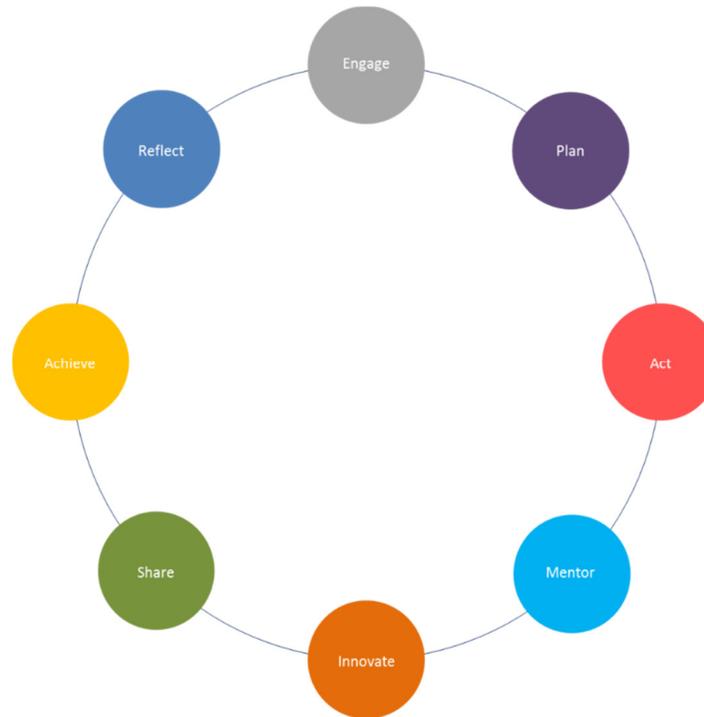


World Class Curriculum Handbook

The World Class Curriculum¹ is underpinned by 8 non-negotiable principles, designed to create optimum learning conditions and provide pupils with memorable, purposeful and highly effective educational experiences. The principles are not intended to be taught in a specific sequence.



¹ - Core curriculum provision, fully referenced to the National Curriculum



Emerging	Developing	World Class
<ul style="list-style-type: none"> • The culture of the school provides infrequent opportunities for staff to take risks. Innovation in teaching and learning is rarely promoted. • The school day is heavily structured, with limited flexibility to accommodate pupils' emerging needs. • The classroom environment is predominantly organised in a traditional way, with minor areas of the class themed to reflect the World Class Curriculum theme. • Pupils have limited access to emerging technologies to support their work within the World Class Curriculum. • Pupils often display the skills and attributes which support collaboration and working with autonomy and are keen to succeed. 	<ul style="list-style-type: none"> • The culture of the school supports teachers to explore innovative and risk taking teaching strategies. • The organisation and structure of the school day incorporates some flexibility to reflect the changing needs of pupils. • Major elements of the Learning Environments² challenge the traditional view of the classroom and are beginning to facilitate immersive learning. • Emerging technologies are sometimes used effectively used to support pupils' work within the World Class Curriculum • With guidance, pupils display the necessary skills and attributes to collaborate and work autonomously. 	<ul style="list-style-type: none"> • A school culture exists whereby teachers are motivated and trusted to continuously take risks and innovate in ways that are right for their pupils. • The organisation and structure of the school day adapts to reflect the changing needs of pupils, with teachers expertly facilitating learning. • All-encompassing Learning Environments effectively challenge the traditional view of the classroom, create a sense of awe and wonder and facilitate immersive learning. • Emerging technologies are routinely and effectively used to support pupils' work within the World Class Curriculum • Pupils display the necessary skills and attributes to collaborate widely and also to work with autonomy. They are driven to succeed and think critically when faced with a challenge. • Teachers are committed to making themselves aware of the latest research and developments in education and applying this knowledge in their approach to teaching.



