



## The philosophy of the 'Four Cornerstones of Learning'

At Holmer Lake Primary School, we want every child to be motivated to be the *very best* learner they can be. This means inspiring them with new and varied experiences every half-term. Our curriculum is based on our four-stage philosophy: Engage, Develop, Innovate and Express.

### Imaginative Learning Projects (ILP)

Every half-term there is a *new* unit of work called an 'Imaginative Learning Project'. Over half a term, every child will have a new and memorable experience, the opportunities to develop their knowledge and skills; a week to demonstrate how they can use and apply the knowledge and skills they have been taught and an opportunity to express what they have learnt to their parents and other audiences. This process underpins the 'Four-Cornerstone' philosophy of **Engage, Develop, Innovate and Express**.



**Engage** In order to engage every child we ensure that they:

- Take an active part in memorable first-hand experiences
- Begin to read and research about their new theme using a range of source materials
- Ask their own enquiry questions
- Complete a Learning Genie task/home learning
- Develop spoken language skills in different situations and with a range of people
- Take part in sensory activities
- Identify possibilities for future learning.

**Teachers will support the Engage Cornerstone by:**

- ✓ 'Hooking' learners in with a memorable experience
- ✓ Setting the scene and providing the context
- ✓ Asking questions to provoke thought and interest
- ✓ Using interesting starting points to spark children's curiosity.



**Develop** In order to develop every child we will ensure that they:

- Delve more deeply into the theme
- Develop an understanding of new concepts and skills
- Acquire new knowledge
- Practice and master new skills
- Make links between subjects across the curriculum
- Revisit previously learnt skills
- Compose, explore, make, do, build and investigate

**Teachers will support the Develop Cornerstone by:**

- ✓ Teaching knowledge to provide depth of understanding
- ✓ Demonstrating key skills and allowing time for consolidation
- ✓ Providing creative opportunities for making and doing
- ✓ Delivering reading, writing and talk across the curriculum

**Innovate** In order to demonstrate how innovative they can be, every child will have the opportunity to:

- Apply skills, knowledge and understanding to real life and imaginary contexts
- Show enterprise in solving problems and resolving situations
- Use their thinking skills to explore possibilities
- Build on their self-esteem and confidence
- Reflect upon and identify their own needs, skills and understanding
- Work in pairs, groups, as a whole class and independently
- Take on different roles and responsibilities.

**Teachers will support the Innovate Cornerstone by:**

- ✓ Providing imaginative scenarios for creative thinking
- ✓ Enabling and assessing the application of previously learnt skills
- ✓ Encouraging enterprise and independent thinking
- ✓ Facilitating group and independent work to solve problems.



**Express** In order to express, every child will have the opportunity to:

- Perform, present and become the experts
- Evaluate, finish products, processes and progress
- Link what they have learnt to starting points or initial observations
- Reflect on their own learning
- Share their achievements with parents, peers, the community and beyond
- Celebrate their achievements.

**Teachers will support the Express Cornerstone by:**

- ✓ Encouraging reflective talk by asking questions
- ✓ Providing opportunities for shared evaluation
- ✓ Celebrating success
- ✓ Identify next steps for learning.

## **Assessment of the Curriculum**

At Holmer Lake Primary School, we use 'Cornerstones Assessment' to support our formative assessment methods.

Essential Skills, based on end of year age-related expectations, are used to inform planning in all foundation subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- A subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- A year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.



## Formative Assessment

### **Formative assessment takes place during learning and:**

- Assesses knowledge, skills and understanding
- Identifies children's strengths
- Highlights gaps in learning
- Tackles children's misconceptions
- Identifies the next steps in learning.
- Diagnoses need for support or intervention
- Informs teacher planning and reporting.

## Types of Formative Assessment

### **Assessment measurement includes:**

- Assessment for learning task at the start of each lesson
- Rich question and answer sessions during lessons
- Marking of pupils' work
- Observational assessment (e.g. during the Innovate stage)
- Regular short re-cap tasks
- Scanning work, from across the curriculum, for pupil attainment and development
- Adult and peer feedback, response partners
- Use of the appropriate Assessment Arrangements for pupil writing
- Child self-assessment, reflection on learning – at the end of the Innovate stage.