



The termly newspaper for the *Open Futures Network*

openit

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www.openfutures.com



Planning the curriculum

openit 11 – Spring 2015



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Sue Macleod and Bob Pavard explore ways in which schools are enriching children's learning by including *Open Futures* in planning a new curriculum.

The Department for Education's framework document reaffirms an important principle:

"The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum".

It continues: "The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skill as part of the wider school curriculum".

Many schools have integrated *Open Futures* into their revised curriculum by using two different, though interlinked, strategies. Some schools have decided that the *Open Futures* strands will provide "exciting and stimulating" contexts that will enable children to develop the knowledge, understanding and skills required in the programmes of study for some national curriculum subjects.

For example at **St John the Baptist C of E Primary School** (West Sussex) *filmit* is planned to meet several elements of the new computing requirements; *growit* supports mathematical

Planning Open Futures across the Primary Curriculum

learning (particularly of measurement, length, weight and capacity) as well as the "living things and their habitat" element of science; *cookit* meets and exceeds the "cooking and nutrition" expectations of design and technology; *askit* provides a means by which the spoken language requirements are met.

"We strive to provide the children with a stimulating, purposeful and challenging programme of work where attainment, creativity, co-operation and independence are valued and encouraged. All four strands are planned through current topics being taught and the learning is linked to the new national curriculum subjects".

Richard Yelland, Headteacher

"Children plan, organise and run their own business"

Other schools have identified *Open Futures* as a key component in developing the wider school curriculum. These schools have chosen to exercise the freedom re-established in the new documentation:

"Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education".

For example, at **Thoresby Primary School** (Hull) the main drivers for planning children's learning, alongside the national curriculum, are *Open Futures* and the Big Thirteen (see *openit* 9 Page 15). An illustration of this in practice is **Make £5 Blossom**,

an enterprise activity led entirely by children. Working closely with a local company each group is given £150 loan and encouraged to create a profitable pop-up business which links to *growit*, *cookit* or *filmit*. Learning from across the whole school curriculum is planned into researching, advertising and calculating the success of the enterprise.

"The teacher facilitates the children to plan, organise and run their own mini-business".

Cath Corner, Deputy Headteacher

In **Lansdowne Primary Academy** (Tilbury), *Open Futures* is combined with aspects of the International Primary Curriculum to encourage children to plan their own learning priorities.

Before starting a new half termly topic pupils are asked "what do you want to know about this new topic?" Lots of responses are encouraged and displayed as a 'Knowledge Harvest'.

"This guides children's personal projects as they work through the topic. It will also form the basis for teachers planning *growit*, *cookit* and *filmit* activities".

Monique Anderson, Principal

Through *Open Futures*, children make connections between what they are learning, how well they are learning and why that learning is important to them.

Schools have demonstrated that Enquiry and the four strands complement, enhance and enrich both the national curriculum and the wider school curriculum.

Welcome to openit

Welcome to issue 11 of *openit*, which is all about ...



Planning *Open Futures* into the national curriculum and the school curriculum is the theme for this edition of *openit*.

How *Open Futures* is embedded within a school and the outcomes achieved with the children, all comes down to leadership, vision, careful planning, assessment and implementation. The case studies in this edition outline how school leaders are working with the *Open Futures*' approach to achieve the outcomes expected. The schools featured are all different in terms of size, geographical location, community and what I have noticed over the years and see in the case studies are common characteristics such as ethos, values, planning and assessment, which are implemented and shaped according to the needs of each individual school. I hope you find the innovative approaches being employed interesting. I think they are very transportable ... children carrying out lesson observations, engaging parents through twitter, combining teacher and pupil voice in planning, assessment models to underpin progression and lots more!

Open Futures' aim is to make effective learning available to all schools. We have devised a series of Introductory and Progression level CPD days demonstrating how *Open Futures*' approach to teaching and learning may be adopted by teachers either new to, or with experience of, the programme who wish to develop their skills. We are committed to developing short courses which support the ongoing needs of schools and welcome any suggestions on what would be most helpful in your area. Alongside the CPD programme of courses we are also able to provide open top up training courses for new staff joining *Open Futures* schools.

Last but not least, many of you will know about the proposals to establish a member-driven College of Teaching. Visit www.claimyourcollege.org to find out more and to become involved in the initiative; they want to hear your views.

Lucy O'Rourke
Trust Director

About Open Futures

'Engage Inspire Learn Succeed'

Open Futures is a transforming force in education; a proven curriculum programme that integrates inspiring, practical experiences into the heart of the school curriculum. Working with schools and their communities in the UK and India, *Open Futures* reaches over 30,000 children.

An enquiry-based learning strategy for schools to complement, extend and reinforce their existing educational curriculum.

The *Open Futures* programme comprises three key elements:

- Professional advice and mentoring for senior leadership teams
- High quality Continuing Professional Development (CPD) for teachers in enquiry based learning; *askit* – *Philosophy For Children (P4C)*
- A proven programme of skills based training for teachers through 3 educational strands; *growit*, *cookit* and *filmit*

Our key objective is to engage and inspire children to want to learn, to develop an 'I can' attitude and to succeed in life.

Our approach supports attainment in literacy, numeracy, science and technology. It allows all learners to engage and contribute positively to the classroom, the school and the community.

To find out how to become an *Open Futures* School or to hear more about the programme please phone us on 01235 533131 or email us at hello@openfutures.com

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*** * * * * STOP PRESS 2015 * * * * ***

**Open Futures'
Teacher CPD Workshops
are now available for booking!**

'Growing and Cooking with Maths and Science throughout the Seasons'

25th March 2015 – hosted by Gallions Primary School, Warwall, Beckton, London

28th April 2015 – hosted by Camberwell Park Specialist Support School, Manchester

'Thinking Outside the Planet'
22nd April 2015 – hosted by The Crystal, Royal Victoria Docks, London

These workshops are suitable for KS1 and KS2 teachers and will support the New Primary Curriculum

For further details and to book a place, visit the RHS Website – www.rhs.org.uk/cpd

Hurry as spaces are going fast!



openit

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Open Futures Partners



When you have finished with this newspaper, please pass it on to your colleagues and then recycle it.

Open Futures CPD Workshop July 2014

Thinking outside the Planet

Gilly Gawthorne reports back on her experience as a course attendee at the *Open Futures* CPD workshop run in conjunction with our *growit* partners, the Royal Horticultural Society and *askit* partners, SAPERE.

This workshop is designed to demonstrate how Enquiry can support key decision making and problem solving in the classroom. The context of the workshop is set by providing delegates with a dilemma. ‘In the future, what might man need to sacrifice in order to live and survive?’ and ‘What choices may we need to make about our environment, should we need to live ‘Outside the Planet? Building upon the need to have an understanding of our own environment and the consequences of our actions, delegates are challenged to make decisions and to realise the impact that their choices have on themselves, and others.

