



Curriculum Design

Preface

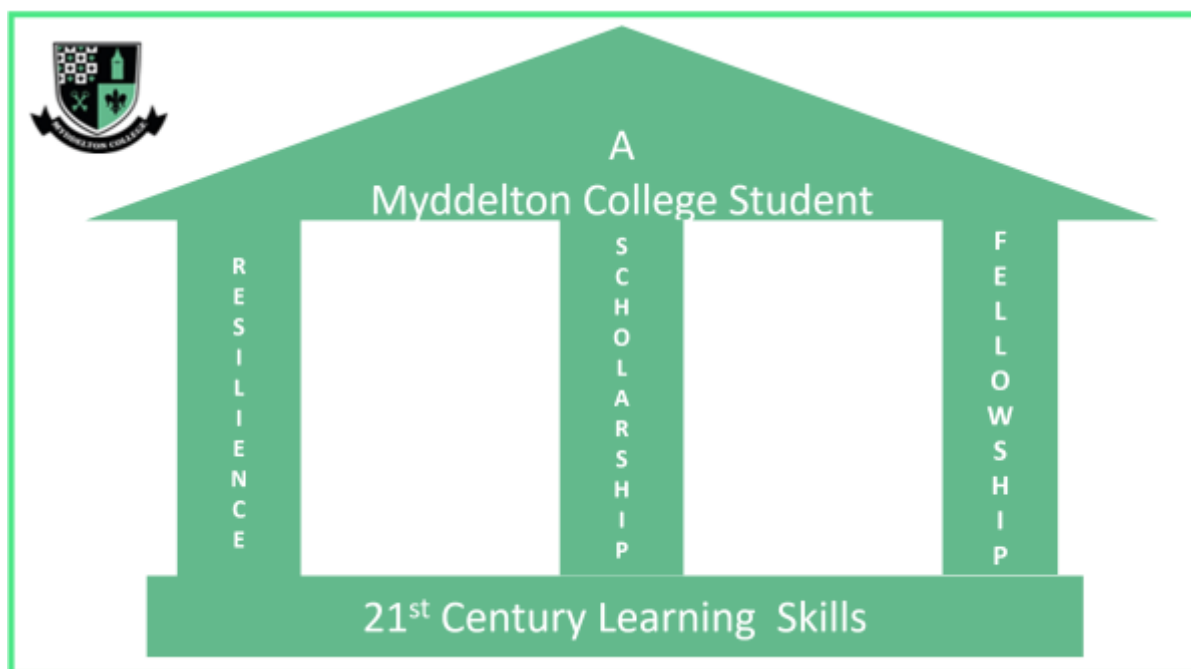
This curriculum model aligns with both the vision and the mission statement of Myddelton College. We are committed to developing the skills required for lifelong learning in the 21st Century and for preparing students for life in a globalised society.

The world is a global village and the interconnections between each and every one of us increases on a daily basis. The rate at which new information is being created almost doubles every year. What does that mean for our students? It means teaching is no longer about merely passing on knowledge or preparing students for the jobs that our current economic situation demands. We need to teach students the skills that allow them to be adaptable and to succeed in the 21st century.

The way we access information has also changed and continues to evolve. At Myddelton College our students will complete all of their work using Windows 10 touch screen devices and will record their work using Office Class Notebook. However, providing students with the latest technology does not alone prepare them for the new world that they will be entering.

We need to go much further than simply providing students with the latest technology and actively develop a curriculum that teaches the skills that students need to be successful in life in the 21st century.

The Three Pillars of Myddelton



We believe that all Myddeltonians should be resilient, we believe that all Myddeltonians should be scholars and we believe that all Myddeltonians should show fellowship toward others. These are the three key areas around which we have built our school. They are evident in everything we do, in the classroom, in the boarding house and in the community. Students will be encouraged to develop in these three areas as it will give them the skills and personal qualities necessary to be successful in life.

In the curriculum, we encourage all students to be scholarly and to use the language of an academic. We have linked each of the pillars to two of the 21st Century Learning Skills below.

21st Century Learning Skills

The 6 rubrics that have been identified as being at the heart of non-cognitive competencies (or soft skills) needed for learners in the 21st century are:

- Collaboration (Fellowship)
- Knowledge Construction (Scholarship)
- Self-regulation (Resilience)
- Real-world problem solving and innovation (Resilience)
- The use of ICT (Scholarship)
- Skilled communication (Fellowship)

These rubrics need to be embedded into our curriculum at Myddelton College and both students and teachers need to actively work together to develop them in each and every lesson. These skills are signposted on to our schemes of work and lesson plans so that as a College we can monitor their implementation across the curriculum. The design of our lessons themselves also apply the theory of these 6 rubrics so that they are built into every day teaching and learning.

