

Outcomes for learners

Ferndearle School has a responsibility to provide a curriculum which will inspire and motivate all learners and prepare them for the future.

Introduction

Learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. In a world where demands and contexts are rapidly changing (for example, half today's children will take jobs in organisations and industries that do not yet exist*) it is also essential that the education of children and young people is informed and balanced by the more slowly changing values of society and of their community.

The principles underpinning the curriculum at Ferndearle School needs to reflect the shared values of the community in which we serve. Although these principles may only change slowly, the way in which learning is arranged to meet changing needs and new challenges must be flexible and responsive. Ferndearle School needs to periodically reappraise the way in which it plans and organises learners' experiences.

Ferndearle School has a responsibility to provide a curriculum which will inspire and motivate all learners and prepare them for the future.

Research identifies five major forces for change which impact upon our learners and school.

1. Changes in society and the nature of work – learners will need different skills and knowledge to flourish in the future.
2. The impact of technology – this will influence when, where and how we learn.
3. New understanding about learning - research shows us a clearer picture of how knowledge is interconnected, not compartmentalised or static, and that interconnectedness is often the cornerstone of creativity.
4. The need for greater personalisation and innovation – entitlement has to be balanced with personal choice and with the voice of the learner.
5. The increasing international dimension to life and work – global challenges bring changes to responsibilities, roles and attitudes.

*Chris Yapp . Formerly Director of Public Sector Innovation for Microsoft UK

Ferndearle School provides a curriculum which addresses these challenges, is inclusive and innovative and which promotes essential outcomes for learners – the personal and social values, attitudes and skills that support lifelong learning to prepare them to meet the opportunities of the future and ensure effective and constructive relationships with others.

The curriculum should enable all young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

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The curriculum should:

- be based on the needs of all learners;
- provide learners with stimulating and engaging learning experiences;
- enable learners to see learning as an enjoyable lifelong process;
- enable learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

This can only happen if:

1.

The curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that all learners can:

- show success in a variety of ways;
- develop and maintain a positive self-esteem;
- follow a healthy lifestyle;
- show courtesy, consideration and good humour to others;
- be responsible, honest, caring and confident;
- be a constructive member of society;
- communicate effectively about themselves: articulate their own opinions and needs.

2.

All learners are given equality of opportunity in learning.

This will involve countering disadvantage by providing a relevant curriculum, and day-to-day learning tasks that are accessible to, and meet the needs of, all learners, so that all learners can:

- feel valued;
- understand that learning is relevant for them;
- enjoy learning;
- take an active part in their own learning in school and want to be lifelong learners;
- use technology efficiently as a tool for thinking, making or doing;
- cope effectively with change and diversity.

3.

The school curriculum builds on learners' strengths, interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers - and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:

- understand that all learning is valuable, wherever or whenever it happens;
- be confident to make decisions about their own learning in school and their priorities as lifelong learners;
- enjoy learning and achieve as highly as they can, especially if they have a special subject or skill which they love.

4.

Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. This will engage learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- think creatively, analytically and critically;
- understand that learning skills are transferable;
- communicate effectively about their learning;
- understand how to bring these skills to bear in different contexts throughout their lives.

5.

The curriculum presents learners with new challenges and opportunities. Through experiencing challenge, opportunity and risk in a range of safe contexts, including opportunities to plan for the next stage of their education and their role in society, learners learn to take risks and rise to challenges, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- show initiative, resilience and confidence;
- take risks, responsibly and creatively;
- understand and work towards the needs of their community;
- be innovative and enterprising;
- use technology as a tool for innovation;
- make their living in ways that are enjoyable and make a positive contribution to their locality, their country and global society.

6.

The curriculum provides opportunities for complex projects which cross subject boundaries and learners are provided with practical situations involving collaborative learning in order to solve problems by thinking both creatively and critically, so that they can:

- be creative;
- work independently and collaboratively;
- understand how working together can result in more new ideas, greater creativity and better problem-solving;
- engage in purposeful, sustained shared thinking with others.

7.

The curriculum focuses on knowledge creation* as well as knowledge acquisition. By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can:

- understand that learning is an active, creative process, not simply a passive acquisition of information
- enjoy and feel achievement in thinking analytically and developing reasoning and enquiry skills.

8.

The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- contribute to the community both in school and outside;
- value and respect themselves, their families and others around them;
- value the diversity in our society;
- value the environment in which we live;
- participate in decision making and contribute to the community.

9.

The curriculum reflects the learners' place in the national and global communities.

It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- enjoy and flourish when at key transition points in their lives;
- understand the relationship between their community and the national and global communities;
- use national and global resources wisely and contribute to environmental sustainability;
- recognise their role and responsibilities as members of the national and global community by understanding their own values and attitudes.

* Ref. *The Knowledge-Creating School* by David Hargreaves
(British Journal of Educational Studies, Vol. 47 No. 2, June 1999)

Students at Ferndearle have a wide range of learning opportunities at each Key Stage. Our curriculum enables learners to have a tiered progression route to success. It is our belief that the acquisition of key skills in Communication, Numeracy and Literacy underpin learning and therefore Maths and English form part of our curriculum offer every day. All students also engage with PSHE, Humanities, Food Technology and PE over the course of a week to enable a holistic approach to learning.

It is envisaged that KS4 students are able to access a range of accredited qualifications, as appropriate as listed below. Qualification (= pending numbers)	Level/s	Subject/s
Unit Awards	Entry Level	English/Maths/Envir. Science
GCSE Biology	Level 1/Level 2 GCSE A*-G	Biology
GCSE English	Level 1/Level 2 GCSE A*-G	English Language
GCSE Maths	Level 1/Level 2 GCSE A*-G	Maths
Functional English	Entry Level 1 to Level 2	Functional English
Functional Maths	Entry Level 1 to Level 2	Functional Maths