Inspirational

“I was lucky enough to be able to part of this course which was devised by *Open Futures* in collaboration with the RHS in support of their Campaign for School Gardening programme of CPD courses and is delivered by our *askit* and *growit* partners.

The second in a new series of *Open Futures* CPD workshops took place on the 3rd of July, which was fittingly the hottest day in the year we had enjoyed so far. The gardens of Wisley were an ideal and inspirational environment, fostering an open and safe place to experience a sample of *askit* and *growit*, which combines enquiry based learning with gardening.

Outer-space

We gathered in the Clore Learning Centre, a purpose built educational facility at the heart of RHS Wisley with a classroom and glasshouse. The morning started with an enquiry (*askit*) session introduced by Nick Chandley, one of our *Open Futures*’ *askit* trainers, based upon the theme of ‘thinking outside the planet’. This created lively and noisy discussions amongst the participants, (who had been split into three groups) nicely rounded off by a sharing of the decisions

reached, as a whole group. Paul Kettell of the RHS, one of our original *growit* trainers and his colleague Andrea, then followed this by a quiz and round the table discussions based on the results of the quiz, discussing the merits and values of the various plants and seeds we had seen. The whole group then came together to decide which two varieties we would take into outer space and give our reasons for the decisions. As with any enquiry there are no right or wrong answers but you do have to give your reasons!

Lunch-time beckoned and we were surprised at how quickly the morning had gone by. Along with a delicious lunch, time was also made for us to visit the adjacent school garden, where Andrea showed us around the raised beds and took us through crop rotation, answering questions on the ideal plants for growing in school with children and along with tips on how to engage and enthuse the children.

Hothouse

After enjoying our lunch and exploration of the school garden, it was time for the afternoon sessions. This time we found ourselves working in pairs in the glasshouse or hothouse (it was really hot!) in a practical/hands-on session of planting the selected crops which we had collectively identified we would require for colonisation of our new environment.

(We took our planted pots home where I had success with my rice, which sprouted and grew very quickly!)



Rice – *Oryza sativa*

Back then for a further *askit* session, in the cooler classroom, Nick demonstrated a piece of collaborative work he uses in the classroom – to



Stephanie from Hawthorns Primary School with Mary of St Prian's Prep School

count consecutively to 20 as a group – which created much laughter, but we did succeed in achieving the aim of the session – I’m not going to spoil the moment by telling you how though!

Challenging stimuli

The afternoon finished with a group activity using the questions we had created during the morning session and everyone was left with a very satisfied feeling of having achieved a good outcome to the day’s workshop and the desire to learn more about *askit* and how Enquiry and the *Open Futures* approach to learning can introduce challenging stimuli to children, which provokes debate and in turn encourages enhanced literacy skills, promotes collaborate team working and reinforces the importance of taking responsibility for one’s own future.”

Reactions to the question “What did you find most useful?” included;

“All – very interesting. Ideas to get children to question”

“P4C skills – going through part of an enquiry. Planting techniques – learning about unusual plants I would not normally think of using with children”

To book a place on the next CPD workshop see STOP PRESS on page 2 and visit the RHS website – www.rhs.org.uk/cpd





Becoming life-long learners

St John the Baptist CofE Primary School and *Open Futures*

Open Futures co-coordinator, Kate Lax, describes the St John's curriculum and the planning process.

The St John's curriculum

We base our learning on first-hand experience and use a range of teaching techniques throughout the full range of subjects.

Our aim is that St John's children should:

- develop imaginative, creative and enquiring minds
- acquire knowledge and skills relevant to this fast-changing world
- pursue and develop their interests and talents within the curriculum, so that they become valuable and contributing members of the community

Open Futures' principles match our own closely and provide us with a framework from which we can hang our activities; we can keep them in clear focus whilst developing a skills focused approach.

Planning for and assessing *Open Futures*

our teachers use a common planning format, paper copies of which are kept in an *Open Futures* folder supported by IT records. All four strands are planned through current topics being taught and learning is linked to relevant areas of the national curriculum. When planning we allow for a progression of skills across the key stages. In key stage 2 the children apply the skills they have learnt in a range of contexts. We have a draft '*filmit* progression' and we are piloting an '*askit* progression'

involving self-assessment by the pupils. We also use a '*growit/cookit* progression' of skills provided by the *growit* and *cookit* trainers.

Managing and organising *Open Futures*

One of the most significant factors in ensuring that *OF* makes a significant impact is the fact that we give a day each week over to *Open Futures* in KS1 and half a day in KS2. This means that it happens regularly and all staff share in its delivery, ensuring that we aren't dependant on one or two people carrying out the work. This spreads expertise across the staff as they share good practice and means that the children frequently have the opportunity to develop their skills in each of the 4 strands. Teaching assistants meet with teachers to deliver short term plans for each strand whilst one TA has time to meet with the *OF* coordinator to put in place longer term plans for *growit* and *cookit* throughout the school.

Open Futures and the national curriculum

Parts of the national curriculum are particularly well supported by the *Open Futures* Programme:

- through *growit* the children have learnt science topics such as plants, soils, life cycles and ecosystems. The new curriculum for science has remained broadly the same: Y1 children now have to identify specific plants and trees, find out what temperatures are appropriate for plants and identify specific food chains; Y6 will now be taught about evolution.
- *cookit* meets the new design and technology cooking requirements fully; our children have always learnt about healthy eating,

where food comes from as well as how to cook to enable them to feed themselves now and in later life.

- *filmit* doesn't directly link to the new curriculum, however it contributes to part of the new computing targets for both key stages
- the spoken language programme of study identifies skills that can be learnt through *askit*
- aspects of Maths, such as measurement (of length, weight and capacity) are reinforced through *cookit* and *growit*

Reflection and Assessment

We've been using the Effective Lifelong Learning Inventory (ELLI) self-assessment and evaluation for 2 years. Throughout the school, children use ELLI to assess how they are developing specific characteristics that support their learning.

***Open Futures* plays a full part in this process. We believe that if the children in our school are to become lifelong learners then they need to take responsibility for their learning and become as independent as possible.**

Kate Lax is a year three teacher and *Open Futures* co-coordinator at St John the Baptist. She has been teaching for eighteen years and began working with *Open Futures* when St. John the Baptist became a pilot school in 2005 and subsequently one of our first flagship schools.

The semi-rural village of Findon lies four miles to the north of Worthing, close to the site of an Iron-age fort at Cissbury Ring and the remains of prehistoric flint mines in the neighbouring hills. There's been a village school in Findon since 1829, although the school moved to the current site on School Hill in the 1860s.

“*Open Futures'* principles match our own closely and provide us with a framework for our activities; to keep them in focus and develop a skills focused approach”

Planning a wide and rich curriculum

Temple Primary School and *Open Futures*



Deputy Headteacher Vicky Lord and Assistant Headteacher, Rachel Dardis of Temple Primary School, Manchester, describe how teachers and children plan an engaging and challenging curriculum together.

