

The focus of the New Ofsted Framework 2019, puts teachers and leaders in a position as ‘designers’ of the curriculum. Ben Rhydding has developed its intent for the curriculum, by developing the ‘big ideas’ that are the key disciplinary ideas and principles we want pupils to develop on their journey through school and beyond. These are more than objectives; these are a unification of knowledge in context; knowledge that leads to skills. As part of this process, pupils are encouraged to develop their own key inquiry questions and are allowed room to contribute and enjoy the intrinsic value of the subject. This is encouraged through classroom talk, understanding subject specific vocabulary and drawing out connections and themes in each subject.

The term ‘mastery’ has been used to mean developing expertise to a deeper level for ALL pupils. We expand this to mean: pupils will experience a clear teaching sequence which allows them to review learning, view quality models of learning and develop a voice in learning through oracy. They will give, receive and use targeted feedback that promotes motivation and self-regulation. With variation of learning experiences including opportunities for peer teaching and independent problem solving, pupils at Ben Rhydding, thrive and ask for challenge, understanding this can take the form of group work, investigations, debate or problem solving. Interleaving of content and quizzes as formative assessment ensure learning is not just ‘experienced’ but ‘remembered’.



Pupils at Ben Rhydding will be encouraged to learn from and expect mistakes in their learning. Teachers both model good practice but also invite critique and challenge, communicating that all learners are part of an inclusive learning community; pupils know what to expect when they fail. They develop a growth mind-set through school based on an understanding of themselves as a learner. This understanding comes through feedback, through parents evening, classroom routines that promote independence and self-questioning. Furthermore we focus on the development of a child’s mental health, their ability to use strategies, seek support and find their own pathway through school, recognising at various times, support will be needed.

As part of the ‘expansive curriculum’ at Ben Rhydding, teachers communicate and share the ‘why’ of learning. Curriculum planning allows opportunity to Entry Points (experts, visits) and Exit Points (quizzes, exhibitions) and real life purposes for learning to develop motivation and immersion in the learning experience. Links with the local and national community are planned for across a range of subjects and on occasion through whole school initiatives. House Days, Open Classrooms and Projects with the local community help develop a purpose for their learning. Learning is shared regularly, across school and outside school and celebrated. Pupils can be seen using their skills and knowledge in other contexts.





