

# No Limits

**A curriculum for success in the world today and in the future**

*Transforming education through doing things differently: The development of the innovative Aspirations curriculum designed to deliver an authentic education for the world today.*

# *Purpose of This Presentation*

- \* To re-visit the principles and purpose of the 'No Limits' curriculum*
  - \* To understand the bigger picture - how No limits fits in with the aims and purpose of the trust*
  - \* To share and develop ideas and strategies for the effective implementation of the No Limits curriculum, building on the excellent progress already made*
  - \* Explore ways in which we get all staff utilising the principles of No Limits in ALL lessons*
  - \* To look at the most effective ways of sequencing the curriculum coverage*
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# THE BIGGER PICTURE



**Our vision is for an authentic education for the 21st century for children from the age of 2 to 18. We want all students to achieve high levels of success in a broad range of examinations at a variety of ages, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.**

## **The No limits curriculum is the full curriculum in KS2 and KS3.**

Students are taught the full National Curriculum, and more, through several different learning approaches. These are designed to challenge and engage students allowing them to acquire and apply knowledge, whilst also adding cultural capital and developing future skills.

In No Limits students experience:

- ◆Single discipline subjects
- ◆Transdiscipline assignments (Applied Transdisciplinary Learning - ATL)
- ◆Assessment, Presentation and Personal Education (APP) Weeks
- ◆Innovation and Development weeks

All Aspirations Academies follow the 'No limits: Curriculum for success in the world today and in the future'.

The curriculum was introduced in September 2019 into Years 4, 7 and 12. Today the No limits curriculum is followed by all pupils in KS2, Year 7 and Year 8.

A similar approach is used in the Aspirations Employability Diploma in Year 12.

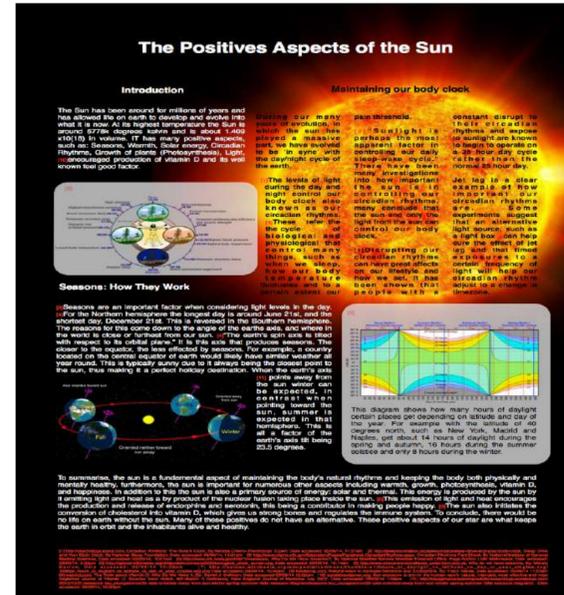
A great deal of planning and trialling of the curriculum ideas is involved in the continual development of this curriculum.

# **What is 'No Limits'?**

# How teaching and learning is delivered in KS2 + 3

## Applied Transdiscipline Assignments

Transdisciplinary investigative assignments that result in the production and public exhibition of a high quality product as a result of multiple drafts and critique.



## Single Discipline Learning

Teaching designed to develop student expertise and core subject knowledge and skills through carefully planned, responsive teaching and learning.



## Performance

Theatre, music or physical fitness projects culminating in a public performance



## Assessment, Presentation and Personal Development Weeks (APP)

Full weeks given over to assessment of subject knowledge, presentation of assignments and personal development learning



## Innovation and Development Weeks

Student-led activities or workshops focused on a topic of interest or relevance.

## **Why we introduced Applied Transdisciplinary Learning:**

- To improve the transition between KS2 and KS3:
  - Improve Teaching + Learning in Year 7 + 8
  - Greater continuity of learning
  - Greater sense of belonging
  - Fewer teachers for each pupil and less movement between lessons.
- Greater student engagement and challenge
- Higher levels of progress and improved academic results
- Appropriately high levels of essential power skills for employment
- Greater teacher satisfaction and reduced workload - all planning conducted in the working week
- Possibly easier to recruit teachers as more non-specialists could be used in some year groups
- Greater application of knowledge to real life situations developed
- All planning for learning managed in teams

# What we hope to achieve through NO LIMITS for all pupils in ALL lessons - both single subject and in trans-discipline lessons

We are creating a curriculum which allows for progression.