Lots of questions

The principles that underpin children's learning are:

- **TOGETHERNESS**
- **EXCELLENCE**
- **MOTIVATION**
- **POTENTIAL**
- **LEARNING FOR LIFE and**
- **EQUALITY**

With the advent of the new primary curriculum, we looked again at our vision for the children and how our principles could be retained and protected. The resulting curriculum is, therefore, wider and richer than the statutory curriculum. Some subjects, such as English and Maths, are individually planned. Other subject areas develop directly out of the chosen topics and themes. Teachers use a common planning format.

Children's interests and curiosity

All planning is as child-led as possible with teachers and children planning together. Teachers know what has to be covered at different times and in different key stages but the children's interests and curiosity, framed in a wide range of questions, are fundamental to arriving at topics and themes which enthuse, extend understanding and enable them to make progress. Children's questions are valued, which in turn means that they feel valued as individuals – this promotes the ethos we want at Temple.

askit

This approach is supported by the end of term Project Celebrations. Together teachers and children 'look back' to review their learning. They check to see if everything has been covered and understood; have all the questions the children posed been answered. They also look forward to what will come next and how they would like to shape the next steps in learning. *askit* is often the vehicle for developing the next area of planning.

Understanding and commitment

Temple is a very large primary school and when we embarked on *Open Futures* in 2011, it was vital that our approach to managing the strand training programme would result in a school-wide understanding and commitment to the *Open Futures* programme. For this reason, with strong support and leadership from the senior management team, all the senior leaders were trained in all four strands. This ensured that a thorough understanding of the programme was well established right across the school. Over the next two years, as the confidence of teachers' and teaching assistants grew, the planning and review of the *Open Futures* programme was devolved to departments. This encouraged *Open*



“With *Open Futures*, the children learn through hands-on, practical experiences”

Futures planning to grow directly out the subjects and themes. It is thus not a 'bolt-on' but a firm, clear way of responding to the learning objectives within the planning.

So many questions

Open Futures is now thoroughly embedded within the curriculum. New staff are inducted by the many resident experts we have in school. 'Pupil Voice' ensures that the views of children are constantly taken on board.

We now have so many experts to support us. Recently, wonderful *filmit*, *growit* and *cookit* training was provided to new staff by a Year 2 teacher, a TA and a middle leader. The programme is now sustainable and cost-effective because it is part and parcel of the way teachers teach and the way children learn at Temple.

Enhancement opportunities

filmit and *askit* have proved to be the easiest to use as key drivers for the new statutory primary curriculum. "*askit* brings depth to learning in all subjects, but especially speaking and listening and filmmaking can be used in just about every subject area. Because of the 'small group' organisation for *growit* and *cookit*, the learning supported through these strands is more in terms of enhancement opportunities: ways in which key learning is applied and practised. Children achieve specific skills and competencies but also see the relevance of them in the completion of broader-based tasks. With *Open Futures*, the children learn through hands-on, practical experiences. The full integration of *growit* and *cookit* into the statutory curriculum happens best in Early Years and Foundation where these strands are at the heart of so many of the learning objectives.

Enthusiastic, confident, analytical

Our underpinning pedagogy is enquiry. Our children are very vocal and happily engage in reflection, self-review and assessment of their own learning. They are keen to ask questions and find answers and the school's leadership team constantly seek ways to encourage this independent spirit.

To this end, there is now a well-established Pupil Education Team (PET). This is comprised each year of 12 pupils from years 4 to 6. This team is trained to observe lessons, consider displays and generally focus upon whatever the school is highlighting at a point in time. The children work alongside a teacher and become very skilled at observing processes and procedures and providing the senior management team with another viewpoint and perspective.

What better way to help them become enthusiastic, confident, analytical young people, willing to respond to and shape their futures?



Use courage, raise aspirations, show respect and integrity

Hart Plain Infant School and *Open Futures*

Lynn Thurleigh-Ratcliffe, Deputy Headteacher describes the Hart Plain curriculum and the planning process.

Values, principles and aims

Hart Plain's motto is "Happy to Learn, Growing together" and our core values are respect, integrity, courage, happiness and aspiration.

We are committed to continuous improvement and lifelong learning for both children and adults. Our curriculum aims underpin our planning, namely that each child will be provided with opportunities to:

- have full access to a broad and balanced curriculum, including the national curriculum
- learn through a range of learning experiences supported by our new learning skills 'FOCUS'
- achieve his/her full potential through the development of concepts, skills, knowledge and attitudes
- enjoy a variety of learning activities that have been carefully planned and resourced to meet his/her needs and abilities
- develop as a whole person, recognising their moral, spiritual, physical, social and intellectual needs
- work independently with confidence and positive self-esteem
- enjoy learning which is organised in a caring environment where everyone is fully valued
- learn in school and outside the classroom in the school grounds and off site visits

Focus

We have recently introduced **FOCUS**, a mnemonic for the learning skills and behaviours that we need to develop throughout our school.

Focus – Look and listen carefully

Open – Be aware, notice and think about what others say

Caring – Show kindness and consideration to others and their ideas

Up – Aim high!

Smiley – Enjoy learning, tackle challenges with a smile!

Each of the above is attached to a character to help the children remember them.

Planning

Our curriculum skills map provides skills progression for each subject. We have devised termly themes, for which we produce a planner in the form of a chart containing a 'box' for each planning area, ie EYFL and YR – the 3 prime areas and 4 specific areas; KS1 – Reading, Writing, Numeracy, ICT and the foundation subjects. Recently we introduced new proforma for maths and literacy that allow for 'up learning' (ie moving the children on during a session) and one for other curriculum areas.

Open Futures

Open Futures has its own "box" and therefore appears as a distinct area (EYFS & YR) or subject (KS1) in every termly planner; links are specifically made on maths and literacy planning. We feel that *Open Futures* supports most of the National Curriculum subjects, particularly literacy, maths, science, art, computing, geography, RE, and citizenship/PSHE.

Open Futures reflects our core values and principles perfectly; it provides 'hands-on' real experiences alongside opportunities to reflect deeply. Children are focused and love working within each of the strands, which provide motivation and help to develop their reasoning and thinking skills. We believe that learning should be meaningful and accessible to children.

Our core values sit underneath *Open Futures* in that the activities regularly give children the opportunity to use courage, raise their aspirations and show respect and integrity in a variety of wider experiences. It also makes them happy (a key core value) so they learn well!

Progression and assessment

We are developing a self/peer assessment model that underpins progression and supports our school learning values. Staff and children use the skills ladders for each strand, which we have adapted from the skills progression documents provided by the strand trainers.

We are currently developing an 'Open Futures' learning journal in which children record their key achievements and include their assessments; these journals will be shared with parents.

Lynn Thurleigh-Ratcliffe is Deputy Headteacher at Hart Plain Infants. Lynn has been involved in the strategic development of *Open Futures* since the school joined the programme and has worked closely with successive *Open Futures* Co-ordinators and Strand Champions.