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Minor elements of the Learning Environment are created to provide limited opportunities for pupils to become immersed in the physical space. • Although aesthetically pleasing, the core elements of the Learning Environment are rarely linked to specific activities relating to the World Class Curriculum theme. • Learning Environments are static, defined spaces that remain unchanged for the duration of the theme and, therefore, offer reduced scope for learning • Pupils rarely have the opportunity to contribute and shape the design of the Learning Environment as the World Class Curriculum theme evolves. • World Class Curriculum themes begin with engagement activities³ but they may be limited in scope and capacity to fully engage and enthuse learners and do not necessarily extend beyond the first week. Additionally, they may not address specific curriculum skills. • Pupils rarely have the opportunity to take enquiry into areas of personal interest, with core learning already set by the teacher. • Pupils are not always clear on their targets for development, they may be poorly matched to a child's needs or unrelated to Pupil Profile⁴ statements • Recording methods and working arrangements are always set by the teacher and do not sufficiently allow pupils to consider how they learn best. • Pupils enjoy learning and work effectively within their own comfort zone, drawing on their existing knowledge base. • Teachers' sound subject knowledge enables them to deliver an engaging curriculum provision. 	<ul style="list-style-type: none"> • Significant elements of the Learning Environments are created to transport students to a time, place or event relevant to the curriculum theme. • Some elements of the Learning Environment are carefully linked to specific activities relating to the World Class Curriculum theme. • Learning Environments sometimes evolve beyond their initial design to retain pupil engagement and encourage deeper learning • Pupils sometimes have the opportunity to contribute and shape the design of the Learning Environment as the World Class Curriculum theme evolves. • World Class Curriculum themes begin with, and are sometimes punctuated by, engagement activities, which engage pupils in learning. • Pupils sometimes take enquiry into areas of personal interest and have the opportunity to work on and present their outcomes. • Pupils are set challenging targets to extend learning • Pupils sometimes have the opportunity to choose recording methods and working arrangements to match their preferred learning style. • Pupils show a great enjoyment of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to consolidate their knowledge, understanding and skills. • Teachers' good subject knowledge allows them to deliver an engaging curriculum provision and guide most pupils towards increasingly successful outcomes in their role as facilitators. 	<ul style="list-style-type: none"> • Learning Environments are carefully designed and created to form a visually stunning space and to replicate a time, place or event relevant to the curriculum theme. • The elements of the Learning Environment are linked to specific activities relating to the World Class Curriculum theme, with clearly defined learning outcomes to extend learning. • Learning Environments develop and change to retain high levels of pupil engagement, encourage deeper learning and in order for them to be adapted for different learning experiences. • Pupils have frequent opportunities to contribute and shape the design of the Learning Environment as the World Class Curriculum theme evolves. • World Class Curriculum themes begin with, and are often punctuated by, engagement activities, designed specifically to engage and enthuse pupils in learning. During these engagement activities, the timetable may be organised to develop skills in a discrete subject area. • Pupils are empowered to take enquiry into areas of personal interest and have the opportunity to work on and present their outcomes. • In collaboration with their teacher, pupils regularly review and set challenging targets from the Pupil Profile to extend learning. • Pupils know how they learn best and frequently have the opportunity to choose recording methods and working arrangements to match this. • Pupils have a love of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to consolidate and deepen their knowledge, understanding and skills. • Teachers' expert subject knowledge allows them to deliver a highly engaging curriculum provision and guide all pupils towards successful outcomes in their role as facilitators.

3 - Activities, often focussing on a discrete subject, designed specifically to engage pupils in their World Class Curriculum theme

4 - Individual education plan, detailing pupils' academic, social and emotional development