Progress in:

- A. Development of **knowledge**: Progress in knowing more and remembering more. The future requires the acquisition and application of a wide range of knowledge.
- B. The ability to **apply knowledge**: Progress in knowledge being applied in more challenging, relevant and more engaging ways.
- C. The acquisition of **21st century skills** to **translate knowledge into actions** for success:

## **Key features of ATL Assignments - This approach could easily be adopted in single subjects lessons**

Each Assignment or lesson should have a driving question

The driving question provides an understanding of the purpose of the learning for students and teachers. It sets the context for the assignment and links to the content standards.

The DQ should be clear, provocative, open-ended, challenging and linked to the core of what teachers want students to learn.

A good driving question meets the following criteria:

- *Engaging for students.* It is understandable and interesting to students, and it provokes further questions and focuses their inquiry process.
- *Open-ended.* There are several possible answers/solutions, and it cannot simply be Googled.
- *Aligned with learning goals.* To answer it, students will need to learn and apply the targeted content knowledge and skills.

**Each new learning experience in core subject or applied sessions should involve a focus on three questions:**

- **What do students already know?**
- **What do students need to know?**
- **Where can this new knowledge be found or learnt?**

Using this approach it allows teachers to measure student progress in their knowledge acquisition and development.

**INTENTION**

**IMPLEMENTATION**

**IMPACT**

**Core Curriculum**  
*Single subjects*

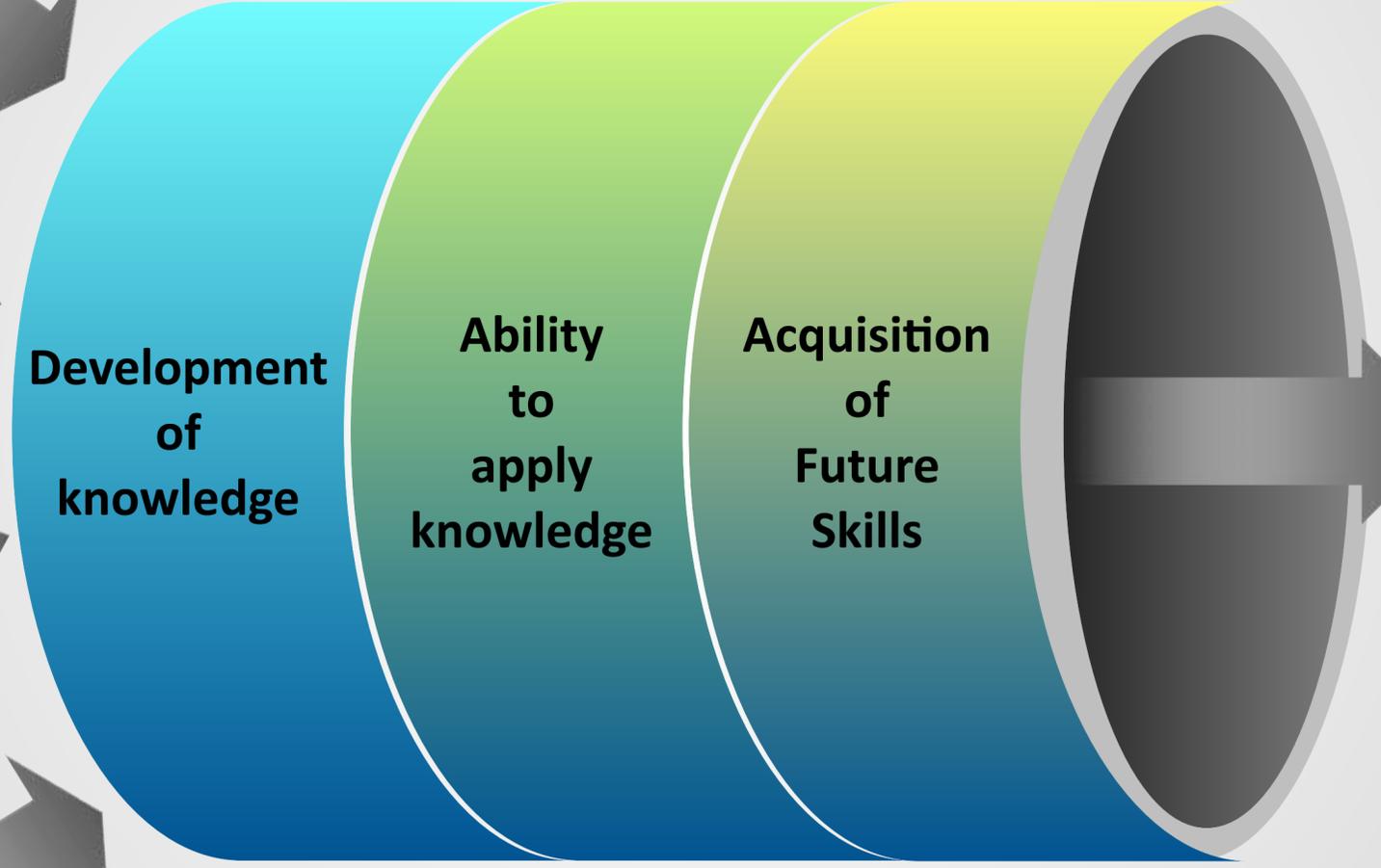
**Applied Curriculum**  
*Transdiscipline*

