

CASE STUDY

Harlands Journey

‘Striving for excellence, valuing everyone and our world.’

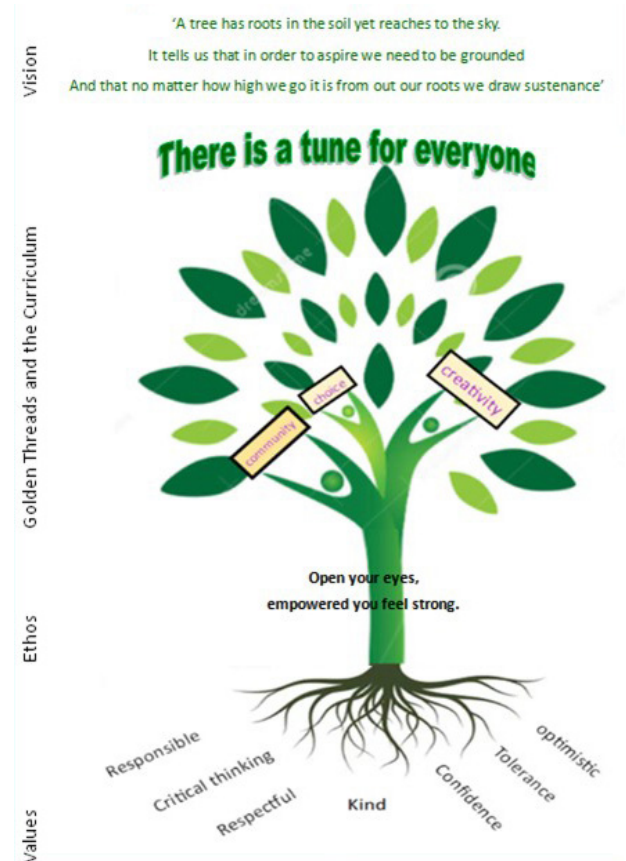
Context

At Harlands, we want our children to have no limits to what their ambitions. Our Moral Purpose, Golden Threads and Values: tolerance, respect, critical thinking, responsibility, optimism, kindness and confidence underpin this aim and is clearly echoed throughout our curriculum and day-to-day running of the school.

We take great pride in our school community and are constantly seeking ways we can work together to develop our children as empathetic, respectful learners who are independent, with a true sense of self and the ability to thrive as individuals.

Intent

We started working with Global SpiritEd because we were excited about action research in school, pupil agency and coaching opportunities within school. Our goal was to develop, not just our curriculum, but our whole school ethos with a focus on pupil agency and independence, providing opportunities for all children to thrive with low ceiling, high threshold tasks. Creating purposeful opportunities to embed key knowledge and skills whilst allowing our children to take ownership of their own learning opportunities and to challenge themselves.



Implementation

When we became a Global Research School, we became part of an invaluable support network of like-minded schools and had access to the knowledge and expertise of Kevin and John. We started with several whole school initiatives developing our Moral Purpose and Values.

After a two day visit to the school and having attended some conferences hosted by the team we launched a pilot of Mission I'mPossible. Mission I'mPossible was created to enhance our curriculum and to embed key knowledge and skills through application and self-assessment. During these sessions the children work independently allowing the teachers to coach the children. These coaching sessions are adapted to meet the needs of the individual children.

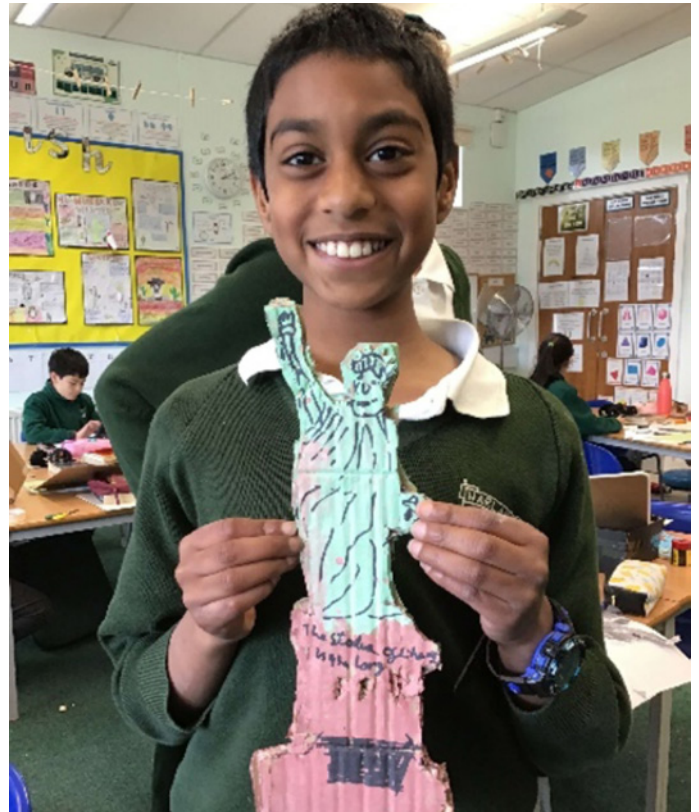
After several adaptations, we had these sessions running successfully in Year 5 and then introduced them into Year 2. Again, the first model we used had to be adapted, but the pilot was overwhelmingly successful. Pupil conferencing gave all positive feedback, parent/carer feedback was very positive and teachers and teaching assistants. Since September 2022 we have rolled out the Mission I'mPossible sessions across the school and they continue to be well-received and impact the children as learners as well as their learning.

In addition to this, Global SpiritEd has helped us develop our Theories of Action – these underpin the already good teaching we have in the school. As a school we will be taking one 'action' at a time and will look at how we can develop, embed and sustain the 'action' so we have a continuous and shared whole school focus for CPD with the aim of weaving these into our appraisal process.

Impact

Our moral purpose and values have added clarity to our vision and underpin all aspects of school life, while our Golden Threads help weave our curriculum together. Thus providing opportunities for teachers and children to make links within the curriculum, building on and developing knowledge, understanding and skills.

The Mission I'mPossible session have energised our topic work and been a hugely positive first step towards co-curricular work and an enquiry based curriculum. It motivated and challenges our learners. The sessions also provide invaluable time for class teachers to talk to and coach their children.



Next Steps

We now need to embed and sustain the successful starts we have made and ensure these continue including making sure our theories of action will be forefront of innovative CPD and pedagogical development of staff.

Our aim is that everything we are working on will feed into an enquiry-based curriculum which will further enrich our children's learning experiences, enthusing them as learners. In conjunction with this, our continued work with Global SpiritEd is supporting us with developing the children as enthused, resilient and independent learners with the life skills they need to be happy, emotionally literate individuals with a positive self- image and the motivation needed to be successful in their next steps.



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