

The Mission Curriculum (ELM)

Rationale

Research suggests that schools are not preparing pupils with the necessary skills for the future Wagner (2008), (Birkhead (2009), DFE (2010) Claxton (2012), Ginnis (2012). We wanted to design a meaningful and relevant curriculum, which met the needs of the pupils, staff and community, whilst also ensuring that pupils developed the necessary skills sets and dispositions to enable them to succeed in the world or work.

We have paired this with Ofsted's research findings ref: 180035 An Investigation into how to assess the quality of education through curriculum intent, implementation and impact (Dec '18). See Appendix 1.

Intent

We have embarked upon this journey of curriculum development in order to improve outcomes for children, academically, personally and socially. Our curriculum needs to provide outcomes for 21st Century children.

Pupils will take responsibility for their own learning by:

- Problem solving and working things out;
- Investigating and finding out for themselves;
- Collaborating and working as part of a team;
- Making decisions for themselves;
- Organising themselves and their work;
- Deciding how they will communicate and present their work;
- Being independent and resilient.

We have therefore developed a research based collaborative approach to teaching and learning, which will allow these skills sets and dispositions to be developed.

Overview

England Lane Mission (ELM), is our approach to teaching the wider Foundation Curriculum as well as some aspects of science. It is based on creating realistic learning contexts through child-led learning opportunities. We use moments of shared experience as the engine room

for generating genuine excitement and engagement for learning and then develop this energy as a way of integrating the curriculum and making learning more purposeful and meaningful for children.

The mission curriculum is a problem solving based approach to teaching and learning, “an approach to the whole curriculum.” In order for children to understand the world in which they live and develop crucial life skills, the teacher facilitates work on real life situations. Although the curriculum is very much directed by the children, who work in focused teams, the teacher, as enabler, provides a context for learning through visionary opportunities, in the form of missions (challenges, problems and enterprises – see Appendix 2). This independent learning ensures that children are immersed in judging situations, problem solving, questioning, presentation and innovation. In order to find a solution to a given problem (their mission), they work in one of several enterprise teams.

When planning their work for the mission, the children have to consider these six essential elements. These are:

- Global Awareness;
- Research and Technology;
- Environment and Sustainability;
- Lifestyle;
- Communication;
- Presentation.

Planning is very much child led with each team working together in order to find a solution to the mission they have been set. The children develop their own success criteria, thus identifying the skills needed for the task. The teacher supports, often adding additional problems and challenges in order to meet the requirements of the National Curriculum. The application of reading, writing, communication and mathematics skills can be clearly seen within each ELM.

This curriculum really is something to be celebrated. Pupils are engaged and enthused; they work together independently and collaboratively, they take on specific roles and responsibilities, question, negotiate and solve problems.

National Curriculum Coverage

- Children are asked what they would like to learn about each academic year through the school transition sessions in the Summer Term
- An ELM is chosen in each age phase using the children's ideas for each half term or term
- The children are given a Mission question and this initial discussion informs the teachers' planning through further questions around the Mission
- The teacher groups the children's questions and feeds these into subject and curriculum areas in their planning grids using the essential elements

- The teacher links the National Curriculum areas to the coverage that will be taught during each mission and highlights the skills progression map
- The skills progression map is annotated with each class' coverage during each mission and kept as a record to pass to the next teacher. These are filed in paper copy by the Curriculum Lead.

Appendix 1

Curriculum Policy - using Ofsted recent research findings in academy subject/curriculum reviews

Our current curriculum policy is updated regularly. The academy is in the process of reviewing the wider curriculum. Our aim is to review the curriculum in each subject by September 2020.

Ofsted has recently conducted a substantial piece curriculum research. Findings were published in December 2018: '**How to assess the quality of education through curriculum intent, implementation and impact**'. The report identified that where curriculum intent and implementation are strong, the following statements apply:

Strong intent, strong implementation of curriculum

- High levels of accountability (knowing what is implemented and learned)
- Clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (assessment)
- Teacher subject knowledge is consistently strong across the school, phase, key stage, and department
- Senior leaders make it their business to check implementation of the curriculum – it is not left to chance
- Leaders ensure that all groups of pupils can access the curriculum well
- In primary schools, leaders understand all the component strands of the national curriculum – e.g. they check that the component parts of the technology curriculum happen – planning, designing, making and evaluating

The same research report also identifies potential 'indicators' of a strong curriculum. Inspectors involved in the research identified some indicators as being most important and these were picked out in the report's findings – these are highlighted in red. We will use these indicators to help us assess success in our curriculum development and review:

- Rationale and aims of the curriculum design are shared across the school and fully understood by all
- Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
- Curriculum coverage allows all pupils to access the content and make progress through the curriculum
- **The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications**

- Curriculum principles include the requirements of centrally prescribed aims
- Reading is prioritised to allow pupils to access the full curriculum offer
- Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum
- Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
- **Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum**
- Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well
- **Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met**
- Leaders enable curriculum expertise to develop across the school
- Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation
- **The way the curriculum is planned meets pupils' learning needs**
- **Curriculum delivery is equitable for all groups and appropriate**
- Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum
- The curriculum has sufficient depth and coverage of knowledge in the subjects
- **There is a model of curriculum progression for every subject**
- Curriculum mapping ensures sufficient coverage across the subject over time
- Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
- Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff
- There is no mismatch between the planned and the delivered curriculum
- The curriculum is successfully implemented to ensure pupils' progression in knowledge – pupils successfully 'learn the curriculum'
- The curriculum provides parity for all groups of pupils

Appendix 2

YR5/6 ELM: How did the Mayan Civilisations thrive and survive?

GEOGRAPHY: YOUR MISSION IS TO CREATE A FACT FILE ABOUT THE PHYSICAL AND HUMAN GEOGRAPHY OF THE MAYAN WORLD AND PRESENT IT IN AN INTERESTING WAY







Create a fact file about the physical and human geography of the Mayan world.

What were their main difficulties? How did they overcome them?

What were the advantages of living where they did?



LO: To communicate geographically

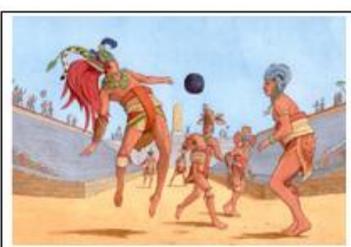
Websites: <https://kidspast.com/world-history/mayans/>

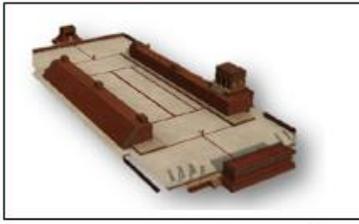
YR5/6 ELM: How did the Mayan Civilisations thrive and survive?

ICT: YOUR MISSION IS TO CREATE A LEAFLET ABOUT THE GAME OF POK-TA-POK & TO DESIGN A POSTER ADVERTISING A MATCH



A Pak-ta-Pak arena






POK-TA-POK

Who played this game?

Why was it played and when?

What were the rules?

Pitch size and location?

What else happened around a match?

LO: To communicate

Websites: <http://mayaarchaeologist.co.uk/index.php/2016/12/16/pok-ta-pok/>
<https://www.youtube.com/watch?v=iKvQjgC9sIY>