**Performance**  
*PE, Drama, Music, Dance*

**Assessment, Presentation and Personal Education**



*Progression through knowledge and skills*



**Acquisition and application of knowledge in a range of contexts and domains**

**High levels of personal achievement and progress at SAT, GCSE and A level**

**The development of future skills**

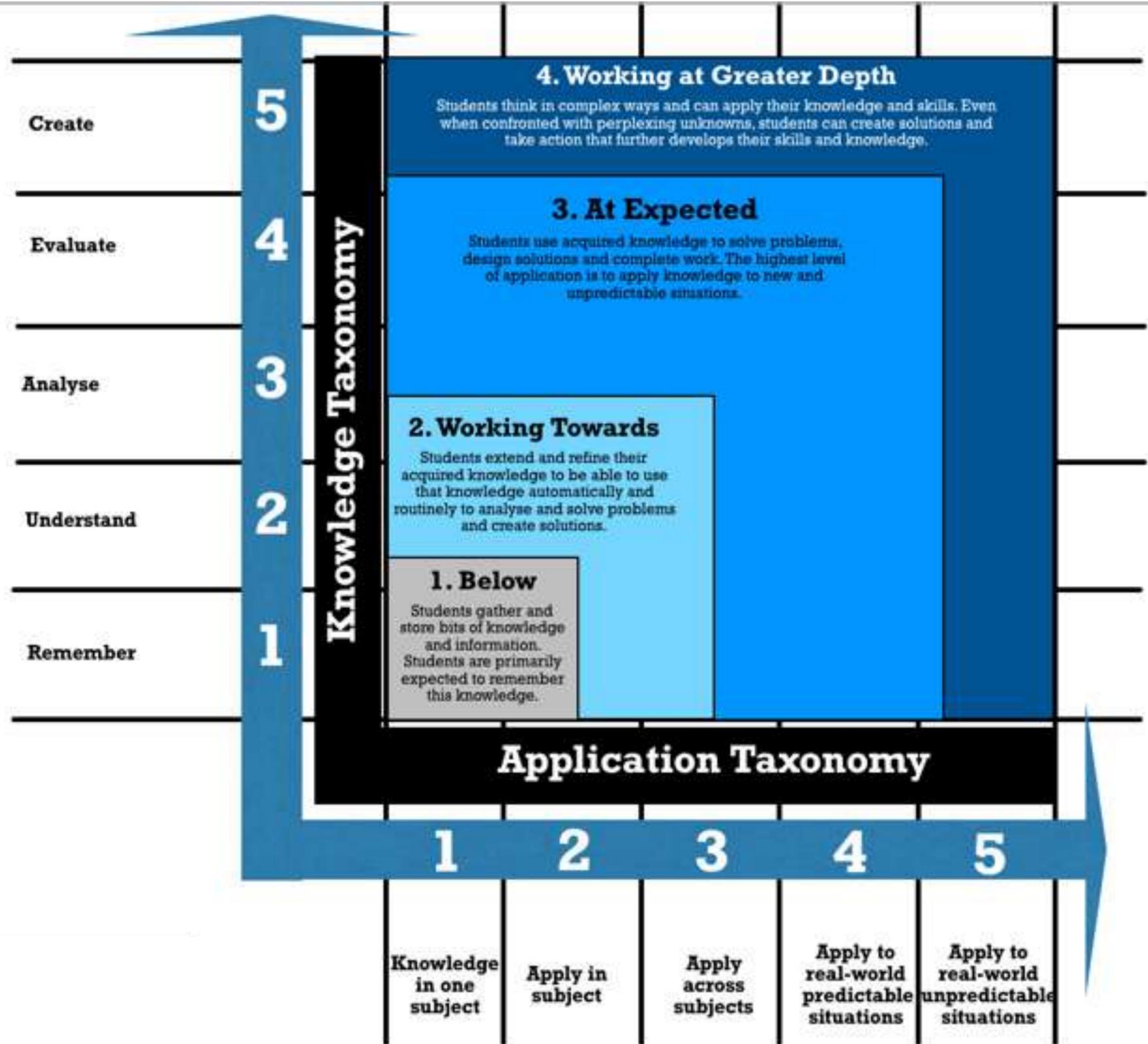
**The No Limits Curriculum:**  
Education for success in the 21st century