The rubrics and their levers for success will be displayed prominently in all classrooms and will also form the basis of our academic rewards system. The rubrics will not just be restricted to the

classroom but will also be used by the boarding community and in our ever day conversations around the college.

We have identified the five or six key levers for success in each of the rubrics. These are the essential characteristics of each rubric that our students need to develop and master.

Collaboration

- I actively listen to other people's opinions and ideas
- I am confident in sharing my own ideas
- I agree aims and outcomes with others
- I respond positively to feedback from others
- I take initiative in my community
- I am able to take on leadership roles within a team

Knowledge Construction

- I understand how I learn and how to improve my knowledge
- I apply my prior learning to new experiences
- I explore links between the different topics being studied
- I find the information needed in order to solve problems
- I am able to process and organise new information

Self-Regulation

- I do the right thing even when no one is watching
- I am resilient
- I adapt well to new situations and people
- I can manage my work and my time independently
- I am able to monitor and evaluate my own thinking and performance
- I am able to exercise control over my own emotions and behaviour

Real-world problem solving & innovation

- I make my learning relevant to real-time and real-world events
- I think in unconventional and creative ways
- I am inventive and can think of new solutions to existing problems
- I take an '*evidence and research*' approach to solving problems
- I see my learning in a global context

The Use of ICT

- I am able to select the most appropriate software to complete my work
- I use technology to work in a more productive and efficient manner
- I able to transfer my ICT skills to use unfamiliar software packages
- I communicate effectively through technology
- I am creative and inventive with technology
- I can be diagnostic in solving problems with technology

Skilled Communication

- I am able to express myself in a clear, accurate and articulate manner
- I effectively use a variety of methods to communicate my ideas
- I can create a persuasive argument
- I can captivate an audience and sustain their interest
- I am an active listener

Cross-Curricular Themes

“Teacher isolation has to end, unless teachers stop departmentalising their teaching and start teaching knowledge in context of other knowledge, student learning will continue to be stuck at the dam. It is time for teachers to collaborate.” (Johnson, B. 2013)

Students learn best when content and skills are taught in a linked and joined up fashion. When planning our curriculum departments need to work collaboratively and need to have a degree of flexibility in their approach. There are three ways in which this can be done at Myddelton College

1. **Aligned Collaboration** - this is where departments can link up and align their teaching, for example Geography choosing to teach about land reclamation and the management of disused quarries at the same time the Science department are teaching about rock and mineral resources. Another example might be the English and History departments collaborating so that history topics are taught concurrently with literary eras.
2. **Cooperative Collaboration** – this is where departments decide on set ways to teach certain skills and content. An example might be the Physics and Maths department collaborating on the teaching of motion. Also more broadly we will have a clear Myddelton College approach to certain literacy and numeracy skills
3. **Conceptual Collaboration** – this is where certain ‘big picture’ concepts are collaborated on by departments. An example might be the humanities, English and science departments linking up and teaching the renaissance period looking at how history affects both Science and Literary and vice versa. Another example could be the Art and Science departments collaborating together to teach pigments and light.

When planning both the long and medium term curriculum plans teachers will collaborate at a variety of levels in order to achieve genuine cross-curricular learning. This needs to happen both at the creation of new curriculum and as an ongoing evaluative and creative process as we develop our schemes of work and taught content.

“The tremendous power of a river is diminished when it is fragmented into little streams. However, when the streams are channelled together, it then can develop a deep flow. So it is with learning..... When [teachers] combine their energies and reinforce the same deep learning, the stream of information is clearer for the student, the learning activities are more fluid, and the student's reservoir of knowledge and skill fills faster.” (Johnson, B. 2013)

Blended Learning

*“Students in blended learning conditions exceed students in traditional classroom environments”
(Bernard, R.M. et al)*

Students will be able to access the content taught and the work they have produced at any place or time they choose. As well as the time spent with the teacher in the classroom, students will have access to online and pre-recorded learning materials and will receive structured independent study time. Blended learning should be considered when planning and designing the curriculum so that students can access a genuinely blended curriculum.

The Welsh Dimension

As an independent school based in Wales we believe it is vitally important that all students are exposed to learning experiences across the curriculum that enhance their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. This is vital for students who originate from Wales and also for those whom will come to see Wales as their second home for the duration of their time at Myddelton College.

Each department needs to consider the Welsh dimension when planning their curriculum and build in sufficient opportunities for students to experience Welsh culture and heritage. Examples may be the study of poetry by a Welsh author in English lessons or a study on the Miners' strike when studying conflict in History. The Welsh dimension will be highlighted onto departmental schemes of work and an overarching document will track and evaluate the provision of the Welsh Dimension across the curriculum

The Global Perspective

At Myddelton College we want students to become globally aware and knowledgeable. The Global perspectives part of our curriculum links well with several of our identified 21st Century learning skills, and links particularly well with the 'Real world problem solving and innovation' skill.

