

An Active Schools approach

What are we trying to achieve in Stockton?

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Stockton Priorities – Primary

- Further improve Reception outcomes, in particular communication & language;
- Further improve outcomes for pupils eligible for Pupil Premium;
- Increase numbers of pupils reaching the higher standard;
- Support schools in developing their curriculum offer;
- Mental health and well-being of pupils

Active schools approach

Activity	Potential impact
Active travel, active breakfast club, active learning	Readiness to learn
Sports teams, representing school	Increased confidence, self-esteem, raised aspirations ... higher attainment across curriculum
Active play, team games, leadership	Language and communication skills
PE curriculum that explicitly teaches a breadth of skills as well as physical skills	communication, teamwork, organisational skills, resilience
All of the above	Positive impact on mental and physical health and well-being .. learning and attainment

Ofsted Framework Sept. 2019

- Intent – rationale, an ambitious curriculum, curriculum concepts (senior and middle leaders' understanding of curriculum design)
- Implementation – how curriculum will be delivered
- Impact – pupils succeed in learning, parity for all

INTENT

- What is the context of your school?

Social context

Health indicators

Local heritage

Academic context

School Improvement plan

- How can an Active Schools approach support the above?
- Coherent rationale, curriculum ambition, curriculum concepts

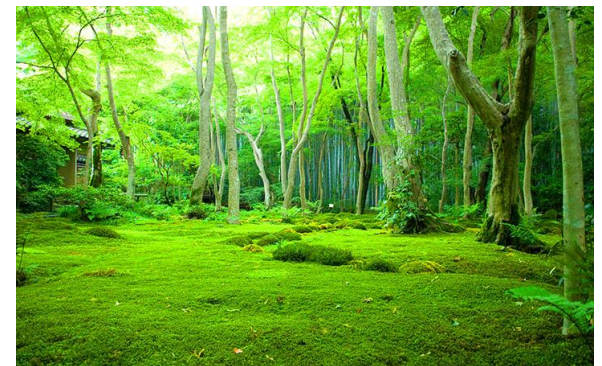
Mapping it out..... 1

Overarching principles and values

What is the overall terrain you will cover?

You can't be everywhere at once!

What is most important to your school?



IMPLEMENTATION

- How is your curriculum delivered?

subject leadership

subject knowledge

curriculum planning

equitable delivery

depth and coverage

progression model

Mapping it out..... 2

Knowledge – specific places on the map, connected to other places.

What knowledge is important for your pupils to acquire?



Children and Young People

Mapping it out..... 3

Types of knowledge – subjects

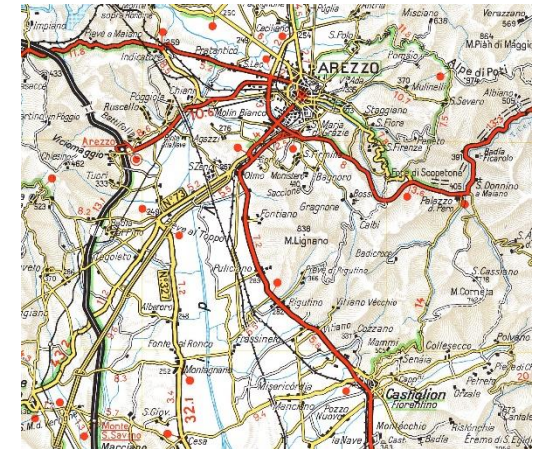
Specific places on the map, connected to other places.

Big ideas linked by knowledge paths of various kinds.

Different forms of knowledge:

Knowing about a place.

Knowing about a place by being there.



Mapping it out..... 4

Pedagogy and ways of thinking – Modes of transport.

Different transport needed for different terrains.

How will pupils learn?

Metacognition.



Mapping it out..... 5

Memory and schemes of learning

The more we go somewhere, the more we get to know it; more familiar with routes, details, experience of being in that terrain.

If I visit NYC several times and read a lot about it I will be more familiar with it than somewhere I've only visited once.

Mapping it out..... 6

Fluency and expertise

- Exploring a terrain requires specialist knowledge to navigate and knowledge of the places there.
- Initially I might stick to the paths.
- I might need to learn to ski!
- With practice – fluency, confidence - I might travel along different paths, go ‘off piste’, in more challenging directions.

IMPACT

- How will you measure curriculum impact?

Academic attainment

Physical health and well-being

- Successful learners
- Parity for all groups of learners

Curriculum indicators

1a Clear and coherent rationale for curriculum design

1b Rationale and aims of curriculum design shared across school and fully understood by all

1c Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts

1d Curriculum coverage allows all pupils to access the content and make progress through the curriculum

2a The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications

2b Curriculum principles include the requirements of centrally prescribed aims

2c Reading is prioritised to allow pupils to access the full curriculum offer

2d Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum

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