



Our Mytham Curriculum



Our entire curriculum is underpinned by our school vision; an inclusive curriculum that ensures all children have the opportunity to shine.

Behaviour for Learning

At Mytham we embed a proactive approach to behaviour for learning. We ensure desired behaviours are modelled throughout the school day alongside positive praise for all.

1. Knowing our Pupils

Our staff know our pupils well. We spend time building relationships with all pupils to ensure we have a good understanding of their context and influences; this is critical to making sense of displayed behaviours. We know children need to feel safe, respected and cared for; these provide the basis for addressing behaviours and changing behaviours.

2. We teach learning behaviours

We weave opportunities to develop self-regulation and metacognitive learning strategies throughout our curriculum. Children know the importance of a growth mind-set in developing resilience and self-belief. Supporting children through challenging work and working through problems enables Mytham pupils to grow. These important approaches, accompanied by consistent teaching of behaviour basics (such as effective communication and reflection) are the bread and butter of our curriculum.

Key behaviours for learning are clearly outlined within our Mytham STARS;



3. Effective classroom management

This is addressed through Quality First Teach in line with our school behaviour policy. We work in partnership with external agencies such as Ladywood Outreach and Behaviour Support to ensure we meet the needs of all learners, including those with special educational needs, and those children who require additional support at Early Help level.

4. Regular routines and consistency for all

Working closely with parents and carers is key to supporting the behaviour needs of our children. Supporting parents and providing key links to support and help beyond the school day is vital for some pupils that require additional support, or present with behaviours at home that challenge parents and cause family conflict. Clear class timetables, lunch time and break time routines and staff working in pastoral roles as children enter the building ensure expectations are clear at all times. Additional layers of pupils modelling desired behaviours via Play Leaders, Sports Leaders and Change Makers model expectations.



Self-Regulated Learning & the Importance of Growth Mind-set

METACOGNITION

Teaching staff encourage the development of metacognition in the classroom by giving pupils the opportunity to use metacognitive strategies at key stages of a task. This ensures that they improve both their self-awareness and ability to choose effective thought processes in the future. One way to do this is to break down the strategies into the three stages: before a task, during a task and after a task. 'Chunking' learning into manageable parts enables our pupils to process each stage of their learning and leads to reflective learning behaviours.

Pre-learning tasks ensure that our pupils are directly involved in the planning process. Well planned pre-learning tasks to help bring out what our pupils already know; what misconceptions they may have and what really interests them.

Questions for children:

BEFORE

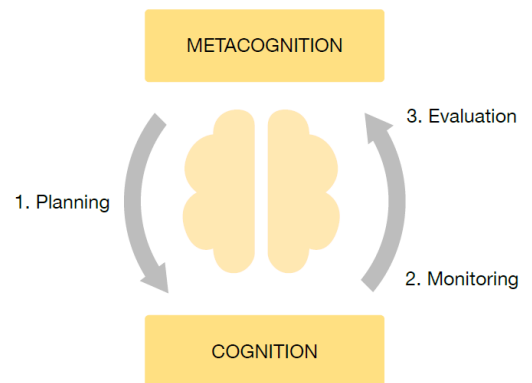
- Is this similar to a previous task?
- What do I want to achieve?
- What should I do first?
- Are there any parts that could be challenging?
- How much time can I devote to the task?

DURING

- Am I on the right track?
- Is this strategy working for me?
- What can I do differently?
- Who can I ask for help?
- Am I motivated to stick at this tricky task?
- Why is it important that I keep going?
- What can I do to help myself keep focused?

AFTER

- What worked well?
- What could I have done better?
- Have I achieved the learning objective/ intention?
- Can I apply this to other situations?
- What can I do to help me to remember what I have learned?



METACOGNITION AND GOAL-SETTING

Setting and reviewing targets and goals is one of the most significant ways that a pupil can make and monitor progress. This can be done by setting both short- and long-term goals, ensuring they are both challenging and realistic, and also placing a strong emphasis on skill & knowledge development as well as on outcome. Making feedback an integral part of the learning process is a key way to encourage metacognition in the classroom. Teachers should create an environment in which pupils appreciate that feedback from the task at hand is not a judgement on who they are as a person.

