"

Theological underpinning – The Good Samaritan (NT/Luke 10 v25-37) or "act justly, love constantly, live humbly" (OT/Micah 6 v8), C of E vision for education "towards a hopeful and inclusive world"

An Daras has used pedagogy, research and understanding of local context to structure curriculum design to ensure the **growth of capability mature children who exhibit a sustained curiosity for learning**. The lived values of the school are determined by the school and should run through all operational elements of the schools provision.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

FIRST STRATEGIC THEME /WISDOM - CURRICULUM TOOLS

School ethos

Rights and responsibilities – rights respecting school

Social justice in action – consistency of expectation

Staff, pupil and community interaction

Collective worship and time for reflection

Scaled self-evaluation of wisdom growth

Lived behaviour of pupils - thought, care and wisdom in daily operation

Inclusion and respect for difference

Challenge and positive advocacy

Democracy, society and the rule of law (pupil forum)

Resources/curriculum time devoted to addressing anti-social behaviour and prejudices (TIS, citizenship, British Values, SMSC)

This set of tools is not in hierarchical order of effectiveness nor is every possible tool listed. Detailed curriculum provision for **growing wisdom maturity** will be determined on a termly basis through **collective self-evaluation** by pupils and staff using the radar chart format.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

SECOND STRATEGIC THEME/KNOWLEDGE - CURRICULUM TOOLS

Focussed **Learning Powers** (resilience, resourcefulness, reflectiveness, reciprocity)

Breadth and depth of curriculum offer – curriculum fluency

Scaled evaluation of knowledge growth – formative and summative

Fluency and connections of curriculum offer

Growth of curiosity through quality of curriculum offer

Conceptual understanding within the curriculum providing vertical growth (challenge and advancement) and horizontal growth (depth and application) of the child's understanding

Anchor subjects providing "golden threads" and fluency across the learning connections curriculum offer

Clarity of learning connections and links reinforced over time

Challenge and support through design and planning – GDS, SEND provision

Knowledge maps, pre-learning expectation, prior learning application

Visible Learning and I-track tools

This set of tools is not in hierarchical order of effectiveness nor is every possible tool listed. Standardised MAT **knowledge vertical growth progression maps** use National Curriculum 14 to structure knowledge concepts. Individual school created **horizontal growth application maps** to ensure contextually based bespoke breadth and depth learning opportunities facilitate **capability mature** children.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

THIRD STRATEGIC THEME/CAPABILITIES - CURRICULUM TOOLS

Capability through social and emotional maturity growth established by breadth and depth of curriculum offer.

Scaled whole class self-evaluation of capability growth informing termly planning using Capabilities Book

Attitudes to learning from children, staff and parents reinforced (family engagement opportunities)

Capability understanding within the curriculum providing **vertical growth** (challenge and advancement) and **horizontal growth** (depth and application) of key capability skills

Social and emotional wider enrichment including community working

Vertical skills progression through structured knowledge curriculum

Challenge and support through design/plans – independence, advocacy, child led

This set of tools is not in hierarchical order of effectiveness nor is every possible tool listed.

Seven clusters of capabilities to be measured through collective self-evaluation on a termly basis and captured using the Radar chart type tool. This determines how curriculum opportunities will be planned to address the identified capabilities gaps analysis.

The capability growth is a key mechanism for ensuring children are **well rounded learners equipped with the capabilities to succeed in all situations**.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

CURRICULUM/DELIVERY BLOCKS - 1

Anchor subjects (maths, English, science) provide the means of access to greater curriculum content. Reason for KS1 curriculum being more dedicated to rapid anchor subject skill and knowledge acquisition.

English is the first anchor subject within the curriculum offer. Prioritised at KS1. Reading, comprehension and writing taught using cross curricular texts balancing technical skills and broader subject knowledge.

Maths is the second anchor subject. Its knowledge and concepts are taught in logical progressive order with units comprising pure maths and applied maths. Maths learning at KS1 takes precedent to ensure basic concept knowledge and application is fully embedded prior to children entering KS2.

A **learning map** through the full termly curriculum offer will be created for each class each term. The **learning connection blocks** and links will be clearly planned and reported to all stakeholders and published on school websites. **Plain English** to be used rather than educational jargon.

Learning from one-year group to the next will also be subject to effective delivery of logical curriculum fluency.

High quality learning mapping and connection block planning is vital for the success of this curriculum design. To achieve good curriculum fluency logical and relevant connection links must be made through subjects and through good growth towards a better capability maturity. The skills of the class teacher and the individual subject leaders are key to the success of this part of the curriculum delivery.