By teaching from a global perspective, students can learn about and reflect on, key global issues from a personal, local/national and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Eventually We would like all students to be able to sit an IGCSE in Global Perspectives and for the content and skills of this IGCSE to be taught through the collaboration of all of the academic departments at KS3. This is an aim and ambition that will take time to develop and fully integrate but all departments need to begin this process and think about how they can teach the global perspective in their subject and how they can plan for it in their curriculum. As with other cross-curricular initiatives, an overarching document will track and evaluate the delivery of Global Perspectives across the curriculum

ESDGC

Education for Sustainable Development and Global Citizenship (ESDGC) aligns very closely with some of the stated aims and objectives of Myddelton College. It is also closely linked to several of our identified 21st century learning skills. ESDGC is an ethos that we want to be embedded throughout school life both inside and outside of the classroom, in the words of Estyn it is "an attitude to be adopted, a value system and a way of life."

ESDGC covers the following seven themes

1. Wealth and Poverty
2. Identity and Culture
3. Choices and Decisions
4. Health
5. Climate Change
6. Consumption and Waste
7. Natural Environment

A large portion of the ESDGC curriculum will be taught via our Global Perspectives initiatives, our extra-curricular activities, our wider school ethos and our PSHE programme. However, it is also important for academic departments to look at areas of the ESDGC that they can deliver as part of the taught curriculum and to signpost this onto their schemes of work. As with other cross-curricular initiatives, an overarching document will track and evaluate the delivery of ESDGC across the curriculum

Subject Specific Skills and Themes

Students need to be taught subject specific skills in the correct context so that they can apply them appropriately. Skills taught without any context become meaningless and non-transferable. At Myddelton College we want our Historians and our Physicists, for example, to be the very best in their field and to have that deep knowledge and skill set that their particular chosen subject requires. While it is vitally important that our students are aware that nothing operates in isolation and are able to make links between the curriculum it is just as vital that each department identifies the key skills needed to be an expert in their subject and the key themes that their subject is based around.

Long, Medium and Short Term Curriculum Plans

Individual departments should produce Long, medium and short term curriculum plans that sets out their curriculum clearly. This is vital as it enables other departments to more clearly see what is being taught and also when it is being taught so that our cross-curriculum links can be more easily made. Secondly it enables us to track and evaluate the teaching of our 21st Century Learning Skills and other key cross-curricular initiatives. It is not expected that all teachers will have detailed schemes of work from the start of September, planning quality learning takes time. However, all departments will need to have their long term curriculum plans in place so that we can demonstrate that a long term coherent curriculum plan has been produced.

Templates for these long, medium and short term curriculum plans can be found below.

Long Term Curriculum Plan

This template is for departments to map out their long term curriculum plan.



Myddelton College

Subject Long Term Curriculum Plan for:

Year	Term	Themes	Tasks / content	Departmental links

Medium Term Curriculum Planning

This template is to be used to design each subjects medium term curriculum plans or programmes of study.



Myddelton College
Programme of Study for:

	Enquiry Question & Learning Objectives	Learning Activities	Support / Extension	21 st Century Learning & Skills	Linked Curriculum	Reflection
1.						
2.						

Short Term Curriculum Planning

It is not expected that teachers provide a lesson plan for every lesson but it would be beneficial for observations and is also a useful tool to familiarise yourself with designing a lesson that fits with the Myddelton College Pedagogical approach as set out in the 'Lesson Design' section at the end of this document.

	Myddelton College Lesson Plan for:	 <i>The Big Picture</i>
<u>Objectives</u>	<u>Differentiation</u>	
<u>Connection Phase</u>		
<u>Knowledge Construction Phase</u>		
<u>Demonstration Phase</u>		
<u>Consolidation Phase</u>		

Lesson Design

The best way to ensure consistency in quality across all lessons and to make sure that learning happens in the most effective way is to use a common approach to lesson design in every classroom. We have developed a lesson format for use at Myddelton College that is based on research conducted by Microsoft in the writing of their 'Education Transformation Framework' and also on the work based on the 'Dimensions of Learning' from the 'Curriculum Design – Taking Learning to Thinking' Document. The Lesson outline also uses work and research carried out by Benson, D. et al; 'Creating Outstanding Classrooms' and Hattie, J. et al 'Visible learning and the science of how we learn'.

The design of the lesson has been broken down into four phases, with each phase linked to a dimension of learning and where possible linked to the 21st Century Learning Skills. This lesson design is not meant to be restrictive but provides a template to guide the teaching and learning that should take place during each lesson in your classroom in order to optimise student progress. On occasions it may be that the four phases of learning are spread out over a small series of lessons such as when completing a particular project, but in general all four phases should be evident in every lesson.

