

2. Learn and Achieve



Key Focus from Jersey Review Framework Pillars of the Curriculum: Development of the child; Entitlement; Equity; Quality	Key Objective (Specific aspects that require some improvement, taken from End of Year Statement)	How key objectives will be addressed, and improvements implemented?	Who will be leading (L) and who will be monitoring (M)?	Any cost implications / CPD?	What success will look like (i.e. Curriculum Teaching and Learning; Behaviour, Attitudes and Attendance; Personal Development; Leadership and Management)
<p>Pillar 1: Development of the Child</p> <p>Pillar 2: Entitlement</p> <p>Pillar 3: Equity</p> <p>Pillar 4: Quality</p>	<p>To develop a skills-based, integrated curriculum which strengthens thinking skills, dispositions to learning, proficiencies in key subjects and promotes greater social awareness, inclusion and aspiration.</p>	<p>Develop skills-based planning in Years 3 and 6. (Sept-Feb)</p> <p>By supporting 1 member of staff in each of these year groups, ensure that the teachers have a clear understanding of Bloom's Taxonomy (2001) and its six levels: Remembering, Understanding, Applying, Analysing, Evaluating and Creating.</p> <p>By providing professional development and resources, help the teachers grasp how each level applies to student learning and lesson design i.e. 'Blooms' will be used to develop skills-focused planning (Intent).</p> <p>This will aim to create a 'planning template' that may be replicated across the School (focussing uniquely on History and Geography). In this planning template, teachers should structure their learning objectives around the levels of Blooms Taxonomy. They will begin by identifying the knowledge or skills the students need to develop.</p> <p>Ensure objectives cater to all levels, starting with foundational skills (e.g. knowledge recall) and move towards higher order skills like critical thinking and creativity e.g. for a History lesson an objective at the Remembering level could be, "list the key events of WW2", and at the Evaluating level, "judge the effectiveness of the allies in WW2". Use Blooms levels to scaffold learning experiences that differentiate for students of variable starting points. Start with lower levels for students needing more support and gradually introduce tasks that target higher-order thinking. For example, some students may work</p>	<p>RSC + JW + RD (L) ACW (M)</p>	<p>Staff Meeting (see schedule)</p> <p>Combined PPA</p>	<p>Curriculum</p> <p>Leaders adopt or construct a curriculum that is ambitious, relevant and designed to give all groups of pupils, the knowledge and cultural capital they need to succeed in life. It fulfils the requirements of the Jersey Curriculum across the breadth and depth of all disciplines and areas of learning including PSHE.</p> <p>The curriculum is sequenced to build systematically and coherently on pupils' existing knowledge, skills and experiences to secure progression as they move through the school. Over time all groups of pupils are offered opportunities to develop their artistic, creative, scientific and physical skills.</p> <p>The curriculum offers rich learning activities that reflect the cultural, linguistic and diverse nature of Jersey and the wider world.</p> <p>Pupils are provided with learning opportunities to engage with meaningful problem-solving, so promoting creative</p>

		<p>on Understanding concepts by summarising, while others might engage in Creating by designing a model that demonstrates a concept.</p> <p>In support of this objective, teachers will access the Jersey Heritage Padlet learning.</p> <p>To ensure that all teaching staff understand the content of the curriculum, how to design questions and activities across Blooms levels and are incorporating a balance of questions that target different thinking skills. E.g. Remembering What are the main parts of a plant? Analysing How do the different parts of a plant work together? Creating Can you design an experiment to test how sunlight effects plant growth?</p> <p>Staff are aware of the rich offer in respect to local history and geography and how this may be accessed to enhance experiential learning opportunities. (Teachers are to consider the value of revisiting a location.)</p> <p>Teachers access 'the Creativity Collaborative' (University of Winchester) to build a bank of useful activities that develop key skills in History and Geography.</p> <p>Teachers design assessments that evaluate students' understanding across multiple cognitive levels e.g. quizzes can test recall and understanding, while projects can assess, analysis, evaluation, and creation.</p> <p>Provide feedback that encourages children to move up Blooms Taxonomy.</p> <p>Use formative assessment to gage where students are in terms of cognitive development, and adapt instruction to ensure all students are progressing through the Taxonomy levels.</p> <p>Monitoring Comments:</p>		<p>and critical thinking and innovation. Pupils gain knowledge of digital techniques and literacies to understand and interpret our ever-changing world.</p> <p>Teaching</p> <p>Teaching is designed to help pupils to remember the content they have been taught over time. It enables pupils to build, deepen and extend what they know and can do, developing their understanding of more complex ideas and concepts.</p> <p>Pupils are given time to develop and apply their knowledge and understanding in new ways, both within and across subjects, and to practise key skills.</p> <p>Learning</p> <p>Pupils are encouraged to learn independently. For example, by reading around a topic, undertaking personal research or practising a skill. This may arise from directed school assignments or from their own developing interests.</p> <p>Most pupils understand how and commit to improving their work. They are given time to apply and extend their knowledge and understanding in new ways and to practice key skills across a wide range of subjects.</p>
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		<p>All Subject Leaders will review their areas of responsibility. (September 2024-July 2025)</p> <p>1) Each will examine how their Subject components have been broken down and sequenced with a logical progression, systematically and explicitly to allow all pupils to acquire the intended knowledge and skills (Intent).</p> <p>Monitoring Comments:</p>	<p>RSC + SB + AJW (L) ACW (M)</p> <p>All Subject Leads</p>	<p>Curriculum Meetings (see schedule)</p>	<p>Teaching</p> <p>Teachers share leaders' ambition for the curriculum. They consistently deliver the school's planned curriculum effectively by preparing and delivering suitably adapted and flexible lessons that help all groups of pupils learn well over time.</p> <p>Teaching is designed to help pupils to remember the content they have been taught over time. It enables pupils to build, deepen and extend what they know and</p>

		<p>2) Each Subject Lead will review how their Subject is taught and assessed in order to support pupils to build their knowledge and to apply it to develop their skills (Implementation).</p> <p>Monitoring Comments:</p>			can do, developing their understanding of more complex ideas and concepts.
		<p>3) Each Subject Lead will assess the outcomes that pupils achieve in their areas of responsibility (Impact).</p> <p>Monitoring Comments:</p>			