

## Pre cursor to Chapel St Leonards Primary School Curriculum Vision Document

**Knowledge:** is the theoretical or practical understanding of a subject. (Lauby 2013)

**Skills:** are the abilities or proficiency developed through training or experience (Lauby 2013)

**Fluency:** A mastery approach planning teaching sequences is vital as “one off activities, which do not provide for repetition, revision and deeper understanding are likely to be forgotten... Mastery has implications for working memory and long-term memory. The more the basics are practised the more secure the links with the underlying principles”

Interleaving concepts, subject areas, knowledge and skills “provides a form of spacing, PAGE 48 make it stick book)

**Appreciation:** It is vital to ensure that learning is meaningful and purposeful. This involves making sure that learning is relevant, links coherently and involves learners within the whole process of teaching and learning. A sound way of looking at this is through the “We are learning this... so that...” model (Elder 2012)



SMSC and British Values are threaded throughout the curriculum to ensure that children understand the importance of life both inside the school, their village and further afield

**Metacognition:** Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. Metacognition aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement (EEF 2018). LORIC themes (learning behaviours are used) to develop the children’s metacognition.

Pupil voice is used to give children an understanding of democracy and ownership of the things that go on in their school and village (Mini Police, House Captains, School Council, Pupil Voice surveys)

**Formative Assessment:** Use of formative assessment helps us to ensure that knowledge and skills are developed and that the needs of the learners are put first this ensures that teaching and learning is responsive to their needs during lessons, as a result of a lesson, as a result of a piece or work or previous themes or topics. Formative assessment is vital when it “encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam 1998)

**Locality:** The local areas is used where possible to enhance the curriculum but also give the children an appreciation of the locality that they live in. “A richness of local voices and views from which learning can take place” (Myatt 2018)

### **Beach School**

Why do we have a Beach School?

Our Beach School is a way of giving children the opportunity to learn and develop in a natural environment, sparking their intrinsic motivations to explore, create and be curious about the world around them. Our Beach School provides an opportunity for holistic development for children, giving them good foundations for the rest of their life.

## Why do we have a Beach Schools?

Beach Schools follow the Forest School ethos. A key theme of the Forest and Beach Schools ethos is creating relationships with nature. Children that attend Beach Schools get an amazing opportunity to connect with the natural environment of the beach; pebbles, sand, water, oozing mud as well as all of the habitats for wild animals. This offers a chance for children's education to be completely learner centred. Children are involved in the decision making process about their experiences of the beach, their learning.

Beach Schools give children the opportunity to develop holistically. Holistic development combines an individual's mental, physical, social, emotional and spiritual growth. By giving children the opportunity to develop in an environment such as those in Beach Schools, there is an increased potential for learning. From running free along the beach, outdoor cooking, bird watching, tracking animals footprints, jumping over the waves, exploring crabs habitats to watching the local wind turbines work, the beach provides a wealth of learning opportunities. Being outside and being able to access these learning opportunities at the same time as being able to take in the fresh air and observe natural occurrences, we believe provides an even more amazing experience for children. Not only does Beach School provide these experiences, it also provides the opportunity for the magic of awe and wonder to inspire children's thinking and ideas.

Another strong principle of Forest Schools and therefore Beach Schools is the opportunity for safe risk taking. We use a risk benefit analysis to ensure that children can take their paths of play, learning and development to where they want. This is a vital part of ensuring that children can take risks without the worry or input from an adult. When adults feel confident in what they need to do to ensure risky activities stay safe, children can take the risks necessary to develop their theories of play. Most of these risk taking activities also involve some kind of physical activity.

In a time that children are seen to be losing their connection to nature, deepening their connection to technology and (in some cases) spending less time outside than prisoners we feel so proud to be able to provide an opportunity that will hopefully give our children the chance to develop their relationship with nature and their lifelong skills outdoors.

## What happens at Beach School?

Beach School is about educating children through a variety of fun games and activities; raising awareness about their local coastal environment and how they can help to sustain it for future generations. These are just some of the topics we might explore:

- How to behave sensibly and act responsibly when using the beach
- Seasons and tides
- Pressures on the marine environment; including over fishing and marine pollution
- Species identification and information
- How marine flora and fauna are adapted to survive in their environment
- Mini beach cleans
- Environmental/marine art
- Topic related learning
- Team games and activities
- Free play
- Shelter building

Through these activities children will also develop important life skills such as team working, confidence in an outdoor setting and emotional intelligence.

**Visits and Visitors:** The curriculum will be enhanced with visits and visitors whilst remembering our purposeful value. School funding should be used to ensure the equality of access for all. "The purpose of

visits and visitors is to cement the curriculum... both visits and visitors can enhance and deepen knowledge but only if they are planned and contiguous to the subject." (Myatt 2018)

**Experiential learning:** *"In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking."* (Lewis and Williams 1994) We understand that an experiential approach helps learning to 'stick' and as with visits and visitors can provide the stimulus for high quality work but wide ranging engaging approaches must result in children making rapid progress in their learning and achieving the objectives set (we are doing this... so that...)