Situated between Portsmouth and Petersfield and close to the Hampshire/West Sussex border, Hart Plain Infants shares its campus with Hart Plain Junior and Cowplain Community School.

The school joined *Open Futures* at an early stage in the programme's history; over the years, which included a change of headship Hart Plain has fully embraced *Open Futures* and become one of the first flagship schools in the country.

“Open Futures reflects our core values and principles perfectly; it provides ‘hands-on’ real experiences alongside opportunities to reflect deeply”

Planning the curriculum in a specialist school

Camberwell Park Specialist School and *Open Futures*



Deputy Headteacher Allison Taylor and Assistant Headteacher Alison Randall describe Camberwell Park's curriculum, particularly the plans, priorities, partnerships and personal learning programmes which have contributed to it being designated by Ofsted as 'Outstanding' and 'a wonderful' school.

Plans

The long term curriculum plan is in place as a spiral curriculum which ensures that all subjects are taught every term/half term with a foundation subject threading through each of them. The key areas of learning are re-visited every two years.

Our annual plans depend very much on the children we have in our school and the teachers responsible for the core subjects design their own planning format to ensure that they meet the needs and the potential of all the pupils. Other teachers and TAs follow these essential guidelines.

'Pupil Voice' is another significant and important element in our thinking about the curriculum. Children who are fully engaged with their own learning always achieve more, so here at Camberwell they are supported to think about what within the topic they want to learn about or a question linked to the topic to which they want an answer; teachers then incorporate this within the requirements of the spiral curriculum.

Priorities

Our curriculum planning is embedded in the school's shared values through our **PROUD** behaviours. We are:

- Passionate about ensuring that children have access to a broad, balanced and fun curriculum
- Respectful of all the individual differences and needs of our children
- Organised to meet these requirements and provide appropriate learning opportunities and resources
- Understanding – all of the teaching staff have a high level of subject knowledge across the curriculum and are ...

- Dedicated to adapting the curriculum to meet all the children's needs and ensure that all children develop to their full potential

We also encompass Manchester's Equal Opportunities policy and the Every Child Matters guidance from 2004. We want all our children to achieve and to develop skills to the best of their ability. Most importantly, we want to enable them to have respect for themselves, high self-esteem, be resilient and to be able to live and work co-operatively with others.

We are also a Rights Respecting School, committed to UNICEF's core principles of individual rights and responsibilities.

SEAL is also fully embedded within our curriculum, linked closely with PSHE, again ensuring that all the different strands are covered.

Partnerships

Camberwell Park embarked upon a two year partnership with the Helen Hamlyn Trust in September 2011 to enhance the existing curriculum model. We felt that the programme would enable us to blend skills and enquiry in a creative way and allow pupils to develop their natural curiosity and enquire about the world around them.

Open Futures was introduced to us as a school at just the right time. We were reviewing and extending the existing curriculum model and it helped us to confirm that we were doing the right thing in engaging our pupils in real life learning and helping them to see the world in a new light, particularly by questioning and making choices.

Personal Learning Programmes

Open Futures is now an integral part of our curriculum and will remain so, now and in the future, particularly as we adapt our plans to meet the requirements of the new national curriculum.

For us, the programme allows us to blend the four aspects of '*growit, cookit, filmit and askit*', enabling the children to explore the worlds of gardening, horticulture,



Allison and Alison are seen here on the right with teacher Jane Greenfield and Mary Isherwood the headteacher on the left during a curriculum planning session

cooking, film and philosophy and to develop a wide range of practical skills. However, we always have to give careful consideration to how the curriculum is taught as our cohort changes year on year; this means we have to think 'outside the box', ensuring all the children have equal access.

With *Open Futures*, sometimes a strand is taught as a discreet lesson; sometimes through the topic. *askit* is taught as a discreet lesson for some children and is differentiated for others within lessons.

The objective is always to meet the needs of our children and help them to make progress. Our children's attainment can vary across key stages so teachers are expected to teach *Open Futures* key skills at an appropriate level for each child. Pupils are also encouraged to become independent learners by making choices and decisions for themselves.

Camberwell Park is a designated specialist support school. It provides for pupils with severe and profound and multiple learning difficulties as well as complex communication difficulties including autism.

The school has gained the National Healthy Schools Gold Award. It also has the Eco-Schools, Sports Activemark, Investor in People status and Financial Management in Schools awards.

“Open Futures is now an integral part of our curriculum and will remain so, now and in the future”



Joining together
to build our future

Joining together to build our future

Brampton Primary School and *Open Futures*



**Assistant
Headteacher,
Marie Hardie,
describes the
Brampton Primary
curriculum and the
planning process.**

The Brampton curriculum

Our curriculum at Brampton is designed to foster and develop children's creativity. Our annual overview consist of six whole school, half-termly themes: Wonders of the World, Famous People & Landmarks, Imagination & Make Believe, Mother Nature, Travelling and Games. We arrived at these topics through a process that combined teacher and pupil voice: staff meetings and class councils considered the themes and ideas that were most inspiring and engaging.

Planning

Lead teachers create the long and medium term from which teachers then plan individual lessons.

Our planning is recorded using a common format and saved on our system. Learning is driven by a half-termly enquiry in the form of year group specific questions and subject specific Learning Challenges (which may take more than one lesson – several learning

challenges can be going on at a time), for example:

- Whole school theme – Autumn term 1: Wonders of the world
- Year 4 question: How important is water?
- Science learning challenge: Where do the puddles on the playground disappear to?

Open Futures

Open Futures appears within each half-termly overview, where ideas for each strand are identified alongside global learning/awareness; activities for each strand are then highlighted on the individual planners. We use *growit* to deliver several elements of the new science curriculum and *cookit* similarly for DT and geography. *askit* supports all subject well, but especially RE, PSHE and English.

All members of staff are involved in implementing the *Open Futures* programme: in addition to the roles described above, I have overall responsibility for curriculum planning; teaching assistants work with groups of children in activities planned by teachers.

Enquiry

Children's curiosity is fostered through inspiration days during which they record what they already know and what they want to find out about the subject; teachers model questions to stimulate children and they, in turn, propose their own questions for the basis of an enquiry.

Open Futures has introduced a much wider concept of the world and has encouraged curiosity and enquiry; additionally it has resulted in us (through *askit*) looking at specific issues – for example social justice, fairness and equality.

Reflection and assessment

We use working walls for children to post their questions and resulting enquiries; these, alongside pre – and post-learning challenges, are used to encourage children to reflect, review and assess their learning. Children use photos and notes to record their learning journeys in their books. All this is in keeping with the school motto:

“Joining together to build our future”

Brampton Primary is in a residential area of East Ham, close to the ever-growing area of Docklands and to the O2 Arena. The school was built in 1915, with two buildings – Infant and Junior – which have been used as girls' and boys' buildings and as separate primary and secondary schools.