## **No Limits Curriculum Principles:**

- **The curriculum will be knowledge rich.** All students will acquire knowledge to be remembered and constantly built upon to deepen their understanding. The learning of knowledge will be consistently layered and revisited.
- **Full National Curriculum coverage** is essential.
- A significant amount of learning will involve the **application of knowledge to real world** issues, situations, problems and employment
- All students will follow the same curriculum.
- All learning develops **power skills**. All students maintain a digital portfolio of skills development evidence in The Dossier (under development).
- All learning is structured around two approaches:
  - **APPLIED** (Trans-discipline): Learning across multiple subject disciplines
  - **CORE** (Single-discipline): Need to know learning in a single subject discipline designed to inform the APPLIED work and to meet the knowledge demands of exam specifications.
- All learning should be **challenging and engaging** resulting in high levels of progress and attainment.
- **Literacy** is a consistent element throughout all areas of the curriculum. This is enhanced with an appropriate text, fiction or non-fiction, linked with each learning element along with an assessed reading pack. Developing an extensive vocabulary is inextricably linked to high levels of achievement.
- The curriculum is embedded with careers development and employability experiences centred on the Gatsby Trust Benchmarks.
- All finished student produced products are **high quality** or are not acceptable.
- Teachers **plan in teams**
- Planning is the most important part of the whole educational process and is intended to lead to greater student challenge and engagement alongside a more focussed teacher role with reduced pressure and workload.
- The aim is for all teacher planning to be conducted during the working week
- Teachers are all subject specialists who also work on Applied Trans-discipline Learning (ATL) Assignments
- ATL teachers receive ATL CPD and are encouraged to develop relationships alongside real employers and organisations

The No Limits model for the development and application of knowledge

**Knowledge Taxonomy**  
 A continuum of knowledge describing the increasingly complex ways in which we think



**Application Taxonomy**  
 A continuum of methods of putting knowledge to use

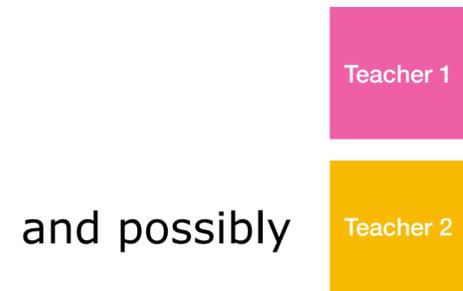
## **Planning for the No Limits curriculum**

Planning the learning is the most important aspect of the No Limits curriculum. There are several planning principles that need to be adhered to:

- Planning needs to be done in teams
- Teachers need to be given sufficient planning time
- Planning should develop each year - the learning should be different year on year to keep it fresh and relevant
- Teachers need to be trained in ATL and also be regularly exposed to industry
- Planning materials should be shared on Google Drive across the Trust
- Teaching and learning should be roughly the same in terms of the assignments/subject learning across academies (not taking away teacher creativeness, but for monitoring and moderating purposes)