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Learning is loosely organised around a central theme using the Planning for a World Class Curriculum framework⁵. • Links between some curriculum areas are incorporated into an overarching curriculum plan, with several subjects taught discretely. • World Class Curriculum themes are characterised by learning experiences which are relevant and purposeful. • Lessons generally conform to previously held conventions around teaching and learning, with uniformly structured, time limited sessions. • High quality educational visits and visitors are broadly linked to the overall curriculum theme. • Pupils develop a range of skills within their subjects, particularly in English and mathematics, but rarely have the opportunity to apply these in a range of contexts. • Pupils are not routinely involved in the planning of their World Class Curriculum themes as they evolve. • Teachers' sound subject knowledge and use of assessment information allows them to plan work which is often challenging and usually matched to the ability of the majority of pupils. 	<ul style="list-style-type: none"> • Teachers have limited opportunity to contribute their own knowledge, skills and understanding to further develop the plans of other teachers. • Significant elements of learning are organised around a highly engaging theme, using the Planning for a World Class Curriculum framework. • Most curriculum subjects are incorporated into a cohesive plan, with subjects rarely taught in discrete sessions. • World Class Curriculum themes are usually characterised by learning experiences which are relevant, purposeful and set within real-life contexts. • Teachers sometimes make effective use of the flexibilities afforded to them within the school timetable to allow for lessons to vary in length and structure where this benefits pupils. • World Class Curriculum themes are complimented by well thought out and highly engaging educational visits and visitors which support learning in specific areas of the theme. • Some subjects and basic skills are necessarily taught discretely. • Regular opportunities are created, particularly in English and mathematics, for pupils to apply their knowledge, skills and understanding in a variety of contexts. • Pupils' views are often taken into consideration when as the World Class Curriculum themes evolve. • Teachers' good subject knowledge and effective use of assessment information allows them to plan work which is challenging and usually well matched to the ability of each pupil. 	<ul style="list-style-type: none"> • Teachers routinely contribute their own knowledge, skills and understanding to further develop the plans of other teachers. • Learning is organised around a rich, broad and highly engaging theme, using the Planning for a World Class Curriculum framework. • The overwhelming majority of curriculum subjects are incorporated into a cohesive plan, with subjects rarely taught in discrete sessions. • World Class Curriculum themes are characterised by learning experiences which are always relevant, purposeful and, wherever possible, set within real-life contexts. • Teachers are highly discerning and always effective in making use of the flexibilities afforded to them within the school timetable to allow for lessons to vary in length and structure where this benefits pupils. • World Class Curriculum themes are complimented by high quality, impactful educational visits and visitors, which are specifically linked to and bridge several subject disciplines. • Extensive, high quality opportunities are created, particularly in English and mathematics, for pupils to apply their knowledge, skills and understanding in a variety of contexts. • Pupils are directly involved in the planning of their World Class Curriculum themes as they evolve. • Teachers' expert subject knowledge and effective use of performance information allows them to plan work which is fully inclusive, highly challenging and well matched to the ability of each pupil.



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Skills and knowledge acquired during the World Curriculum theme allow children to reflect on their experiences without directly impacting beyond school. • Pupils show an awareness of a range of issues pertinent to the World Class Curriculum theme and use this information to begin to affect change. • Pupils are aware of what it means to be a World Class citizen, showing a basic understanding of the views, cultures and beliefs of others. • Pupils follow set lines of enquiry and seek out resolutions to problems. • Pupils engage in enterprise related activity under close adult supervision. 	<ul style="list-style-type: none"> • Skills and knowledge acquired during the World Class Curriculum theme often translate into actions which have an impact beyond the school. • Pupils are exposed to a range of issues pertinent to the World Class Curriculum theme in order that they might influence pupil's actions and lines of enquiry. • Pupils demonstrate good World Class citizenship, embracing the views, cultures and beliefs of others. • Pupils demonstrate autonomy in developing their own lines of enquiry and seeking out resolutions to problems. • Pupils engage in enterprise related activity with minimal support and are passionate about their learning. 	<ul style="list-style-type: none"> • Skills and knowledge acquired during the World Class Curriculum theme translate into meaningful actions which create real impact at a local, national or international level. • Pupils are exposed to a range of issues pertinent to the World Class Curriculum theme, including when these are sensitive or controversial, in order that they might influence pupil's actions and lines of enquiry. • Pupils demonstrate strong global citizenship, embracing the views, cultures and beliefs of others. They understand their role in the world and the impact they might have. • Pupils demonstrate high levels of autonomy in developing their own lines of enquiry and successfully find resolutions to problems. • Pupils engage unhesitatingly and independently in enterprise related activity and are passionate about their learning. • Pupils successfully develop and demonstrate the skills detailed in the Pupil Mentoring⁶ programme.



