

## **Green Park Village Primary Academy Enquiry Approach**

Enabling Excellence for Exceptional Futures

Giving Resilience

Gratitude Readiness

Integrity Trust

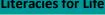
Inspiration Teamwork





## Enabling Excellence for Exceptional Futures

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





## Exceptional Futures

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## Our approach

The theme	The enga <mark>gem</mark> ent	Exploring and eliciting	Engaging
		Exceptional Futures	community
A theme which links to	Teac <mark>hers re</mark> fer <mark>to an in</mark> itial	The learning opportunities provided by	An output to
at least one subject's	engagement question, linked to the	the te <mark>acher,</mark> with knowledge and	showcase new
learning	Enquiry theme and one subject	vocabulary summarised in an Enquiry	knowledge
	A 'h <mark>ook' can b</mark> e used to engage	Organise <mark>r and exp</mark> licit references to	
	<mark>children a</mark> t any point	Exceptíonal Futures	

The role of the teacher – leads all learning opportunities ensuring the building of knowledge over time-this knowledge is									
defined in subject progressions									
Is clear on the key knowledge	Explicitly refers to how	Explicitly refers to the next	Makes clear to the children						
for each unit of learning in	pre <mark>vious kno</mark> wledge is built	steps in the building of	whích subject is being covered,						
each subject	ироп	knowledge	linking to Exceptional Futures						
Makes links to the Enquiry	Plans engaging activities to	Ensures all children can	Refers explicitly to subject						
theme, if able to, but not	ímmerse chíldren ín	access the learning activities	specífic vocabulary as detailed						
dílutíng the key knowledge	opportunities to learn and find		in the curriculum progressions						
detailed in curriculum	out the defined knowledge		·						
progressions	detailed in the curriculum	-							
	progressions								