# Year 6 Primary School

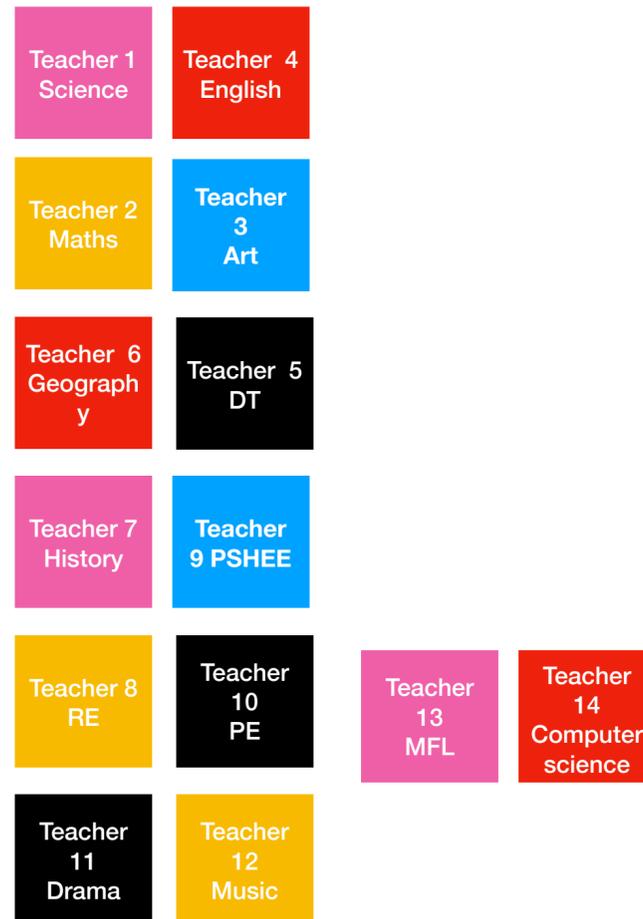
# The numbers of teachers experienced by pupils pre-No Limits



**Single subject and ATL teaching  
5 hours per day**

# Year 7 Secondary School

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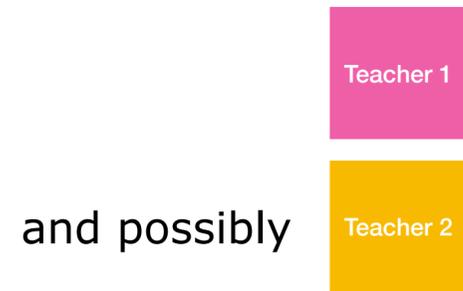


**Core learning before  
No Limits  
5 hours per day**

**14 teachers potentially  
1 hour lessons = 25  
movements at least per day  
+tutor time**

## Year 6 Primary School

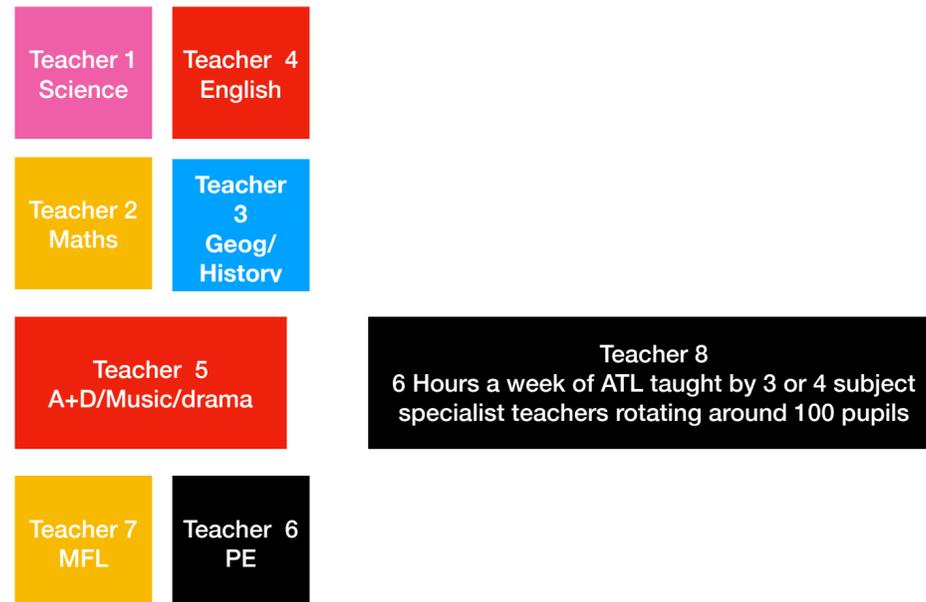
The numbers of teachers experienced weekly by pupils with No Limits



**Single subject and ATL teaching  
5 hours per day**

## Year 7 Secondary School

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**Core learning before  
No Limits  
5 hours per day  
ATL session 2-3 hours long  
8-9 teachers per week  
Mixture of 1, 2 and 3 hour  
lessons  
Maximum movement 21**

PSHEE/RE taught in APP weeks every six  
weeks by external organisation and ATL  
teachers

# The Planning Essentials

- A two hour block of applied learning time each day (4 days) for ATL Assignments
- Three hours a day for the core learning in single subjects
- Teachers planning in teams with time within the week to plan
- The cohort of pupils will work in different groups in each different assignment
- Ordinary classrooms are good with large spaces for occasional full group sessions
- The teachers take full shared responsibility for the cohort of pupils (whether it is 60 or 100) and do not stick with one group