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Pupils’ social, moral, spiritual and cultural development is supported through the taught curriculum • Pupils’ behaviour is good. They are aware of their own responsibilities and act accordingly. • Teachers’ knowledge of pupils’ attainment and progress is limited to key assessment points in the academic year, with subsequent targets sometimes poorly matched to the child’s needs. • Pupils speak about their own learning, identifying their successes and what they could develop • Pupils have positive working relationships with staff but sometimes fear failure and are risk averse. • Pupils routinely expect teachers to provide resolutions to the challenges they face. • Pupils often engage in activities which promote their safety, health and wellbeing but sometimes need reminding to do so. • Pupils have some opportunities within the curriculum for their social, moral, spiritual and cultural development. 	<ul style="list-style-type: none"> • An effective mentoring programme exists to support the social, moral, spiritual and cultural development of target groups of pupils, with individual targets used effectively by teachers to promote lifelong learning skills. • Pupils learning behaviours are well developed and they have a strong sense of their own responsibilities within the school. • Teachers have a good knowledge of pupils’ attainment and progress at any point in the academic year, with subsequent targets matched to the needs of the majority of pupils. • Pupils speak articulately about their own learning, identifying their successes and what enables them to learn most effectively. • The majority of pupils have excellent working relationships with staff and, with guidance, are confident enough to take calculated risks. • Pupils draw on a range of skills to independently reach a resolution but sometimes rely on adult or peer intervention. • Pupils engage in activities which promote their safety, health and wellbeing for the majority of the time. • Pupils have numerous opportunities within the curriculum for their social, moral, spiritual and cultural development. 	<ul style="list-style-type: none"> • An effective, whole school mentoring programme exists to support pupils’ social, moral, spiritual and cultural development, with subsequent targets used effectively by teachers to promote lifelong learning skills. • Pupils are strong ambassadors for the school, demonstrating exemplary learning behaviours in their studies and acting as role models for others in the school. • Teachers have a detailed knowledge of pupils’ attainment and progress at any point in the academic year and set challenging targets to enable pupils to reach their potential. • Pupils speak articulately about their own learning, identifying their successes and what enables them to learn most effectively. They identify which skills from the Pupil Profile they need to develop in order to move forward. • The overwhelming majority of pupils have excellent working relationships with staff and are not afraid to make mistakes whilst also being confident enough to take calculated risks. • Pupils routinely draw on a wide range of skills to independently reach a resolution to a problem, with the teacher acting as an expert facilitator. • Pupils engage in activities which promote their safety, health and wellbeing at all times. • Pupils social, moral, spiritual and cultural development is at the heart of the school’s work



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Teachers are encouraged to seek collaboration opportunities with like-minded individuals and organisations. • School staff predominantly work autonomously • Stakeholders' skills and expertise are rarely sought and utilised to support the World Class Curriculum theme. • A positive partnership with parents is fostered through the regular reporting of pupils' progress and attainment through the Pupil Profile. • At the conclusion of each World Class Curriculum theme, pupils share the outcomes of their studies with their parents. • World Class Curriculum themes are rarely punctuated by enterprise related activities. 	<ul style="list-style-type: none"> • Teachers actively seek collaboration opportunities with like-minded individuals and organisations. • Teachers establish informal opportunities to successfully collaborate with individuals and organisations within their network. • Stakeholders' skills and expertise are sometimes sought and utilised to support the World Class Curriculum theme. • A strong partnership with parents is fostered through the regular reporting of pupils' progress and attainment through the Pupil Profile. • At the conclusion of each World Class Curriculum theme, pupils share the high quality outcomes from their studies with parents and stakeholders • World Class Curriculum themes are sometimes punctuated by enterprise related activities involving the local community and communities from further afield. 	<ul style="list-style-type: none"> • School staff and pupils are involved in delivering professional development opportunities for colleagues from other schools and organisations. • Teachers successfully collaborate with like-minded individuals and organisations in systematic way. • Regular opportunities are provided for school staff to work collaboratively, demonstrating the school's commitment to drive a self-improving system. • Stakeholders' skills and expertise are regularly sought and utilised to support the World Class Curriculum theme. • Excellent partnerships with parents are fostered through the regular reporting of pupils' progress and attainment through the Pupil Profile and supported by high quality and frequent dialogue. • At the conclusion of each World Class Curriculum theme, pupils exhibit the high quality outcomes from their studies which are presented to and shared with parents and stakeholders at a public event. • World Class Curriculum themes are routinely punctuated by enterprise related activities involving the local community and communities from further afield.



