

REAL -Rigorous Engaging Authentic Learning

Crockerne's curriculum is inspiring, motivational and engaging. This is being achieved through the introduction of REAL learning projects.

Each term is planned around an essential question which motivates the children's learning and allows the teachers to plan inspiring lessons using a cross curricular approach.

Why does chocolate taste so good?

Who am I?

Who likes to live beside the sea side?

What would your pet say to you?

What can you do when you've got nothing to do?

What happened at 11.59.57?

Projects have a clear timeline which is shared with the children and all mini outcomes lead to a final project outcome. We want to instil a 'desire to learn' and all the elements that make up real projects aim to create this need to gain knowledge in order to create high quality outcomes. Children have real life experts to support their learning, who come from the community and business world, areas which will enhance their skills and knowledge and see the relevance with their learning.

All subjects are integrated into the project and the learning experiences are planned so that children can pull together all the knowledge and skills they have accessed across the curriculum. This then feeds into the final engaging outcome which is shared with an authentic audience.

Learning Eco systems

The environments the children learn in are an important part of immersion and creating an engaging space. They could be on a Viking ship or take a dive under the ocean.

These spaces become flexible and are adapted for each project, or even lesson, so children can choose how they learn.



Critique

Critique is how the children reflect and improve their learning using multiple drafts. They start with exemplar pieces, which they study to create a rubric which provides the toolkit to create a piece of their own. They then use this rubric to critique each other's work and suggest ways to improve, which leads to a re-draft and finally a beautiful final draft they are extremely proud of. They use critique from experts, parents and peers, using their warm feedback and specific, kind and helpful suggestions to up level work and produce a final outcome.



Launch days/Sparkling start

The launch days are to spark the children's interest in their forthcoming topic. These days are carefully planned to incorporate activities and skills that appeal to the senses and also give the children an insight into all the learning that will take place during the project. They become fully immersed and motivated right from the start. Further enhanced activities may occur later into the project.

Planned launch days could be: Theatre visits, cinema, animal visits and time capsules around school.

Challenged based learning

Developing problem solving, independence and resilience in children, is an essential part of our teaching. The learning challenges that we set the children allow them to use their organisational skills, thinking of their own plan to carry out the investigation and apply the skills they have learnt. The children then present their findings, which encourages them to use confidence and specific vocabulary to explain their discoveries. Teachers become facilitators, who question and support rather than directly deliver the learning. Challenges happen across the curriculum and encourage the children to take ownership of their learning.