



Statement of Intent and implementation for Active Learning

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Active Learning Intent

At Larkhill, we intend to provide an Active Learning curriculum that permeates all subject areas.

Active learning is a process that has students learning at its centre. It focuses on how students learn, not just on what they learn and ensures that in teaching sessions the pupils are fully engaged in their learning rather than passively receive information from the teacher.

At Larkhill, we believe that pupils learn best when teachers use effective modelling and explanation, demonstrate to the children what they need to know and involve the children fully in this process. As a result, we intend to provide a curriculum which give pupils opportunity to: use manipulatives, talk to their peers, participate in drama and musical activities, experience physical representations of the learning or draw pictures to communicate understanding. We intend for our pupils to play an important part in their own learning process and build knowledge and understanding in response to opportunities provided by their teacher.

It is our intent that all learning is relevant and within a meaningful context; we learn best when we can see the usefulness of what we learn and connect it to the real world.

At Larkhill, we want our children to “Do more, know more and remember more.” By being actively involved in their learning it is more likely that children will remember what has been taught and that information will be stored in their long-term memory to be retrieved when needed. This greater involvement in their learning will better prepare our pupils for the next stage of education. We intend for active learning to support acquisition of new vocabulary to enable pupils to communicate their knowledge and skills across the curriculum.

Active learning Implementation

Knowledge and skills led implementation.

Each curriculum area has its own progression document which details how learning builds progressively within and across year groups. Active learning leads meet with subject leaders to support them in how active learning can be used to support the acquisition of these knowledge and skills in each unit of work.

Through CPD delivered by subject leaders, external professional from Prime Theatre and/or Active learning leads, teachers are provided with a repertoire of activities to use in their lessons to ensure that pupils are actively engaged.

Progression led implementation

Active Learning leads work with class teachers to ensure that the activities used are appropriate to the age and stage of the learners and that the expectation of pupils build progressively as they move through the school. For example, Active learning leads plan during this academic year to work with class teachers to create a progression for the expectations of pupil talk from Reception to Year 6 in order to support the development of Language and Oracy.

Language and vocab rich implementation

Language and Vocabulary is at the very heart of active learning. We use active learning to make words come alive and to ensure children have a multi-sensory approach to learning new vocabulary. Through being actively involved in their learning, pupil have a more concrete experience on which to “pin” their explanations of what they have learnt.

Experience rich implementation

Active learning, is by definition experiential. At Larkhill, we believe that pupil learn best when they can root their learning in an experience. This forms the basis of why Active learning is an integral part of the Curriculum at Larkhill.