



Curriculum Intent



The Meadowbank Way

July 2018





Literature Sources

Aces High –
Independent
thinking
2018

Cultural
Literacy –
Fran Abrams
2012

The Pedagogy
of Poverty
Versus Good
Teaching –
Martin
Haberman 1991

Vertical &
horizontal
discourse –
Basil Bernstein
1999

The Null
Curriculum basis
and implications
– J Flinders & N
Noddings 1986



A Rich
Curriculum
– Dr Debra
Kidd - 2018

What School
Could Be– Elliot
Elsner 2013

What is
curriculum.
Exploring
theory &
practice – Mark
Smith 2000

Redesigning
Schooling,
Principled
curriculum
design – Dylan
William 2013

Models of
Curriculum
Development



Our Inspiration



'What is not taught is as educationally significant as what is not taught' – The Null curriculum'

'Opportunities influence other opportunities' – Dylan William 2013

'Pedagogy trumps curriculum' – Hilda Tabba

'A curriculum can be a mile wide and an inch deep' – Dylan William 2013

'Education is something more than schooling' - What is curriculum 2000

'Our education system has to prepare our children for the world we cannot imagine' - Dylan William 2013

'Education and learning is messy' – the Null curriculum -

'The quality of the journey rather than the speed its reached'- Elliot Eisner 2013

'Making children's experiences meaningful with explicit connections that they understand' – models of curriculum development

'loses for lower achievers tend to be greater than the gains for higher attainers'

'Teaching children the skills to learn and use it in the world around them.

'Make it matter' – Debra Kidd 2018

'Content is skill, skill is content' -

'Big ideas show the connectivity of the curriculum and are about experiences' – Dylan Williams 2013

'A rich curriculum builds upon knowledge to ensure that children know what to do with it' – Debra Kidd 2018

'Are we teaching children to be points collectors' – Elliot Eisner 2003



Meadowbank's Curriculum Intent



'Our education system has to prepare children for a world we cannot imagine' (*Dylan William 2013*). Meadowbank's curriculum is unique and begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful life long learners. All have high aspirations of themselves and what they can achieve in a rapidly evolving world. They will be leaders of change.

The curriculum is designed to be relevant, meaningful and personalised to meet the needs of our children and will provide them with memorable experiences and rich opportunities from which they can use their knowledge, skills and understanding to make connections between their ideas and learning and use these in real life situations. 'Big ideas show the connectivity of the curriculum and are about experiences' (*Dylan Williams 2013*).

Our curriculum is developed from a belief that it is 'the quality of the journey rather than the speed in which the destination is reached' (*Elliot Eisner 2013*) which results in deep learning. Within a rich and innovative environment, learning provides challenge and enjoyment, progression and depth; with all children consistently making excellent progress with high levels of achievement in all aspects of life, recognising children's ever growing potential. Our children think that 'Meadowbank is special because we can learn about what we are really interested in'.

Through our curriculum, Meadowbank's children are empowered to make informed decisions and will know how to make a positive contribution to their school, local environment and wider community. Our children say that 'decision making is up to the children by letting their voices be heard.' The skills of reflection and an enhanced understanding of the beliefs and values of others will support children in appreciating that there is more than one way to see the world and respect everyone's contribution. 'Education is something more than schooling' (*What is curriculum 2000*).

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools, we support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy.

'Make it matter' – (*Debra Kidd 2018*)