In the middle of the playground stands The 'Shed' – a building with a rich history, having started life as a bicycle shed but later having its sides built in to create two rooms. During former pupil Dame Vera Lynn's time at Brampton The 'Shed' was used as a craft room; more recently it has been a resource centre and following the current building programme will become a well-being centre. The school has a new Dinner/Sports Hall with extensive facilities, along with a purpose-built teaching kitchen.

“Open Futures has introduced a much wider concept of the world and has encouraged curiosity and enquiry”

Planning the primary curriculum



Outwood Grange Academy and *Open Futures*

Lee Wilson, Associate Executive Principal for the Academies Trust and his team of curriculum support teachers have developed an imaginative detailed planning process which will ensure that all pupils in the Academy's three primary schools experience a stimulating learning programme which addresses all aspects of the national curriculum.

The Outwood Grange family of schools consists of eight secondary schools and three primary schools:

- Outwood Primary Academy Kirkhamgate
- Outwood Primary Academy Ledger Lane
- Outwood Primary Academy Lofthouse Gate

All of which are in Wakefield

Lee describes the Outwood Primary curriculum and the planning process.

It is designed to challenge children of all abilities and to help them become independent learners. The Outwood Plan is a comprehensive guide, but it is the teachers whose skill, imagination and hard work convert the plan into effective learning experiences.

The Six key features of the Outwood curriculum are:

Enquiry, Coverage, Progression, Recording, Sharing and Parental Engagement

Enquiry

Our annual plan is based on six termly topics. Within these we move from teacher directed, structured enquiries to teacher supported and children directed enquiries. Each topic starts with a big question, which encourages all teachers to ensure that learning is led by enquiry. The seven-week plan is built around seven smaller questions that unpack the bigger question. The first two or three questions are posed by the teacher and are planned to cover all elements of the national curriculum. When teachers are confident that the statutory content is embedded the remaining questions for the term come from the children. Teachers thus guide the children towards more independent learning.

Coverage

Our planning documents are simple but comprehensive. We have an annual overview for the teacher which outlines how the national curriculum has been broken up across each year group. Teachers are aware of what they are expected to deliver across the year.

So as they cover that content throughout the year and as they are happy that children are progressing through the content they highlight it. During the year they can see what is left to cover.

Progression

Our second planning document identifies the questions and provides space for a week-by-week evaluation of progress. Highlights in learning are described and, most importantly, the next steps in learning are identified.

Recording

By the end of the unit the documents come together to make a single booklet, which will be available as a starting point for other teachers next year. This provides case studies of units of work and examples of children's work. It also gives us a picture of standards for moderation.

Sharing

The strength of working as a collaborative group means that we are creating a bank of resources from the three academies. Throughout the year teachers from all the schools come together to share ideas and celebrate progress.

Parental engagement

Across the three schools parents are involved with their children's progress. One particularly successful activity is through Twitter.

Each class has a Twitter account and all the parents who want to be are linked to this account. Where appropriate during lessons teachers take photographs or make short videos of the learning activities which are tweeted live. Twitter has resulted in parents having a more informed understanding of what their children have been doing in school. They no longer need to ask children what they have been doing today they can now see for themselves.

Children also take pictures on tablets or phones, which are then tweeted by the teacher. We are also getting parents tweeting back.

Tweets certainly impressed Ofsted inspectors during a recent inspection by providing further evidence of a rich and diverse curriculum.

Open Futures

During the next few years *Open Futures* will play a very significant role in the development of children's learning in the three academies. We share the *Open Futures'* pedagogy of independent learning through an enquiry approach. The four strands will provide teachers with the skills and enthusiasm to plan appropriate learning experiences for children of all ages.



Lee Wilson is an award winning teacher and Associate Executive Principal for Outwood Grange Academies Trust. Prior to joining the Trust in September 2013, Lee worked as a primary Headteacher. In 2009, Lee led a curriculum development programme for the Yorkshire and Humber Gifted and Talented Hub. He has delivered a range of training on leadership and curriculum development at a local, national and international level.

“During the next few years *Open Futures* will play a very significant role in the development of children's learning in the three academies”



Open Futures in Further and Higher Education

“Why Innovation? Making it happen at Beds” The Annual Teaching and Learning Conference, University of Bedfordshire, 30th June 2014

The Annual Conference invited participants to consider “Pedagogic Innovation”.

Admitting that such innovation was long overdue by the University and perhaps also by Higher Education across The UK, it asked specifically for “Ideas for new disruptive technologies that will characterise our response”.

Currently rated ‘good’ in its last inspection, the College is committed to being recognised as providing an ‘outstanding’ quality of education across all areas of the curriculum and in the view of the College’s Principal and the Leadership team:

“Outstanding will be achieved by moving to a culture which emphasises enquiry and reflection and results in students having the capability, not only to demonstrate skill development but independence and critical thinking.”

It was appropriate that within this context Professor James Crabbe and Eamonn Egan facilitated a seminar which explored the introduction and progress of *Open Futures* in the curriculum planning of the Central Bedfordshire College.

The future is clear – the future is open

Professor Crabbe was in no doubt that concepts and processes of The *Open Futures* Learning Programme are relevant to improving learning and teaching in Further and Higher Education.

“It is an enabler and facilitator par excellence in primary schools and can be equally as effective for students and their teachers in any educational setting”.

The seminar began with James describing his introduction to *Open Futures* and what prompted him to meet with the *Open Futures*’ team to discuss the

possibilities of extending the programme into Further and Higher Education.

James had been enthused and encouraged by what he saw happening in Gallions Primary School in the London Borough of Newham and one of the *Open Futures* Flagship schools.

He recognised the significant contribution that the *Open Futures* programme, centred in practical hands-on experiential learning, made to all aspects of the school, impacting on the social culture that prevailed and the expertise and skills of all the staff.

During the 45 minute workshop, Professor Crabbe alongside Eamonn Egan, the Assistant Principal of the Central Bedfordshire College outlined some of the significant elements of the *Open Futures* programme;

- Its key objective of inspiring and engaging young people and developing an ‘I can’ attitude to learning and to life.
- Giving young people permission to dream beyond their sense of place
- The significance of questioning, critical thinking, enquiry and communication skills
- The importance of community and community involvement in learning in all its forms

The future is clear; *Open Futures* is a model for education at all levels

Eamonn Egan described the introduction of *Open Futures* into the College and illustrated how the training is already impacting on student response and teacher skills.

Currently 170 staff are undertaking Level 1 *askit* training including teachers, assessors, learning support assistants and learning mentors. This will support them in developing enquiry-based learning across their curriculum area. Staff have committed to trying out a community of enquiry with their students and

interesting stories of these experiments are beginning to emerge from Construction, Public Services and Pathways – the latter involving young people with learning difficulties and disabilities.

For Eamonn, the power and potential of philosophical enquiry is already beginning to impact on the learning outcomes for the students and demonstrating their capacity to develop as thinkers and independent learners.