Emerging	Developing	World Class
<ul style="list-style-type: none"> • Most groups of learners, including SEN, make expected progress across the curriculum, developing good knowledge, understanding and skills. • Pupils talk enthusiastically about their learning • Pupils read texts from a limited range of subjects to a high standard, with fluency and comprehension appropriate to their age. • The proportions of pupils making expected progress in English and in mathematics is broadly in line with national figures. • The attainment of almost all groups of pupils is in line with national averages. • A significant proportion of pupils are well prepared for the next stage of their education – socially, academically and emotionally. • Implementation of the school’s assessment system promotes expected progress for the majority of pupils. 	<ul style="list-style-type: none"> • Most groups of learners, including SEN, make substantial and sustained progress across the curriculum, developing good knowledge, understanding and skills. • Pupils talk clearly about the knowledge and understanding they acquire • Pupils read widely and across some subjects to a high standard, with fluency and comprehension appropriate to their age. • The proportions of pupils making expected progress in English and in mathematics are high compared with national figures. • The attainment of almost all groups of pupils is above national averages or, if below these, it is improving rapidly. • Pupils are well prepared for the next stage of their education – socially, academically and emotionally. • Rigorous implementation of the school’s assessment system promotes at least expected progress for the vast majority of pupils. 	<ul style="list-style-type: none"> • The overwhelming majority of pupils make substantial and sustained progress across the curriculum, developing excellent knowledge, understanding and skills. • The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points. • Pupils articulate their knowledge and understanding clearly in an age-appropriate way and talk about links in their learning. • Pupils read widely and across all subjects to a high standard, with fluency and comprehension appropriate to their age. • The proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. • The attainment of almost all groups of pupils is significantly above national averages or, if below these, it is improving rapidly. • Pupils are exceptionally well prepared for the next stage of their education – socially, academically and emotionally. • Rigorous implementation of the school’s assessment system promotes rapid progress for the vast majority of pupils.



Emerging	Developing	World Class
<ul style="list-style-type: none"> • School leaders have a good understanding of school performance information, including key school priorities. • Teachers effectively use school performance information and key school priorities to reflect on and adapt their own practice. • Aspects of performance information, planning and pupils’ work, are used by school leaders to monitor school performance. • The views of all stakeholders are rarely sought in further developing the World Class Curriculum provision. • Performance information is continuously reflected upon to develop the World Class Curriculum provision. • Teacher feedback, both verbal and written, is sometimes used by pupils to allow them to reflect upon and improve their work. 	<ul style="list-style-type: none"> • School leaders, teachers and governors have a good understanding of school performance information, including key school priorities. • Teachers effectively use school performance information and key school priorities to reflect on and adapt their own practice. • World Class Curriculum information, including planning, performance information and pupils’ work, is used effectively by school leaders to monitor school performance. • The views of all stakeholders are sometimes sought in further developing the World Class Curriculum provision. • Accurate performance information is continuously reflected upon to develop the World Class Curriculum provision. • Helpful teacher feedback, both verbal and written, is regularly used by pupils to allow them to reflect upon and improve their work. 	<ul style="list-style-type: none"> • All school staff and governors have an accurate understanding of school performance information, including key school priorities. • Teachers effectively use school performance information and key school priorities to reflect on and adapt their own practice, driving their own professional development priorities. • World Class Curriculum information, including planning, performance information and pupils’ work, is used effectively by all staff to monitor school performance. • The views of all stakeholders are regularly sought in further developing the World Class Curriculum provision. • Accurate performance information is continuously reflected upon to develop and improve the World Class Curriculum provision. • Incisive teacher feedback, both verbal and written, is systematically used by pupils to allow them to reflect upon and improve their work.