MAT standardised curriculum mapping and planning tools have been designed to help schools produce functional and comprehensive curriculum provision delivery.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Implementation

CURRICULUM/DELIVERY BLOCKS - 2

Learning connection blocks are created which bundle relevant and related subject knowledge, skills and capabilities into a short unit of work. Example learning connection block titles could be **inheritance**, **exchange and conversion** or **conflict**.

The blocks emphasise a **cross-curricular application of capabilities and knowledge** shared by subjects but also stress the must of **main subject learning intention** being the priority. If teaching a geography lesson, the **primary intention** must be a geography specific intention which **children fully understand**.

Learning connection blocks are chosen to best fit the intentions to be taught in that term. For example, using maths application alongside science, DT and computing together in one learning connection block for a certain number of weeks. DT could be the main taught intention for a lesson, but maths understanding is being practiced through the DT elements.

Capabilities self-review of the class collective helps inform teachers best plan how to deliver subjects to best increase deficient capabilities e.g. if a class is weak in relationship together they plan lessons to work on this capability over the learning connections block and the term as a whole. **Class collective review** of capabilities are repeated at the end of the term to evidence impact of learning connection blocks on class capabilities

The assessment of individual children's progress within the curriculum will continue to focus on key **age-related academic benchmarks** in individual subjects using the NC14.

Assessment against **capability maturity** will be always completed as a class collective process rather than at an individual child level.

Lived Values *(examples are kindness, equality, respect, generosity)*

Impact

Context, Clarity and Capacity

CAPABILITIES CURRICULUM - IMPACT 1

Curriculum intent (therefore MAT and school vision) will be the focus of all strategic impact measuring to ensure the intent/vision is being fully empowered through the provision offered by the school.

Impact scale tools will be used to measure overall school and individual class growth against each of the three strategic theme elements.

Strategic themes will be evaluated against a **combined 12-point scale** (up to 4 marks for each theme as this leads to clarity of judgement which avoids the middle ground/neutral self-evaluation judgement). Impact judgements for each theme informed by hard/soft data including formative and summative pupil assessment, school self-review judgements, pupil voice and capability phase measures.

Strategic theme scales will use the Radar chart triangulation diagram (see page 13) to create a visual holistic qualitative judgement of the schools impact against its intent/vision (bigger the triangle the better the quality of provision and outcome)

Radar Triangulation diagram will measure impact on a scale of **4- mostly** to **1- rarely**

A triangulation diagram will use the score from each of the three strategic themes which will provide the scaled score for the whole school diagram. **Each of the three strategic themes is considered of equal importance to the development of a capability mature child.**

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact

CAPABILITIES CURRICULUM - IMPACT 2

Scaling impact against the capabilities strategic theme will be completed at individual class level each term using the **Radar chart** tool (see page 13). This data will be used to inform planned **learning connection blocks** and how they are delivered to ensure weaker capabilities are addressed through the planned curriculum offer

Scaling impact against the three strategic themes will be completed at school level using the triangulation diagram tool.
Key Question - Is the school empowering its intent/vision? **1 – rarely, 2- intermittently, 3- regularly, 4 – mostly**

Strategic Theme (rated 1 to 4 overall for each theme not for each statement)		
Wisdom	**Knowledge**	**Capability**
School ethos explicit and lived with rules and consequences clear and consistently followed staff and pupils understand school intent and behave in accordance.	Curriculum broad and deep with children communicating curiosity to learn.	Children show ability to learn and grow in all subjects and learning activities. They are capability mature.
Collective worship giving space for contemplation and reflection. children behave with thought and care.	Knowledge taught appropriately to each year group with no repetition but learning connection links to prior learning.	Children able to talk about their learning and how they hope to improve social and emotional capabilities.
Anti-social behaviour and prejudice is treated appropriately so that children grow into socially and emotionally mature citizens.	Test results and teacher assessments show good progress in all subjects with sufficient inclusive provision for SEND and GDS.	Children cope well in unexpected circumstances using resources and own capacity to achieve their best.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact

CAPABILITIES CURRICULUM - IMPACT 3

Scaling impact within an **individual strategic theme** can also be completed. This then forms part of the evidence base to create the holistic overall school self-evaluation judgement of school effectiveness.