In conclusion, James posed the question; How does Leadership change and improve the culture of an institution and could *Open Futures* be a catalyst for such a change within Central Bedfordshire?



Professor Crabbe is a Fellow of Wolfson College, Oxford, a Senior Research Associate of the Department of Zoology at Oxford and a Research Professor (part-time) at the University of Bedfordshire. Formerly he was Executive Dean of the Faculty of Creative Arts, Technologies and Science at the University

of Bedfordshire from 2005-2014, and before that Professor of Protein Biochemistry and Head of School at the University of Reading.

He is a National Leader of Governance, and since 2010 Chair of Governors at Central Bedfordshire Further Education College. He is an Honorary Professor at Changchun University of Science and Technology, China.

He is a Vice-President of the Institute of Marine Engineering, Science & Technology. In 2006 he won the 6th Aviva/ Earthwatch International Award for Climate Change Research and in 2008, the Great Contributors to China Creative Industries Award, presented at the Diaoyutai State Guesthouse in Beijing.



Dr Eamonn Egan is Assistant Principal at Central Bedfordshire College, responsible for maintaining standards and driving improvements in the quality of teaching, learning and assessment as the College strives to be outstanding.

His career in further education began in 2002 as ESOL manager at Uxbridge College. Prior to this he worked abroad as an English teacher in Japan and Malaysia. Eamonn is currently completing a part-time Doctorate in Education at the Institute of Education in London. His research interests are in the relationship between a person’s identity and sense of self, and their use of language and literacy.

Central Bedfordshire College, offers a wide range of vocational and academic Level 1 to 3 courses for 16 to 18 year olds and adults. In September 2015, it will welcome it’s first cohort of 14 to 16 year old students.

“An enabler and facilitator par excellence in primary schools that can be equally as effective for students and their teachers in any educational setting”



Southern Schools Network Conference Report

In September 2014, flagship school St John's CofE Primary, in Findon, West Sussex hosted a very successful day conference

Bob Pavard, *Open Futures* Curriculum adviser, reports on the Southern Schools Network day conference.

Headteachers, teachers and teaching assistants from a variety of West Sussex and Hampshire *Open Futures* schools attended the day, which began with an opportunity to tour the classrooms and grounds.

Commitment

Delegates benefitted from being able to observe the four strands of *Open Futures* in action and to appreciate the very high quality environment that the staff at St John's provide for their children, whose commitment to and enthusiasm for their learning was very plain for all to see.

The tour was followed by a discussion with Headteacher Richard Yelland and *Open Futures* Coordinator Kate Lax, who described how *Open Futures* is planned as an integrated part of the school's curriculum; delegates were provided with a pack of detailed information, including sample copies of the school's planning documents. (A description of how St John's plans *Open Futures* is described by Kate on page 4).

Ideas and thoughts

The afternoon consisted of a short business meeting to update delegates on *Open Futures* developments and to plan the next day conference. The meeting was followed by a workshop activity to consider the unique

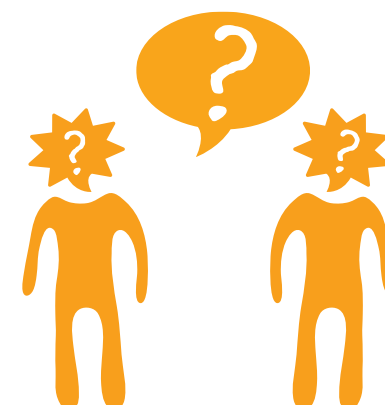
characteristics of the *Open Futures* 'Its'; delegates worked in small groups to identify the factors that distinguished *growit* from gardening, *cookit* from cooking and *filmit* from filming. The ideas and thoughts from each group were then collated and will form the subject of an article in the next edition of *openit*.

The next Southern Schools Network Conference will take place on Wednesday 29th April 2015 at Petersgate Infant School, Clanfield, Hants. The day will include a tour of the school, discussion with Petersgate staff and a workshop on assessing enquiry and skills-based learning; there will be two free places for each school that wishes to attend – watch out for the details which will be circulated shortly.



Frequently Asked Questions

Frequently Asked Questions (FAQs) is a regular feature in *openit*. If you have questions let us know and we will answer all of them in *openit* or on the Online Learning Community.



Q How can *Open Futures* be securely integrated into the new primary curriculum?

A The answer will, of course, be different for each school, but the *Open Futures* curriculum planning checklist will help

1 Planning

- What principles underpin your curriculum planning?
- How did you arrive at these principles?
- Do teachers use a common planning format?
- How is the planning documented?
- How will *Open Futures* appear within the school's planning documents?

2 Managing

- How many members of staff will have responsibilities for planning and implementing various aspects of *Open Futures* within the school?
- Who will have the overall responsibility for *Open Futures*' contribution to the curriculum?

- To what extent will teaching assistants be involved in the planning of *Open Futures*?
- How far will children be involved in planning?
- What opportunities will be provided for children to ask questions and plan their own line of enquiries?

3 Learning and teaching

- To what extent will children's curiosity be fostered and encouraged?
- How will *Open Futures* influence your principles?
- Which parts of the national curriculum are particularly well supported by the *Open Futures* programme?
- How will you develop progression of *Open Futures* across the key stages?

- How will your principles influence the delivery of *Open Futures*?
 - (a) generally?
 - (b) in specific year groups?

4 Assessing

- How will *Open Futures*' learning experiences be assessed and reported?
- How far will children be involved in reflection, self-review and assessment of their own learning through the *Open Futures* programme?
- What tools will you need to assess the impact of *Open Futures* on children's learning?

The checklist is used by the *Open Futures* curriculum team during the initial audit and subsequent monitoring visits to schools during the training programme.



The 'it' factor

A new paradigm for learning?

New 'its' blossom and grow in Heald Place



The *Open Futures* strands have created opportunity and experience throughout Heald Place and John Kemp shares them with us.

- *askit* sessions have become regular weekly features and have developed both our children and staff's thought processes
- *cookit* has become an embedded part of lessons with children experimenting with new techniques, tastes and tantalising new recipes to try at home
- *growit* has flourished and our Pocket Garden, a haven of community spirit, has rejuvenated a plot of land into a floral and vegetable bonanza that both children and families can cultivate and care for
- *filmit* has started to become part of our computing curriculum and we are looking at further ways to bring this to the fore

This raised the issue . . . could and should 'its' become more wide spread? To find out we created new 'its' to revamp Golden Time afternoons.

Enthusiasm and high expectations

The strong and dedicated Lower Key Stage 2 team planned *survieit*, *codeit*, *computeit*, *craftit*, *constructit*,

and *investigateit* each with a personalised learning journey that ended with a finished product. The most significant part of the planning involved the children choosing which 'it' they wanted to stay with for the six weeks. They could vote for their 3 favourites and were guaranteed to get one of their choices. There were no tears or tantrums and on that first session the children moved to their new activities with enthusiasm.