**Year 7 example:**

**How the curriculum might work in Year 7**

<b>25 ppw model</b>								
<b>Subject</b>	<b>Science</b>	<b>Geography/History rotation</b>	<b>Maths</b>	<b>English</b>	<b>A+D/ Drama/ Music</b>	<b>MFL</b>	<b>PE</b>	<b>Applied Trans- Discipline Assignment s</b>
Periods per week	3	2	4	4	2	2	2	6

All ATL includes elements of Science, Geography, History, English, Maths, Computer Science, Art+ Design, Music, Drama  
There is an Assessment, Presentation and Personal Education (APP) week every six weeks to cover assessment, assignment presentations, PSHEE/Philosophy and more.



## The Applied (Trans-discipline) Learning Individual Assignment Planning Template 4

**Learning Scenario** (*Question/hook/real-life link*):

**Learning outcome** (*What is the key outcome you are trying to achieve?*)

**Curriculum Coverage** (*main learning aims*):

**Required Resources:**

**Sequencing** (*Can be in any order but cover all elements in knowledge and application taxonomies*):

**Number and length of learning sessions:**

<b>Knowledge Taxonomy</b> <small>A continuum of knowledge describing</small>	<b>Questions to ask</b> ( <small>Questions teachers ask to shape the learning</small> )	<b>Tasks</b>	<b>Assessment</b> ( <small>What are the expected outcomes?</small> )	<b>Application Taxonomy</b> <small>A continuum of methods of putting</small>
Create				Apply to real-world unpredictable situations
Evaluate				Apply to real-world situations
Analyse				Apply in a wider context
Understand				Apply in one specific area
Remember				Knowledge in one specific area
<b>Cross curricular coverage</b> <small>(e.g. subjects linked, SMSC, skills coverage, etc)</small>				

# CREATOR SPACE



At Livingstone Academy Bournemouth, both the primary phase and the secondary phase will each have a room or space dedicated to hands-on activities that support academic learning and promote experimentation, collaboration, and a can-do mindset.

In a Creator space the intention is for students to work collaboratively using creative solutions to explore areas in **science, technology, engineering and maths**. One of the goals of the Creator Space is to instil the creator mindset in students through creative experiences while simultaneously building 21st-century skills.



# The Impact of No Limits so far

- Beginning to innovate the wider curriculum:
  - Magna - ATLs taught in rotations: music, art, drama - taught in an interdisciplinary way (combination of 3 subjects) led by a specialist. eg. Mexican art linked to history and geography. Taught in the style of a project with the elements of ATL principles. Principal/SLT driving this change - 'changing hearts and minds'
- Livingstone - teaching science/maths in an interdisciplinary way

# The Impact of No Limits so far

- Pupil engagement - authentic learning
- Pupil confidence developed through ATL.
- Bespoke assignments relevant to the Academy location
- Working group developing a model assessment system - innovative approach. Digitalising AED assessment
- Passionate ATL Leads driving the ATL element of the No Limits Curriculum

## **ATL Team**

- Atlantic - very experienced ATL team - small/middle leaders. Have the experience/confidence to teach in a different way
- Impact of primary practitioners in secondary
- SLT teaching ATL - raises profile

## Things to still consider:

### **SLT support vital in the organisation of ATL: (shared with Principals in Oct)**

#### **1. Joint planning to be timetabled in the academy week**

- Teams need to be given time to adjust planning on a weekly basis/ time to be creative in approach/ take risks
- Staff development - use of meeting time

#### **2. Adequate budgets for ATL**

#### **3. Timetabling:**

- To be consistent across schools (recommending 6 lessons per week).

#### **4. Chromebooks** are available for every ATL lesson. This will allow for the development of the digital skills/collaborative aspect of Google.

### **Other more long term things to think about:**

- More work to be done to change 'hearts and minds' re: ATL in the wider school - this will help when recruiting internal ATL teachers and build ATL teams.
- To develop a more joined up, cohesive KS3 curriculum over time, involving more subject leaders in the planning of ATL assignments/opportunities for application of knowledge - avoiding duplication of content

**How do we effectively implement the No Limits curriculum, building on the excellent progress already made?**

**How do we get all staff utilising the principles of No Limits in ALL lessons?**

**What are the most effective ways of sequencing the curriculum coverage?**