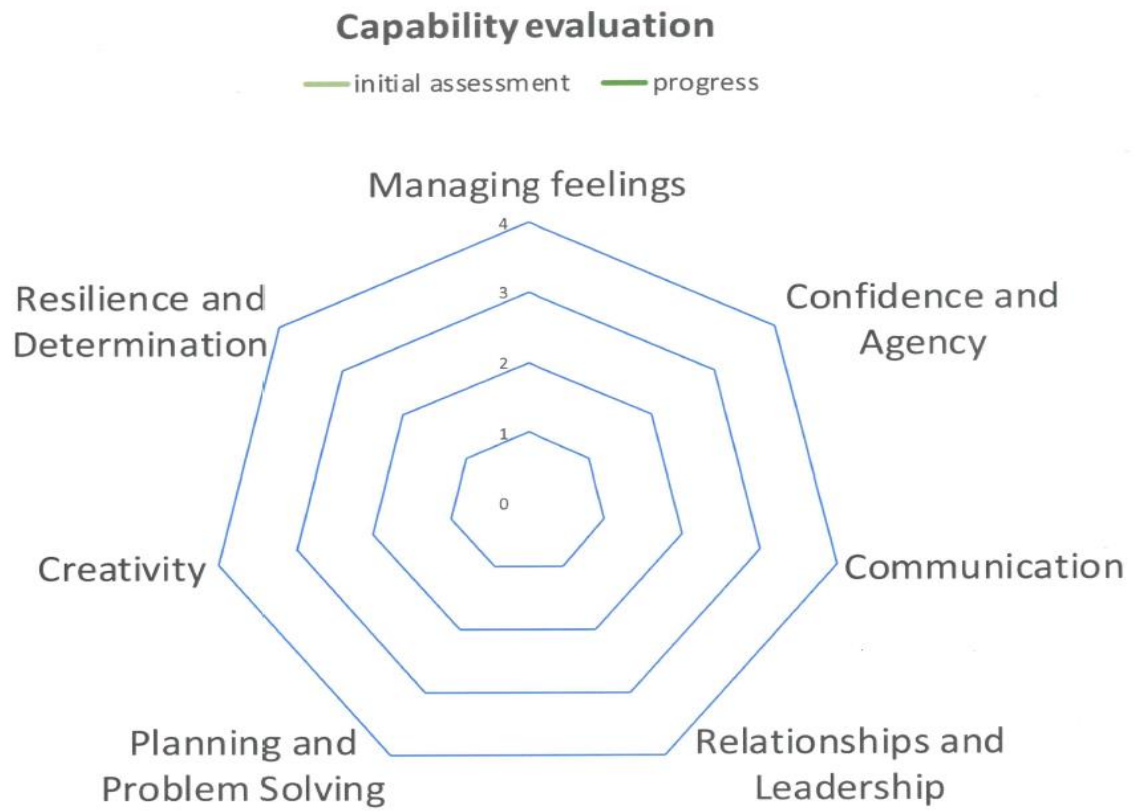
School SEF and AIP documents will reflect the capabilities curriculum structure and will provide opportunity for schools to demonstrate the quality of delivery of their intent to provide for the **growth of the whole child**.

Sources of impact evidence	
Wisdom	Pupil and stakeholder voice, rights and responsibility displays, instructions around site, lived ethos noticeable amongst all stakeholders, playground observation, collective worship records, timetabled reflection, positive attitudes to problems, vision visible through daily operations, community and church advocacy
Knowledge	Formative and summative assessment, gaps analysis, teacher assessment, VL rubrics, provision of wider subjects, moderation and benchmarking, ARE and GDS outcomes, planning quality, learning connection monitoring, discussions with children about learning, before/after knowledge maps, internal and external QA monitoring
Capability	Collective class self-review against capability scales, learning provision adjustments captured in planning, QA monitoring of observable capabilities, formative and summative assessment, discussions with classes, family engagement meeting data, attendance