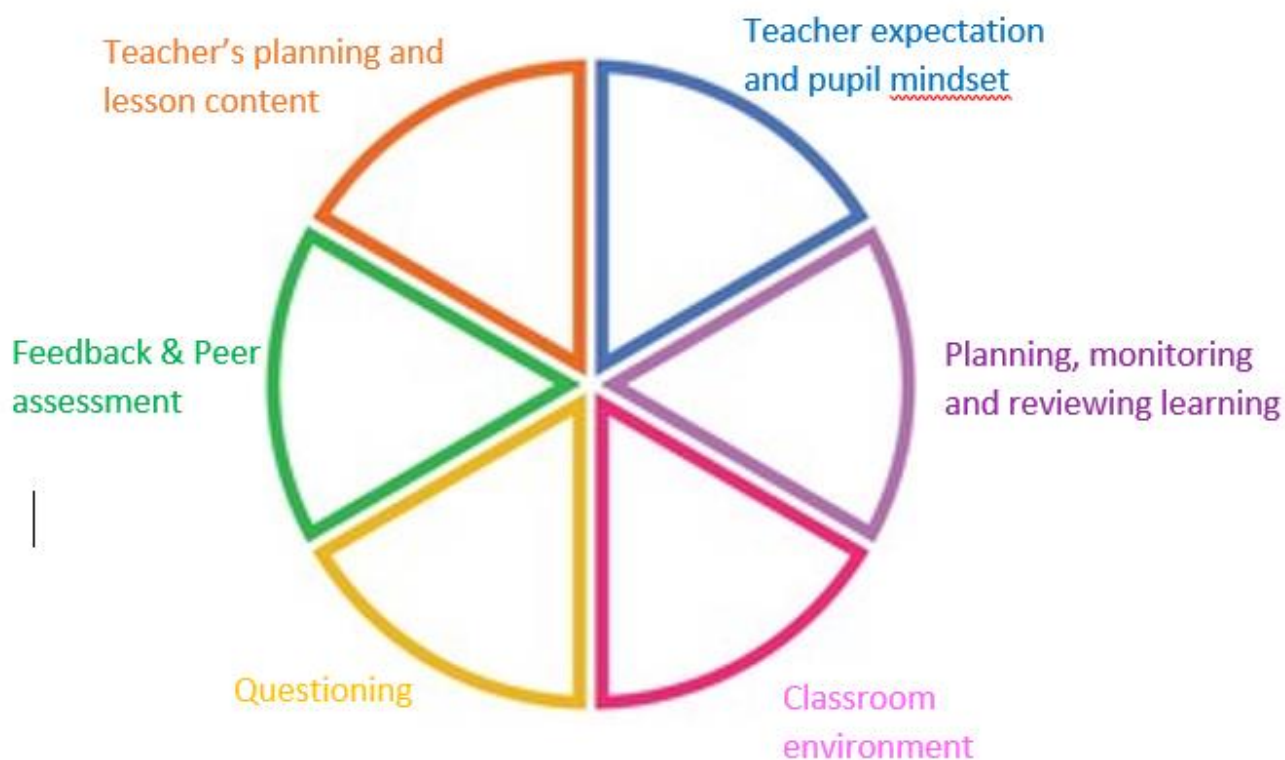
METACOGNITION ACROSS THE CURRICULUM

Improving metacognition is something that is helpful across all subjects, as it looks at the way that people learn rather than what they learn. Therefore, teachers encourage pupils to use metacognitive strategies across subjects, as the more they practice, the more effective they are. Making links in learning and supporting children to build on prior knowledge across the curriculum helps to deepen our understanding and commit our learning to long term memory.