A wonder to behold

The results have been fantastic. Children have sung, acted, performed, written, sewed, crafted, cut, stuck, jumped, run, competed, designed, planted, blended, sieved, glued, evaluated and published like never before. At the end of the six weeks we had finished products that were a wonder to behold. The *craftit* children created a quilt made of separate pieces that celebrated Heald Place's 100th anniversary. The "Golden *singit* Choir" has performed at celebration assemblies. The *constructit* gang designed and created a new school for Heald Place; 100 years from now. The *survieit* club, in a Bear Grylls sort of way, learnt survival skills and den-making.

But could we really claim that these new activities can be named 'its' or have we just jumped on the bandwagon and tagged them like friends on a selfie snapshot? What do these new 'its' have in common with our founding four?

Building blocks of skills awareness

Each of the new 'its' we created in Heald Place have a distinct learning journey to them. Just like *askit*, *growit*, *cookit* and *filmit* each of the 'its' lead children and their teachers through a series of experiences that introduce, initiate, consolidate, embed and extend successive building blocks of skills awareness. The children at the end of their journey have travelled far and have a gift; an awareness and a new way of thinking that they will carry with them onto their next journey.

We often find ourselves almost romanticising the end of the journeys that we go on; especially so in education. There always seems to be a target or level that we all set out to achieve. There are many and some are difficult. The truth of the matter, though, is that life is not really so much about the destination, the ending place one arrives at, as it is about the pathway; the learning one takes away from the whole experience. The paths we take lead to a hundred more, as the process of discovery and learning are not short ones.

Something different

The 'it' factor has been used to describe many things in our modern 21st Century society. In the past the 'It factor' might have been defined as someone with *je ne sais quoi*, or the indefinable something that makes someone special. Most often it is applied to celebrities or semi-celebrities that seem to radiate charisma, charm and talent. Our 'it' factor is something different; it is something that will be around long after these shining star celebrities have burned brightest and then faded from our front pages.

Our 'it' factor

An 'it' creates a bedrock; a sturdy foundation that acts as a catalyst into new endeavour. The skills learned ripple throughout the children's education and they begin to underpin a new framework for learning. They provide a structure to a shared experience that the children may never have encountered before. Within this we find ourselves changing our pedagogy so that new lessons are crafted to encapsulate this ethos.

This is our 'it' factor

- *Intelligent Thinking*
- *Imagination Transforming*
- *Inspiration Transfer*

A new paradigm for learning?

John Kemp, is Head of Literacy, Assistant Headteacher – Lower Key Stage 2 in Heald Place School, Manchester and was the *Open Futures* School Co-ordinator during 2013–2014.

“Could we really claim that these new activities can be named 'its' or have we just tagged them like friends on a selfie snapshot?”

The photograph at the top of this article shows 'exhibitit' – another 'it' developed in school, where children created art work each week, built up a collection and opened an exhibition for parents and governors at the end of 6 weeks.

Flying the flag for Open Futures

A regular feature exploring an Open Futures flagship school; its geography, history and plans for the future

No 1 Thoresby Primary School, Hull

The Hull Collaborative Academy Trust

A foggy September morning 8.30 am, rush hour in Hull, I am on Princes Avenue, nearly at Thoresby Primary School. The Avenue described as having “a leafy cosmopolitan ambience . . . Hull’s muesli bar”. True, It’s full of interesting eating places and clubs, but it also has a refugee support centre and a food bank. Now into Welbeck Street, a late Victorian long row of terrace houses. Thoresby School looms out of the mist half a mile away. It’s an impressive three-storey brick building with a large mill-like chimney. From a distance it exudes the aura of a functional, no-nonsense teaching institute. Opened in 1902 as an elementary school it later became an all girls’ high school, now it is Thoresby Primary School a partner in the innovative Hull Collaborative Academy Trust (HCAT).

An attractive, exciting environment

Through the modern automatic security gates, the scene is dramatically different; an attractive outdoor play area is busy with smiling parents, children, teachers and classroom support assistants chatting, catching-up, planning the day. At 8.50 children ring the enormous old school bell and the day begins. Parents, many of them dads, drift away. The school is an attractive, exciting environment for pupils and they obviously love it.

A visitor cannot fail to be impressed by the visibility of the learning; interested, engaged, inquisitive, happy children asking questions offering opinions.

Enterprise education

Headteacher, Melissa Milner and Deputy Head Catherine Corner have agreed to meet and share their latest news.

- Both Melissa and Cath have been invited to an OECD planning event in Potsdam, this results from the school’s very impressive enterprise education activities linked to University of Warwick
- The school now has a new kitchen, lunches no longer have to be transported across the city, they are now made in Thoresby. Children will shortly be involved in deciding the menu for the week during *cookit* and *askit* sessions
- The HCAT partnership, with Eastfield, Bellfield and Collingwood schools is progressing well
- Forest activities are planned in the neighbouring, overgrown ancient graveyard
- Two new ‘its’, *singit* and *moveit*, now complement the four *Open Futures* strands



- The school recently hosted a very successful *Open Futures* Open Day for teachers from Outwood Grange Academy in Wakefield

Children’s research

Time now to leave, even though Melissa and Cath still have much to share, their enthusiasm is intoxicating.

Back down Welbeck Street, but then into a one way system and diverted into a grid of streets named after stately homes in Nottinghamshire, Clumber, Newstead, Belvoir and of course Thoresby. It’s called the Dukeries, the same as North Nottinghamshire.

But why the link?

Hull is nowhere near Nottingham! The answer can be found in an excellent display of children’s research in the old school hall . . .

. . . Thoresby is a wonderful learning environment not only for pupils, teachers and parents but also for visitors!

John Storey



Melissa and Cath being presented with their flagship plaque in school, earlier this year with Sara Shaw, Standards and Improvement Officer, Primary Monitoring and Intervention at Hull City Council

“Interested, engaged, inquisitive, happy children asking questions, offering opinions!”



growit ten years on...

Early in 2005 The Royal Horticultural Society began training teachers in ten schools in the South East of England.

The *growit* manager for the RHS, Claire Custance and her team have had a significant influence on the development of the *Open Futures* skills and enquiry learning programme. We asked Claire for her recollections of the first ten years of *growit*.

There are some things that I will always remember, starting with my first visits to the ten pilot schools. They were spread from Portsmouth to Eastbourne, so a large section of the South Coast in East Hampshire and East and West Sussex was covered.

Growing on terraces

I remember being at a special school for hearing impaired children and having sea gulls swooping about overhead. The garden was steeply sloped; we had the children growing on terraces which they enjoyed scrambling over. I remember thinking that growing was a sort of universal language – it's all about practical skills and this can be communicated by showing and doing, which made it a great thing for hearing impaired young people.

