



Pirton Hill Primary School

Our Curriculum Story

Our School's Overarching Values

Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

Please also refer to our school vision, available here: www.pirtonhill.com/visions-and-values/

Our Timeline for Developing the Pirton Hill Curriculum

Our timeline for the development of our curriculum was devised based on our school self-evaluation and pupil outcomes.

First Phase – English (2017-2019)

Our development of the English Curriculum involved implementing a new approach to teaching Guided Reading, using Accelerated Reader to support home learning, reviewing the teaching of phonics, implementing Talk for Writing and devising a new scheme of work.

More information on Reading is available here: www.pirtonhill.com/reading-at-pirton-hill/

More information on Writing is available here: www.pirtonhill.com/writing-at-pirton-hill/

Second Phase – Maths (2018 – 2020)

Our development of the Maths Curriculum involved implementing the White Rose Scheme, TT Rockstars and Numbots and developing a mastery approach to teaching.

More information on our approach to teaching Maths is available here: www.pirtonhill.com/maths-at-pirton-hill/

Third Phase – Wider Curriculum (2019 -2021)

The development of our curriculum intent for the non-core curriculum (*e.g. Science, Geography, History, Art, DT, Computing, PE, PSHCE, Languages, Music, RE*). This is outlined below. *Note: this was impacted by the disruption to learning (March 2020 – July 2020)*

More information on our wider curriculum is available here: <https://www.pirtonhill.com/curriculum-overview/>

Our Curriculum Documents

Our Curriculum Intent documents are published on the school website and provide a summary of what we expect each child to learn every term (www.pirtonhill.com/curriculum-overview/).

The wider curriculum is organised into “topics” – where the children learn the identified knowledge, skills and vocabulary to earn a badge for each topic.



The Curriculum Intent:

This is the published document which summarises the key learning for each term.

For PE, Languages, RE, PSHCE and Music, learning is identified for the year (rather than each term).

Year Group	Term	Topic	Learning Objectives	Skills	Knowledge
Year 1	Autumn	Topic 1	Learning Objectives	Skills	Knowledge
Year 1	Spring	Topic 2	Learning Objectives	Skills	Knowledge
Year 1	Summer	Topic 3	Learning Objectives	Skills	Knowledge
Year 2	Autumn	Topic 4	Learning Objectives	Skills	Knowledge
Year 2	Spring	Topic 5	Learning Objectives	Skills	Knowledge
Year 2	Summer	Topic 6	Learning Objectives	Skills	Knowledge

The Curriculum Cards:

These documents are for teacher use only and provide detailed information on the knowledge, skills and vocabulary to be taught for each badge, as well as links to prior learning.

Year Group	Term	Topic	Learning Objectives	Skills	Knowledge
Year 1	Autumn	Topic 1	Learning Objectives	Skills	Knowledge
Year 1	Spring	Topic 2	Learning Objectives	Skills	Knowledge
Year 1	Summer	Topic 3	Learning Objectives	Skills	Knowledge
Year 2	Autumn	Topic 4	Learning Objectives	Skills	Knowledge
Year 2	Spring	Topic 5	Learning Objectives	Skills	Knowledge
Year 2	Summer	Topic 6	Learning Objectives	Skills	Knowledge

A Child-Centred Curriculum

The curriculum was designed with the child at its heart – ensuring that they learn what they need to, in a progressive structure that they understand, are motivated by and that allows them to develop decontextualized skills and a broad vocabulary, as well as retaining the required knowledge.

The curriculum design also has the needs of different learners intrinsically planned for. *For example, for children with SEND, the explicit prior learning allows teachers to track back easily to plan from their starting point.*

Underpinned by Metacognition

Metacognition is a child’s ability to be aware of what they are thinking about and choosing a helpful thought process. This simply means that metacognition is thinking about thinking.

Our child-centred curriculum is underpinned by research into effectively developing metacognition. A central principle is that the progression of knowledge, skills and vocabulary is explicit to children, that they understand how and why they are learning what they are currently learning, so that they develop strong links to other learning (schemata).

The published curriculum is also supported by our learning behaviour curriculum, the Pirton Hill Characteristics of Effective Learning. These are about developing their engagement (playing and exploring), their motivation (active learning) and their thinking (creating and thinking critically) – and we recognise that these underpin all learning and support a child to remain an effective and motivated learner through life.

More information on our the Pirton Hill Characteristics of Effective Learning is available here: <https://www.pirtonhill.com/learning-behaviours-at-pirton-hill/>

The Use of Badges

Gaming is a major part of the digital world that our pupils are growing up in (*the 2018 global revenue of the gaming industry was almost 2.5 times more than the total revenue of the music and film industries combined*) and, by the age of 6, the vast majority of children (over 80%) regularly play video games.

Gaming designers use a range of different strategies to encourage players to keep playing... strategies that are increasing in a range of different contexts to get people to interact with the different brands. This is called “gamification”.

Gamification is “*the application of typical elements of game playing to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service.*” It uses clever psychology to appeal to a number of human instincts:

- The desire for rewards – we all like rewards/prizes, they make us feel good (extrinsic motivation)
- The desire to progress – naturally, as humans, we like to progress. We enjoy the feeling of improving and getting closer to achieving our goal.
- The desire for competition – we all like to win; this is part of our survival instinct. The desire to win (and be the best) is even stronger when we know our rivals
- The desire for recognition & status – boasting about our achievements is part of human nature.
- Our inherent altruism – humans have a natural tendency to want to help others, it makes us feel better about ourselves.

These techniques work for gaming, and gamification works for big brands (*it is worth around \$10 billion to the US economy each year!*), so we have applied this to the children’s learning at Pirton Hill.

A Common Curriculum Language


The use of the badges intentionally provides a common, and easily accessible, language for children, parents / carers and the school to talk about the curriculum – including for those who have English as an additional language.

- For the children they are a motivational tool and a reward system, at the time of learning, but – also provide a device to help them commit the learning to their long-term memory. This is a useful metacognitive hook when can be used when needing to recall the learning in the future.
- For the parents / carers the badges, along with the key learning for each badge - summarised on the published curriculum intent, provide sufficient information to be able to talk to their child about their learning and support them, without being inaccessible or daunting.

For both children and parents, the mapping in of the wider opportunities (inc. visits and visitors) allows children to look forward to upcoming badges and parents / carers to know how they can be involved and the pattern of the school asking for voluntary contributions.

Reporting to Parents / Carers

Our curriculum structure allows us to report simply to parents / carers and children on their attainment in each badge (against the summary of learning identified on the Curriculum Intent.)

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Our Non-Core Curriculum Development Process

