



Green Park Village Primary Academy

Enquiry Approach

Enabling Excellence for Exceptional Futures

Giving

Resilience

Integrity

Trust

Gratitude


Readiness

Inspiration

Teamwork



Enabling Excellence for Exceptional Futures

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| Enquiry Approach  | Engaging learner A 'hook' | Enquiry engagement question | Exploring and eliciting Immersion in information and experiences to enable the drawing out of knowledge and building on knowledge | Exceptional Futures Defining real life roles which apply skills and knowledge | Challenge | Engaging community Celebration or presentation of learning An 'output' |
| | Role of teacher <i>Early Years:</i> partner and Provocateur- provoke by listening, observing, recording and eliciting; <i>KS1:</i> Guide and mentor- scaffold by eliciting, guiding and steering; <i>LKS2:</i> Facilitator and co-structor-co-construct by contextualising, resourcing and providing; <i>UKS2:</i> Coach- support by questioning, discussing and challenging. | | | | | |
| | | Being curious What do I know already? What do I need to know? | Know of, Know how Define the knowledge and skills being learned, built on or practised Enquiry Organisers: key vocabulary; key knowledge; key concepts behind the Enquiry. | I am a... | | |
| Literacies for Life | | | | | | |



Exceptional Futures

I am a...



Exceptional Futures



Exceptional Futures



Exceptional Futures



Exceptional Futures



I am a...



Exceptional Futures



Exceptional Futures



Exceptional Futures



Exceptional Futures



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Our approach

| The theme | The engagement | Exploring and eliciting Exceptional Futures | Engaging community |
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| A theme which links to at least one subject's learning | Teachers refer to an initial engagement question, linked to the Enquiry theme and one subject A 'hook' can be used to engage children at any point | The learning opportunities provided by the teacher, with knowledge and vocabulary summarised in an Enquiry Organiser and explicit references to Exceptional Futures | An output to showcase new knowledge |

The role of the teacher – leads all learning opportunities ensuring the building of knowledge over time- this knowledge is defined in subject progressions

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| Is clear on the key knowledge for each unit of learning in each subject | Explicitly refers to how previous knowledge is built upon | Explicitly refers to the next steps in the building of knowledge | Makes clear to the children which subject is being covered, linking to Exceptional Futures |
| Makes links to the Enquiry theme, if able to, but not diluting the key knowledge detailed in curriculum progressions | Plans engaging activities to immerse children in opportunities to learn and find out the defined knowledge detailed in the curriculum progressions | Ensures all children can access the learning activities | Refers explicitly to subject specific vocabulary as detailed in the curriculum progressions |