Home-grown potatoes

I remember children growing, harvesting and cooking produce for a sit down lunch with Lady Hamlyn in a primary school near Chichester. The food was spectacular, we made a huge potato salad with home grown potatoes, onions, garlic and chives and the table was decorated with fresh herbs and flowers. The school was a pioneering school for creative curriculum development and the children held a tea dance for local pensioners linked to WWII studies, serving homemade scones and jam.



A willow fence

I remember children from the reception class at an Infants School in East Hampshire standing in the snow to plant a willow fence. They were tiny and clad in woolly hats and gloves in the snow which drifted gently down, but they didn't seem to mind.

Vegetables

I remember some schools in very deprived areas where many children regularly came to school without breakfast.

I remember at the end of the year the parents of one child thanking *growit* because their child had gone from never eating any vegetables to going to the supermarket with his mum and choosing which vegetables he and the family would be eating that week.

Freshly picked strawberries

I remember the trainers appealing for parents to come and help turn a grass field into a garden – the children loved it from the beginning, but the parents were hard work, only a few were willing to be involved. However we won many of them over. Perhaps handing round bowls of freshly picked strawberries as they waited for their children at the end of the day helped.

In the second year we ran gardening training for parents, which was always well attended, they worked alongside their children for an hour. Many became regular helpers and perhaps it led to the RHS 'Get Your Grown Ups Growing' initiative!



Strawberry in fruit with straw mulch
Image Credit: RHS / Tim Sandall



Dealing with barriers to gardening

School gardening has come on dramatically in this ten-year period. As recently as 2009 many teachers in an RHS survey said that lack of time in the curriculum and lack of confidence was a major barrier to school gardening. We now believe that over 90% of all primary schools are gardening and 72% of secondary schools. Confidence is still an issue though, that's why we need to keep training teachers. The RHS only started to work directly with schools and communities in 2004.

So *growit* came at a time when we wanted to get more experience under our belts to see how schools could optimise opportunities and deal with barriers to gardening. *growit* has informed RHS best practice and has had a marked impact on our skills in outreach education.

Providing healthy futures

Showing children the skills involved in gardening and letting them experience it for themselves is key to providing healthy and economically viable futures for many more children in the UK. Horticulture isn't just about weeding and digging in the rain – it is art and design, journalism and conservation. It also involves scientific research into areas such as food security and climate change.



Paul Kettell and **Hayley Young** were the first *growit* trainers, they recall that the first crops grown by children in September 2015 were, the broad bean variety ‘Aquadulce,’ garlic, winter salads such as ‘winter density’ lettuce, mizuna, mibuna and giant red mustard. All suited an Autumn start.



Vicia faba ‘Aquadulce’
Image Credit: RHS / Leigh Hunt



Brassica juncea ‘Golden Streaks’ (MIBUNA)
Image Credit: RHS / Tim Sandall

For any schools embarking now on gardening as part of their curriculum Paul recommends children could start with the following ‘easy to grow’ crops.

Potatoes growing time is suited to a school year. They also provide an exciting harvest and are great for cooking. Additionally they also provide opportunities for learning about storage and carbohydrates.

Radishes are quick from sowing to harvest and have a wide range of colours, shapes and flavours. They can demonstrate differences in growth as a result of different watering regimes. They are good in a salad with very little preparation.



Radishes
Image Credit: RHS / Tim Sandall

Strawberries will grow in a school year, They are easy to harvest and good in a smoothie. Selling potted up runners can provide an easy enterprise activity. Growing strawberries can also help teach asexual reproduction and demonstrate insect pollination.

Growing potatoes, radishes and strawberries can also highlight how pests impact on different crops. Children can then decide what, if anything, they can do about it.



Claire Custance is the Skills Development Manager for the Royal Horticultural Society’s ‘Education and Learning’ Team. She manages the national RHS Campaign for School Gardening and the development of learning programmes and resources for schools. Claire, came from a background in farming and food education and has been with the RHS for 10 years during which time she has been involved in supporting the *Open Futures* partnership initiative.



Paul Kettell is Schools’ Development Officer for the RHS working on curriculum centred programmes in schools. Paul has a distinction in Horticulture at Level 3 and has since taken the RHS Master of Horticulture qualification.



Hayley Young is currently training *Open Futures* Schools in the East of England and works as a freelance trainer. Hayley graduated from the RHS School of Horticulture where she was awarded the Wilkinson Sword prize for excellence.

“growit has informed RHS best practice and has had a marked impact on our skills in outreach education”

In the next issue of *Openit*, Ann Kerry, manager and lead trainer for *cookit* will share her recollections of the first ten years of *cookit*.

What does an enquiry-based curriculum look like?

The learning for all primary school pupils is enhanced to a greater or less extent by Enquiry; all pupils are encouraged to research and solve problems. The following summary could help identify, more clearly, what enquiry looks like.

Highlight the descriptions which best describe your school or classroom.

What does enquiry look like?		
Structured enquiry Teacher directed	Supported enquiry Teacher/pupil agreed	Open enquiry Pupil directed
TEACHERS	TEACHERS	TEACHERS
<ol style="list-style-type: none"> Teachers design activities and materials to help pupils share ideas and interests and to develop good questions and focus for enquiry Teachers set clear ground rules and expectations Teachers lead planned and structured enquiries, making the model of enquiry being followed clear Teachers ensure that resources and reference materials are available, including ICT and libraries 	<ol style="list-style-type: none"> Teachers help pupils identify good ideas, questions or problems worth enquiring into Teachers help pupils to plan their own short enquiries, usually in small groups by following a clear model Teachers advise pupils on possible sources of information to look at and subject-based skills or knowledge they can use Teachers check pupils' work regularly and provide guidance, ideas and advice on progressing 	<ol style="list-style-type: none"> Teachers encourage and allow pupils to come up with their own enquiry Teachers provide support and guidance where required or requested Teachers help to locate resources requested by pupils Teachers assess pupils' progress thoroughly through dialogue and written feedback
PUPILS	PUPILS	PUPILS
<ol style="list-style-type: none"> Pupils describe their experiences and ask questions Pupils gather material from a range of resources, including library books, the internet and home Pupils make use of different school subject resources and knowledge, often in combination Pupils collaborate in small groups 	<ol style="list-style-type: none"> Pupils take more responsibility for deciding their focus in groups and individually Pupils make use of multiple subject resources and other types of knowledge Pupils improve their use of ICT and library based resources Pupils become confident, communicating to audiences in a range of formats 	<ol style="list-style-type: none"> Pupils become increasingly inquisitive Pupils collaborate with others in different ways Pupils are able to pose problems, ask questions and recognise issues to explore Pupils are able to propose solutions to problems and questions

Adapted from "A suggested model of progression' Enquiring Minds, (Futurelab, Microsoft)

Why did my school get openit?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where the *Open Futures* Trust is currently sponsoring a Curriculum Development Partnership initiative. If you're interested in hearing

more about the partnership, or wish to explore ways of introducing the *Open Futures* Skills and Enquiry Learning Programme into your school, either visit www.openfutures.com or email hello@openfutures.com.