

## **A Negotiated Curriculum**

*Negotiated learning increases learner motivation, self-direction, and takes account of individual differences (Knowles et al., 1998). In addition, negotiation provides a means for further involvement and membership in the classroom community; it enriches classroom discourse thus not only providing opportunities for language learning, but also informing curriculum development by including learners' voices; and it promotes greater freedom, control, and ownership over the learning process (Breen & Littlejohn, 2000).*

### **Rationale**

At King's Oak Academy we strongly believe in the principles and ethos of the Early Years curriculum and our Key Stage (KS) 1 curriculum is built upon a play based 'negotiated' curriculum. The curriculum offers children a mix of adult led and child led learning opportunities. This is in response to a number of aims:

- A desire to build on the independent and resilient learning that is promoted and valued in the foundation phase.
- A desire to create life long, motivated learners who have a secure understanding of learning behaviours and how they learn.
- A curriculum that is personalised to the children enabling all children to reach their full potential.
- A curriculum that revisits key concepts and gives children time and space to practise and embed concepts and ideas.

### **Procedures**

- In KS1, Phonics, Maths and some English skills are taught discretely in whole class, teacher led activities. Every other subject is taught through a play-based, negotiated curriculum, which is linked to a key text and enquiry question. Play provides opportunities for children to experience learning in a meaningful and purposeful way, allowing them to practise and embed learning behaviours, skills and key concepts; encouraging lifelong learning and intrinsic motivation.
- Each day, children experience a wide range of learning opportunities including: whole class teaching, small group adult led activity; child led investigation; planned independent or group 'Rainbow Challenge'.
- The 'Rainbow Challenges' consists of independent or group activities planned for by the teacher (linked to curriculum coverage and progression) and the children (through ongoing discussion and following the interest of the children). Each colour of the rainbow indicates a different challenge linked to different curriculum areas e.g. red = literacy, yellow = art, green = science. All challenges are introduced with an enquiry question and the children are encouraged to answer the question; feeding back to their peers and asking new questions to deepen their learning and understanding and develop good thinking habits. The children manage their own time to ensure they have completed all seven challenges by the end of the week encouraging independent learners.

### Assessment

- The children are fully involved in their learning and are agents of their own learning; learning is a journey they are on rather than something that is done to them. They have a choice regarding the learning they want to focus on and are consulted on activities and resources available in the classroom.
- The children are formatively assessed every day through conversations and observations. These assessments are used to plan challenges to target gaps in knowledge and understanding and to target children through discreet teaching and interventions.
- The inclusion of the basic skills of reading, writing and maths are discretely taught and woven through the challenges therefore giving children the opportunity to develop and embed these skills on a daily basis. Practising these skills during the challenge activities ensures they are viewed by the children as relevant to their lives with meaning and purpose.

### A Typical Day in KS 1

Time	Activity
8:30am	The children come into school and complete some targeted learning. This might be linked to some pre/post teaching of a concept or linked to an individual target e.g. motor skills. The children know what their focus is and they will work on it for a minimum of a week.
9:00-10:00am	The children have a daily maths. We follow a mastery approach to maths teaching and learning and the lesson is structured into small chunks following an 'I do, we do, you do' structure.
10:00-10:15am	Review of learning – the children will spend time reviewing their learning. They will share examples of their learning and answer their enquiry questions. The children are asked to explain what they have learnt and what kind of learner they have been focusing on purple learners and ELLI learning characters.
10:15-10:30am	The children have a morning play on the front playground.
10:30-11:00am	The children have a daily phonics lesson following the letters and sounds programme. This lesson is either taught as a whole class lesson or differentiated groups split across the year group depending on the needs of the children.
11:00-12:00am	The children have an adult input with an English skills focus. All enquiries have a quality key text at the centre which is used as the inspiration of writing and practising key skills. The children will then either work with the teacher or teaching partner in a small group.
12:00-1:00pm	Lunch time – we operated a family dining experience where all children eat together on family tables. The children eat together and wait for everyone to finish before clearing their table. Lunchtime staff have key tables they work with and encourage conversation and good table manners.
1:00pm-2:30pm	The children take part in Rainbow Challenges. The teacher or teaching partner will either work with small groups or support individual children in their child led learning. Some days the children will have discrete PE, RE, ART and DT lessons.
2:30pm	The children have a daily assembly. This is either in the main hall led by the Primary phase leader or in the classroom led by the class teacher.
2:45pm	Story and review of learning. The children will spend time reviewing their learning. They will share examples of their learning and answer their enquiry questions. The

	children are asked to explain what they have learnt and what kind of learner they have been focusing on purple learners and ELLI learning characters.
3:00pm	Home time.

### Developing Effective Lifelong Learners

**The skills that children develop are significant. Every day, the children are given the opportunities to manage information, solve problems, make decisions, make connections, be creative, self-manage, work with others and value others ideas, work independent and be agents of their own learning, resulting in independent and resilient learners.**