

The Sticklepath Approach to Planning

Stage 1: Teachers start thinking about a new topic half a term in advance.

We start off with several documents in front of us – Our School Aims, our Vision and Values, and an intellectual progression ladder. This ensures that we are thinking about what we want for the children in our school. With all of this firmly in our minds, the teachers:

- Identify an appropriate outcome (What are the children working towards?)
- Agree a topic/plan/theme/issue/question/focus
- Consider what is most meaningful and relevant about this for the children in our school to know, do, think, act

At this stage, we recognise that it is very important to involve as much as the community as possible. It is amazing how often new contacts and opportunities for learning can arise when you talk to others about your initial ideas.

We will usually consult with the following groups:

- Children
- Other staff (through a staff meeting)
- Parents/Carers (via Parent Café and newsletter and other informal networks)
- The Museum – they often can signpost us to other community based organisations that could enrich our planning
- Local curriculum consultants (through INSET sessions)

Stage 2: At this point, the teachers have many different ideas from lots of different people. They then decide on the journey that is necessary for the children to achieve their end outcome and will create several key questions which will then be used to lead the learning.

Stage 3: Finally the teachers agree on the subject content that will be taught over the topic. They use the school subject overviews and the National Curriculum to help guide this coverage, but the plans are ultimately driven by our aims and our vision and values.

We shall ensure that we do less better! – Too often we have found that we try to cover too much and the curriculum is diluted as a consequence. By focusing our learning using our key questions, we cover less but the children's level of knowledge and understanding is much deeper.