

# 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.	<ul style="list-style-type: none"> <li>• PDM time for teachers to look at their own subjects</li> <li>• 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.</li> <li>• Research affective strategies</li> </ul>	<p>Terms 1 and 2 (December 2023)</p> <p>Ongoing</p>	CFG MMB FB	<p>A secure knowledge of where the opportunities are will emerge as staff</p> <ul style="list-style-type: none"> <li>• benefit from focused PDM time and 1:1 support where necessary</li> <li>• become more confident in their understanding and are able to participate in creative project work</li> <li>• start to innovate both proactively (when planning) and reactively (in lessons when responding)</li> <li>• 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.</li> <li>• 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</li> </ul>
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	<ul style="list-style-type: none"> <li>• Investigate and engage with local forest schools</li> <li>• engage with local community expertise</li> </ul>	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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	To ensure that time is managed effectively so that all subjects are covered comprehensively – innovating to manage time whilst maximising cross-curricular opportunities.	<ul style="list-style-type: none"> <li>• explore current Government Guidance on using biodiversity within the Primary Curriculum</li> </ul>			enables learning to be taken beyond the four walls. This leads to: <ul style="list-style-type: none"> <li>• improved staff pedagogy</li> <li>• more opportunities for imaginative and relevant learning experiences</li> <li>• increased engagement of pupils</li> <li>• improved outcomes</li> </ul>
Develop a 'STEM term' activity focus	To allow children to use and apply previous knowledge and practise skills to deepen their understanding and promote critical thinking so that – ultimately - they know and remember more.	<ul style="list-style-type: none"> <li>• STEM week activities to be extended across a 4 week program- carefully monitored by Curriculum leads</li> <li>• Teachers focus on previous topics in their own or previous year group.</li> </ul>	Term 3	CFG Eco-team MMB FB	The development of a successful STEM term enables: <ul style="list-style-type: none"> <li>• teachers to finesse their practice as they become more confident to plan/participate in a creative projects and innovative lessons</li> <li>• children to be enthused and start to lead their own learning - asking and responding to more critical questions that help to deepen their understanding</li> </ul>
Identify resources and equipment to facilitate outside learning in STEM activities.	To raise awareness of the range of learning resources available within school	<ul style="list-style-type: none"> <li>• Audit current resources in school and raise awareness with staff</li> <li>• Resources purchased</li> </ul>	Ongoing	CFG MMB FB	A thorough review of resources and careful investment in new one means that their appropriate use: <ul style="list-style-type: none"> <li>• Is cost effective</li> <li>• enrich learning experiences</li> <li>• engage children so that the lesson is memorable</li> </ul>
Expand the 'beyond-the-four-walls' philosophy to all curriculum areas	Bring the theory in to practice Identify cross curricular links to enable effective use of learning time.	Rollout initially across all curriculum areas during the whole school STEM activity term, having first ensured that <ul style="list-style-type: none"> <li>• a consistent approach to planning (including formats to be used) is agreed</li> </ul>	Curriculum evaluation by July 2024  Throughout Term 3	CFG MMB FB	<ul style="list-style-type: none"> <li>• Children are questioning, thinking on their own and excited about learning.</li> <li>• Teachers are more confident to participate in a STEM project-innovation in lessons catering for all learners</li> <li>• Children away from their desks, quality work and investigation produced and a rise in attainment</li> </ul>



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|  |  | <ul style="list-style-type: none"><li>• Key stage planning meetings</li><li>• Curriculum leads to monitor and evaluate impact of approach during the STEM term</li></ul> |  |  |  |
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