

Inquiry Cycle Nurturing Curiosity



Overall aim

To provide opportunities for children to personalise and extend their own learning across the curriculum

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence	
		T1	T2	T3	T4	T5	T6			
IC1. Embed the use of the Inquiry Cycle to develop thinking and learning enabling children to make cross-curricular connections and nurture their innate curiosity	a) <i>Guided Inquiry</i> books to be purchased for every year group to support teacher's understanding and capability in delivering the Inquiry Cycle	RG						<p>All planning will reflect the Inquiry Cycle.</p> <p>All staff will have a confident understanding of how children thrive through Inquiry and have the skills to deliver the curriculum effectively.</p> <p>Children can articulate how they help determine the course of their own learning and how they benefit from this.</p> <p>Teachers will create a safe atmosphere wherein children will feel encouraged to speak freely.</p> <p>Children and staff will spontaneously use</p>	<ul style="list-style-type: none"> • Guided Inquiry book being used to support planning • PDM handouts and slides • Observation notes • Feedback sheet • Pupil voice visible in displays of children's thinking and questions 	
	b) PDM to reinforce how to use the Inquiry Cycle across the curriculum with focus on the Team Approach to Guided Inquiry as explained in <i>Guided Inquiry</i>	RG/SM /HB								
	c) Teachers to discuss planning in cross-phase discussions	All staff	→							
	d) Monitoring to include observations around use of Inquiry Cycle in learning	CD								
	e) Teachers to peer observe Inquiry lessons	All staff	→							

								the language of the Inquiry Cycle.	
IC2. For children to formulate purposeful questions which deepen thinking within a context and support them to steer the learning	a) Children to be explicitly taught different questioning methods and layers of questioning	All staff						Children ask questions across the curriculum, which further their learning.	<ul style="list-style-type: none"> • Examples of differentiated questions provided by subject leaders to all staff • Displays of process and outcome • Learning in books • Key questions evidenced on planning • Central Idea and Guided Questions evident in books and on displays
	b) PDM to further develop staff confidence in using Bloom's Taxonomy and question stem cards	CD/HB						They are curious, interested learners who seek out and use new information to develop their knowledge.	
	c) Subject leaders to provide staff with subject specific questions to develop higher order thinking within the context of their learning		Subject leaders	→				Children are familiar with the key questions related to their unit of learning. Children are familiar with Bloom's	
	d) Children to formulate questions prior to beginning each Unit of Learning	All staff		→				Taxonomy of Higher Order Questions and can articulate how these question stems help them to deepen their understanding.	
	e) Teachers to use children's questions as the starting point for the learning	All staff		→				Children will reflect on their learning journey and be able to evaluate their processes.	
	f) Teachers to guide and develop children's questions throughout the Unit of Learning making direct links to Guiding questions and Central idea	All staff		→					
IC3. For the Inquiry cycle to be embedded throughout the	a) Teachers to formulate lesson plans which are cross curricular and which build on	All staff					→	Use of the Inquiry Cycle is evident throughout the whole school with effective monitoring and	<ul style="list-style-type: none"> • Quotes from discussions to be displayed in learning

<p>Curriculum allowing teachers to plan effectively using children's questioning and building on their interests</p>	<p>children's questions and curiosity</p> <p>b) PDM/INSET to support staff in understanding the different aspects of the cycle</p> <p>c) Provide opportunities for children to research their ideas and present their findings in creative and ambitious ways</p> <p>d) PDM/Yearly timetable schedule to include designated time for discussion, videoing and class questions prior to new units. This will be reflected in the school plans</p> <p>e) Teachers to be supported to provide children with whole class texts which stimulate further curiosity</p>	<p>RG/SM /HB</p>						<p>assessment. Planning will be reflective and will explicitly demonstrate children's input. Children's questions will be evident in planning and displays. Children can discuss issues drawing on cross-curricular learning. Children embrace the challenge of learning and are resilient to failure. Children will learn collaboratively and respect each other's views. Children can use the vocabulary of Inquiry with mastery, articulating its purpose and how the Inquiry Cycle is responsive to their curiosity.</p>	<p>environments</p> <ul style="list-style-type: none"> • Planning and learning in books. • Pupil voice – the context must be explicit to children, so they are able to articulate links • PDM Schedule • Core texts
<p>IC4. To achieve ambitious and challenging outcomes which reflect the highest standards across the school</p>	<p>a) PDM to support the development of presentation and innovative, interactive displays</p> <p>b) Staff training with art communities</p> <p>c) Children to be supported to develop confidence in</p>					<p>RG/EB/ HB</p>		<p>Children will feel a sense of ownership over their learning. Children will thrive by making deeper connections with different aspects of their learning. Learning Environments will reflect the ambitious</p>	<ul style="list-style-type: none"> • Displays of process and outcomes • Learning in books • Evidence in planning • Pupil Voice • Written feedback from observations and monitoring cycle

	identifying and publically speaking about the role of the learner in the Inquiry Cycle							nature of the children's inquiries. Children will be able to refer to displays and examples in books which provide evidence of the process of the Inquiry	Notes from training sessions
	d) Provide children with opportunities to present confidently using a range of resources including computing and graphic design	All Staff							
	e) Planning to reflect integral use of IT in every Inquiry Cycle	RF/ All Staff							