QUALITY FIRST TEACH AND 'STICKY LEARNING'

The Mytham curriculum builds in clear opportunities for the 6 key ingredients to effective metacognitive practice:

The Wheel of Sticky Learning



MYTHAM METACOGNITIVE PRACTICE & GROWTH MINDSET

SUPPORTING PUPIL MINDSET			
My lessons clearly demonstrate high expectations for all pupils.	Staff consistently show high expectations of all learners	Questions, Rich discussion, Reflection, Retrieval practices & pupil planning are all key parts of expected learning	The class relish a challenge are not afraid to make mistakes – these are viewed as an opportunity for growth.
Amazing examples of growth mindset are captured and celebrated	Pupils know the advantages of a 'growth' mindset	Metacognition is discussed frequently and embedded in the classroom 'ethos'	Strategies in teaching & learning ensure all pupils participate – pupils know this is the expectation.
Children know they are the 'experts' and can ask each other and research to find answers	Teachers openly share their mistakes and things they do not know, but model how	Vocabulary including: 'goals' 'challenge' 'aim' are used throughout learning to mirror high	Over-reliance on the teacher is addressed – pupils know how they can deepen their own understanding.

	they overcome this with the children.	expectations and learning intentions.	
PHYSICAL CLIMATE			
Key resources/ tools and visuals are organised, available and enable all children to be independent	Key words and phrases in the classroom environment are linked to growth mindset	Children have access to physical resources that support the learning journey & prior learning e.g floor books out on display, working walls with sequenced work, timelines, etc	Challenge & reflection displays encourage children to select higher order thinking strategies/ recall prior knowledge etc.
Annotated work at different stages – celebrate the process not just the end product.	Key vocabulary (sometimes with a description) supports learning	Visual representations of learning; diagrams, story maps, mind-maps	Scaffolded learning helps all children to aim high and achieve.
Class expectations & learning intentions are displayed - can we work together to achieve this?	Visual display to promote pupil independence e.g 'brain, book, buddy, boss' approaches to support children	Classroom environment is adapted following pupil feedback on what helps them/ motivates them etc.	An organised, clean, accessible learning environment motivates pupils and 'sets the expectations' from the start.
TEACHER KNOWLEDGE			
Teacher knows the topic/ subject matter well & can talk about it with confidence	Teachers research and follow children's interests and lines of enquiry	Questions are used systematically each day – they are well timed and encourage metacognition skills to flourish	Teachers consider how to present a task – how will it inspire the confident learner? Motivate the reluctant child?
Lessons build on prior learning and show a clear journey, building on knowledge & skills	Teacher carefully considers how to make learning 'stick' and be memorable.	Teaching demonstrates how all children be challenged and supported	Key vocabulary is taught and is used frequently
Mind-maps, brain-dumps, retrieval activities are used frequently.	Careful organisation enables teachers to share previous learning with pupils – visual pieces of work/ photos/ working wall items etc.	Teacher plans for key questions to promote metacognition	Lessons expect all children to work hard; despite some possible initial resistance.
Frequent quizzes/ quick assessments enable mistakes to be addressed and allow children to recap learning on a number of occasions.	Re-reading of texts/ books	'Fix-it' Fridays	

Cultural Capital at Mytham

Cultural learning is built into our curriculum through the many interesting subjects and topics that we explore. At Mytham we believe it is important to look at Cultural Capital as what our pupil population bring to the table in terms of their experiences of family, community and the world around them. It is important that we do not see cultural capital as an opportunity to fill our children full of 'culture'; this is not about a deficit model; it is about celebrating our children and further enriching lives through knowledge, skills and opportunity.

Our school is placed within the town of Little Lever, lovingly named as 'The Village' by our families. We explore the local community and our history through topics such as 'Cotton, Coal and Canals' and 'Crime and Punishment' amongst others— carefully linked to local historical events and figures.



Our school is extremely active in the local community, playing important parts in Remembrance Day at the local cenotaph, planning and participating in the 'Little Lever Carnival' and utilising links with the local churches and charities to further enhance our curriculum.

We plan experiences for our children hoping they create 'memories to last a life-time'. The impact of these experiences inspire us, motivate us and give us a real sense of what is possible in the wider world.

Learning linked to global issues and priorities give a wider perspective on the world around us and the things that impact the ways we should live our lives; exploring global warming, endangered animals and more.

"THE WHOLE PURPOSE
OF education
IS TO TURN MIRRORS
into WINDOWS."