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact

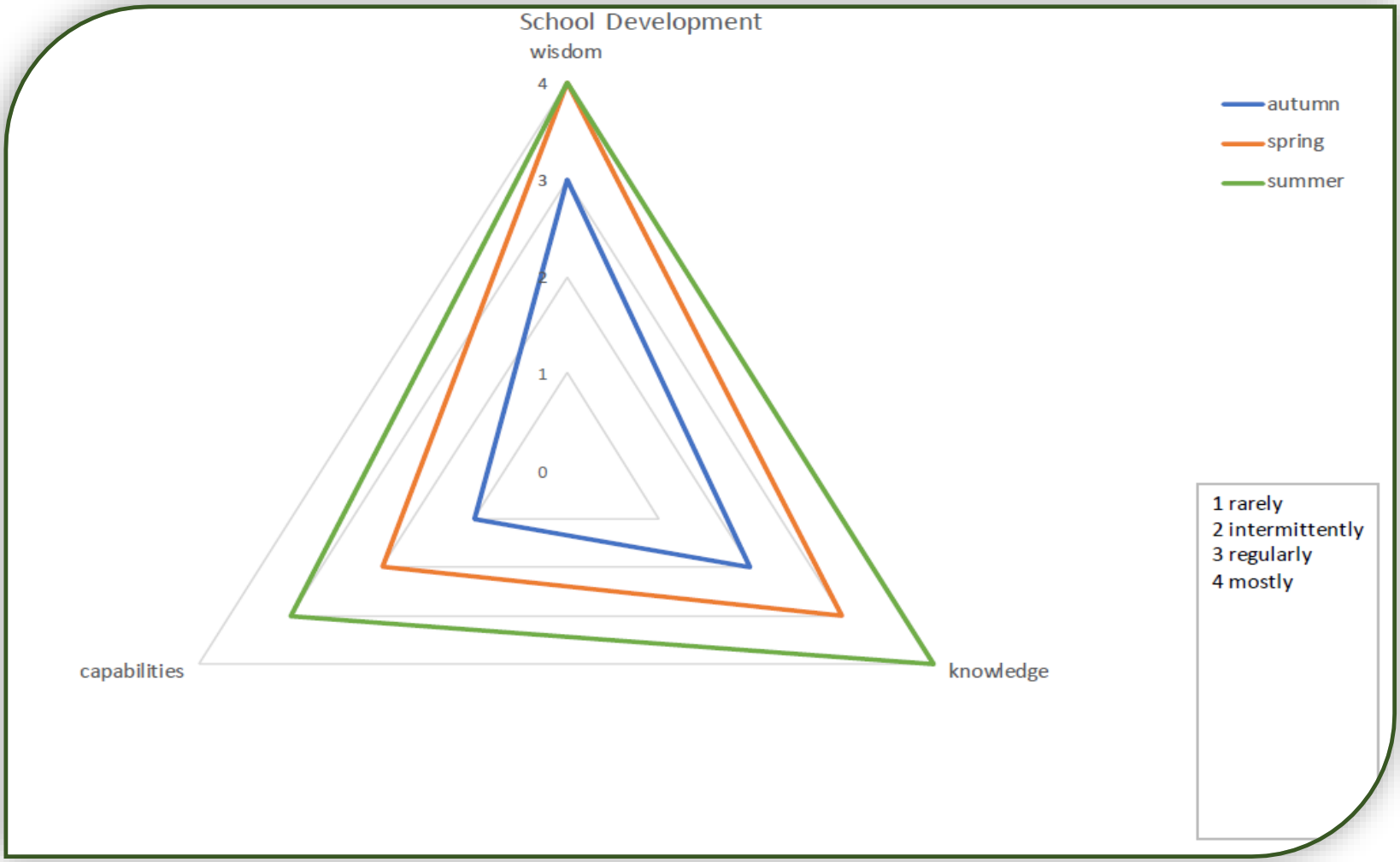


Your class must vote on how each capability is progressing and place a dot on their spider diagram. Everybody gets one vote each. The teacher may overrule the class result by one grade but no more. Each half term the class votes on their capabilities and records it on their own class spider diagram. Working on one capability will improve them all, and as the classes progress they will change which capability they feel they need new support in.

Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Impact



Lived Values *(examples are kindness, equality, respect, generosity)*

Context, Clarity and Capacity

Definitions

Clarity of Purpose – defining the whole MAT or school vision and intent

Intent – purpose and outcomes of the curriculum model

Capability Mature – child who has demonstrated social and emotional capability in a range of situations

Capabilities – seven social and emotional capabilities required to be an effective learner and effective participant in wider society

Curriculum Tools – set of ideas, practical activities and evidence sets which support the full implementaion, operation and growth of the curriculum design

Lived Wisdom, Lived Behaviour, Lived Ethos, Lived Values – observable features of the school which demonstrate the school vision, ethos and attitudes, behaviour and social justice are operating on a daily basis to ensure wisdom growth is an effective part of the school culture

Learning Powers – focussed and specific skills an individual demonstrates related to effective learning (e.g. skills required to be a good learner)

Strategic Themes – overarching intent of the curriculum design

Implementation – how the curriculum model is structured, the manner in which learning connection blocks are organised, the planning and assessment procedures of the curriculum model, the nature of the quality assurance and the operational delivery of learning at all KS

Curriculum Fluency – curriculum design which makes effective and logical learning links across the whole curriculum offer

Anchor Subjects – maths, English and science providing “golden threads” through other subject areas and which provide an access point for all learning

Learning Connection Blocks – planned short units of learning which link subjects together under a common idea or theme

Knowledge or Learning Maps – strategy to capture key learning knowledge required by children and to ensure knowledge is fully embedded

Vertical Growth Progression – essential knowledge/ skills required by children at different age related points in their primary career, age related expectations from Y1 to Y6

Horizontal Growth Progression – essential breadth/depth of knowledge/skills and capabilities required by children to ensure curious learners