The 4 phases are

- i. **Connection Phase** – Students learning is placed into the wider context and links are made to prior learning and to other curriculum areas. Students are also presented with new information in this phase.
- ii. **Knowledge Construction Phase** – During this phase of the lesson students develop their deeper understanding of what is being taught.
- iii. **Demonstration Phase** – Students now demonstrate what they have learned by applying their knowledge to an unfamiliar situation or problem or by simply use their new knowledge in a meaningful way.
- iv. **Consolidation Phase** – During this stage of the lesson learning is reviewed and re-enforced. The lesson can then also be linked to the upcoming lesson to help enable students to organise and sequence their new knowledge and learning.

Another key part of the lesson design is to develop constructive habits of mind as set out in the document 'Curriculum Design – Taking Learning to Thinking.' These habits of mind lend themselves well to assessment for learning and the refining of work and will be discussed in the 'Assessment Design' booklet.

The table on the next page gives some more detail on each phase of a Myddelton College lesson

A Myddelton College Lesson

Phase	What the Lesson should look like	Link to research
<p>Phase 1 Connection</p>	<p>Before Lesson - Students expected to have viewed the enquiry question and have completed the preparation prior to the start of the lesson</p> <p>Enquiry Question - All lessons have an enquiry question as a starting point</p> <p>Silent Entry to the classroom - Students do not line up outside but are greeted at the door by the teacher and then enter in silence and head immediately to their seats where they sit down and get on with the DO NOW activity.</p> <p>DO NOW* - The do now activity should not involve discussion (but can involve silent collaboration using the collaboration area) The Do Now activity needs to be accessible for all but must require the students to think. It should try to link to prior learning and if possible set the scene for today's lesson</p> <p>Big Picture - Today's lesson should be clearly linked to the 'big picture Map'</p> <p>New Information - Students acquire new information in some format (presentation, video clip, research, reading, matching activity, class discussion</p> <p>* Refining Work / Acting on Feedback - This could be a productive use of the DO NOW activity after a piece of work has been marked (Dimension 5)</p>	<p><i>"Agility for learning includes digital learning environments that enable flexible, anytime access to digital resources"</i></p> <p>Dimension 1 - Attitudes & Perceptions <i>"If students view the classroom as unsafe and disorderly place they will likely learn little there"</i></p> <p>Dimension 1 - Attitudes & Perceptions <i>"If students have negative attitudes about classroom tasks, they will probably put little effort into those tasks"</i></p> <p>Dimensions 2 - Acquire and Integrate Knowledge <i>"When students learn new information, they must be guided in relating the new knowledge to what they already know"</i></p> <p>Dimension 5 - Habits of Mind <i>"The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively and regulate their behaviour"</i></p>
<p>Phase 2 Knowledge Construction</p>	<p>This is the phase of the lesson where students develop their deeper understanding. Tasks to help with this include</p> <ul style="list-style-type: none"> • Comparing • Classifying • Abstracting 	<p>Dimension 3 - Extend and Refine Knowledge <i>"Learners develop in-depth understanding"</i></p>

	<ul style="list-style-type: none"> • Inductive reasoning • Deductive Reasoning • Constructive Support • Analysing Errors • Analysing perspectives 	<i>through the process of extending and refining their knowledge</i>
<p>Phase 3 Demonstration</p>	<p>This is a crucial phase of the lesson where students use the knowledge in a meaningful way. They demonstrate what they have learned by applying their knowledge to an unfamiliar context or situation.</p> <p>Modelling should be used heavily in this phase of the lesson to show students what success in a particular task looks like</p> <p>There are six reasoning processes around which tasks can be constructed to encourage the meaningful use of knowledge</p> <ul style="list-style-type: none"> • Decision making • Problem solving • Invention • Investigation • Experimental Inquiry • Systems Analysis 	<p>Dimension 4 – Use Knowledge Meaningfully</p> <p><i>“The most effective learning occurs when we use knowledge to perform meaningful tasks”</i></p>
<p>Phase 4 Consolidation</p>	<p>Consolidation is a lesson stage where new material is reviewed, and hopefully learning is reinforced. This can be done through a variety of activities E.g.</p> <ul style="list-style-type: none"> • Exit tickets • Summarise the topic in 5 bullet points • In pairs answer the enquiry question set at the start of the lesson • Blockbusters or similar interactive game • Etc. Etc. <p>Can students reflect on where they currently are and what they need to do next?</p> <p>This phase also should again set the lesson in the wider context and if possible set the scene for the next lesson</p>	<p><i>“The primary focus of the consolidation phase is to provide opportunities for the new learning that has taken place to be fitted into the [enquiry] question” Benson, D. et al</i></p> <p>Dimension 5 - Habits of mind</p>