ACTION PLAN 23-24 | ROCHESTER CFG

Rochester CFG Members: MM Barrett (Facilitator), I Hadfield, A Hambleton, N Holloway, C Raynes

Broad Aim: To enable all children to learn in an active manner, Beyond the 4 Walls of the classroom and making use of the enhanced outdoor learning spaces both within and around the school.

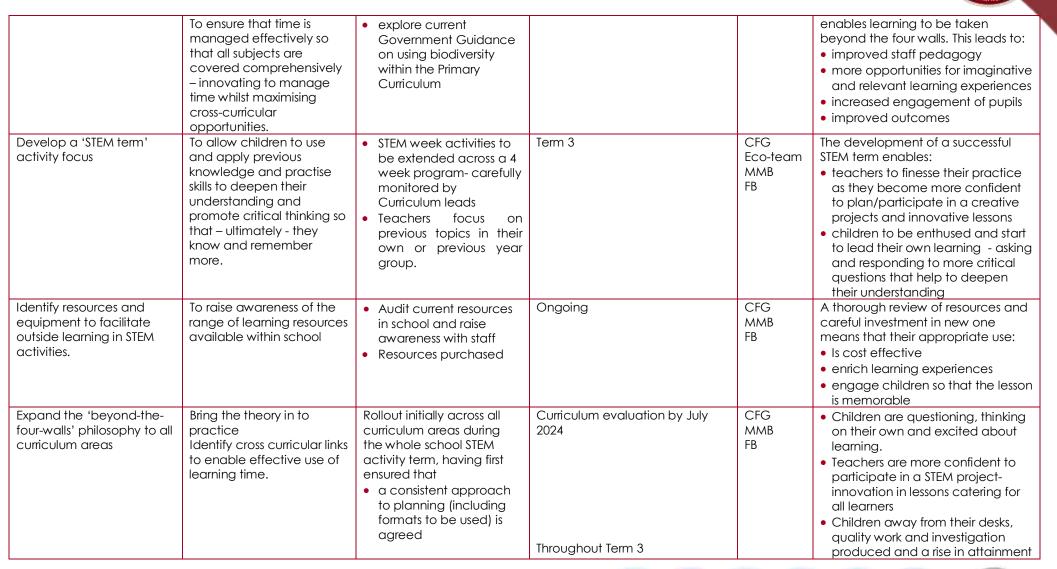
Enquiry Question: How can we support learning beyond the four walls so that it excites, engages and empowers pupils to be more independent in their learning and more critical in their thinking?

Objective	Purpose	Strategies	Timescale	Monitor	Success criteria
To know where the opportunities are for taking the learning beyond the four walls - physically and metaphorically - across all curriculum areas and year groups	To ensure that we have a secure knowledge of where the opportunities lay so that we can use this knowledge to enable teachers to plan imaginative learning sequences that 'hook' and engage learners so that they are able to know and remember more.	 PDM time for teachers to look at their own subjects Subject leads overlook curriculum areas, checking planning and current practise within taking learning beyond the four walls auditing and creating a current picture of how the school spaces are used. Research affective strategies 	Terms 1 and 2 (December 2023) Ongoing	CFG MMB FB	 A secure knowledge of where the opportunities are will emerge as staff benefit from focused PDM time and 1:1 support where necessary become more confident in their understanding and are able to participate in creative project work start to innovate both proactively (when planning) and reactively (in lessons when responding) tailor learning sequences to the context and needs of learners so they are 'hooked', e.g. by catering for visual, auditory and kinaesthetic learning styles etc. inspire the children who are more eager to lead their own learning so that they can know and remember more, and can make connections to other areas
To understand strengths and issues with pedagogy and empirical knowledge as a precursor to taking learning beyond the four walls.	To ensure all staff know what is meant to be taught to ensure that they have the pedagogy and the means to offer an excellent curriculum	 Investigate and engage with local forest schools engage with local community expertise 	Terms 3 and 4	Rochester CFG MMB FB	A secure understanding of strengths enables best practice to be shared and a parallel focus on issues and development areas means that resources can be directed in focused ways to support whole-staff and individual practice which



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 Key stage planning meetings Curriculum leads to monitor and evaluate impact of expressed 	
impact of approach during the STEM term	

