

Curriculum Presentation Evening : 12th October 2022

Question:

Do you tell the children about the different styles in learning/teaching?

Answer:

Yes, but the teachers are all at different stages - they introduce lots of different ways of planning, different methods, the children get to use what's best for them. It is harder for the younger children to be given more control but they are taught in different ways rather than explicitly about all of the different ways.

Question:

With the cost of living rising, will this impact on the curriculum in any way with less resources etc?

Answer:

Yes, there will be an impact on the budget in terms of the costs of everything – resources, energy, heating. The renovation of the heating for instance is something we are hoping will save us money. We are currently changing our lighting to LED to reduce costs but we need to improve what we do to save money. The amount of money that is coming in is not sufficient to create a curriculum of *absolute* possibility however, we have so far been able to preserve the ratio to Hubs – this allows Teachers and TA's flexibility to enable learning in a way that we couldn't with just a teacher and a class of thirty children. That is where our biggest investment has gone over the past couple of years – into the Hub structure that is key to enabling children to learn in these different ways. It is gradually impacting more and more with the cost of living; the challenge means that a large part of funding i.e. Staffing – costs going up and Government make pay settlements but don't fund them, there will be struggles. At the moment, we are in an okay position, we have good resources to get us through. It will only be a couple of years before we will be under direct challenge though. Some schools in the locality are experiencing this challenge now.

Question:

Pickers assessment – how long do they have to answer and are they encouraged to hold it up?

Answer:

They can answer as long as they want. They can keep answering until their name changes colour. Their first thought is recorded, they can change their

answer. It is a good record to see if your child has understood first time round or not.

Question:

How do you move onto the next question in Plickers?

Answer:

Its shows when everyone has answered. It doesn't show whether it is right or wrong but the teacher can then tell them the right answer. Everyone is encouraged to give an answer.

Question:

Is the question a written one?

Answer:

All depends. Sometimes they're pictures. The questions are also read out so that children are able to show they understand something even if they need support with the reading. This means they're not being disadvantaged.

Question:

Is this a summative session?

Answer:

It's a formative assessment process that helps to build up a picture and support the teacher's knowledge on how a child is working in a subject by information from Plickers, work that the child is doing, teacher conversations in class. All of these give the teacher a rounded picture that is a better way of assessing foundation subjects rather than using a form of summative format - ie a test.

Question:

How are you going to measure how successful Plicker is?

Answer:

We have a control group – children discussing teaching and learning, how they feel, progress they have made. We use this to inform what we do and don't do. This can make the child feel more independent.

Question:

Are Teachers analysing their own data and then using that to tweak ?

Answer:

Teachers will revisit it at the start of lessons. It's nothing new, just a quicker way of doing it. It takes us back to the key understanding that the only value of assessment is to understand what to do next.

Essentially the teachers are in play mode to see what works. They are exploring and learning. They are the ones who will make the decisions about how it will work and then we will formalise it into a protocol on how we do assessment in the wider curriculum.

Concluding Point:

Thank you for coming out and for your questions. It's important for us that it is part of the process. There are so many questions and ideas that come out of doing things like this. We are researching and looking into this properly. There is no point in putting in another 'system' that hasn't been explored by the teachers and where we haven't listened to the children about their response to it. Your response is crucial as well. The more we get feedback around this then the more we are able to implement something properly.

The adults have to work harder at this than anything else they do in their job. Exploring teaching and learning as an ongoing approach to teaching is extremely important because no two classes are the same and no two children are the same. It's absolutely imperative that the way we do things, why we do things and how we do things are understood as widely as possible by everyone in school.