



St John's Highbury
Vale CE Primary
School

ENQUIRY BASED CURRICULUM

10 Reasons to use Inquiry-based Learning

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1 Nurture student passions & talents



2 Empower student voice & honour student choice



3 Increase motivation and engagement



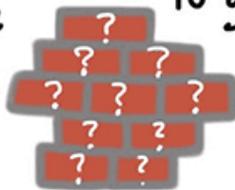
10 Solve the problems of tomorrow in the classrooms of today



9 Enable students to take ownership over their own learning and to reach their goals



8 Fortify the importance of asking good questions



7 Deepen understanding to go beyond memorizing facts and content



Genius Hour
Passion Projects
20% Time



4 Foster curiosity and a love for learning



5 Teach grit, perseverance, growth mindset & self-regulation



6 Make research meaningful & develop strong research skills



The Theory Behind It!

- ▶ Enquiry and Research-Based Learning are terms used to describe a method of teaching and learning based on self-directed enquiry or research by the student.
- ▶ They provided a strongly student-centred approach to teaching and learning, enhancing students' learning experience.
- ▶ Research skills and student-centred learning are fundamental to developing students' self-reliance, independence and ability to identify, investigate and solve problems.
- ▶ Students carry out research that enables them to engage actively and creatively with questions and problems, often in collaboration with other students or with staff. The research tasks enable the exploration and investigation of issues and are open-ended so that different responses and solutions are possible.

So what does it look like and what did we base it on?



The Big Questions



Creation	The Fall	People of God	Incarnation	Gospel	Salvation
<i>Why are we here?</i>	<i>Where did it all go wrong?</i>	<i>How can we make a change?</i>	<i>What next?</i>	<i>How will we get to where we want to go?</i>	<i>Can we lead the way?</i>

Through enquiry based learning ...

- ▶ Students develop excellent generic skills - communication, interpersonal, learning, numeric, self-management and use of IT - as well as individuals who can work independently and who have high quality, transferable research skills.
- ▶ Students carry out research that enables them to engage actively and creatively with questions and problems, often in collaboration with other students or with staff. The research tasks enable the exploration and investigation of issues and are open-ended so that different responses and solutions are possible.





Ideas for Inquiry-based Learning



WHAT WILL I LEARN?



Projects that allow you to learn new skills or understandings

WHAT WILL I CREATE?



Projects that allow you to invent, create and make new products or improved ideas

WHAT WILL I SOLVE?



Projects that allow you to identify problems & design improved solutions

WHAT DO I LOVE?



Projects that allow you to follow your passions, dreams & ambitions

WHAT ARE MY INTERESTS?



Projects that allow you to follow your talents, hobbies & curiosities

HOW CAN I MAKE AN IMPACT?



Projects that allow you to have a positive impact towards others

@sylvia duckworth

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00	English TA – Dyslexia Intervention	English TA – Dyslexia Intervention	English TA – Dyslexia Intervention	English TA – Dyslexia Intervention	Class/Achievement Assembly
10.00-10.45	Reading / Spelling TA - Get Writing Phonics Intervention	Reading / Spelling TA - Get Writing Phonics Intervention	Reading / Spelling TA - Get Writing Phonic Intervention	Reading / Spelling TA - Get Writing Phonic Intervention	Enrichment Day Judy Cooking
10.45 – 11.00	Break	Break	Break	Break	Break
11.00-11.30	Calculations TA - 5 Minute Box Intervention	Calculations TA - 5 Minute Box Intervention	Calculations TA -5 Minute Box Intervention	Calculations TA - 5 Minute Box Intervention	Enrichment Day Judy Cooking
11.30 - 12.30	Maths	Maths	Maths	Maths	Enrichment Day Judy Cooking
1.30-2.30	PE Elms Sports	Music 1.45 – 2.15pm	RE	Swimming	Enrichment Day Kristian Art
2.30-3.00	PSHE	RE	Computing	French	Enrichment Day Kristian Art

Intent

- ▶ □ leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- ▶ □ the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- ▶ □ the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- ▶ □ learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Impact

- ▶ □ learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- ▶ □ learners are ready for the next stage of education, employment or training.
- ▶ Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.