

ERASMUS

Flight Theme Staff Survey

Q1. How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organisations etc.) involved in the project?

Three staff and seven pupils. A couple of parents got to watch the end of project video.
Whole school – all staff. Blyth and Plessey class worked together to plan their project and shared resources – seven staff.
Whole school project including family learning.
Two teachers and three teaching assistants. Nineteen children across two classes.
Morpeth class – one teacher, two teaching assistants, eight children.
One teacher, two teaching assistants and nine children.
Forty staff overall – ninety-five children overall. Six staff in team – 7 children in class.
All staff were involved in the project. Parents of our class came in after harvest festival assembly.
Amble class and Woodhorn both focused on superheroes themed learning.

Q2. How did you plan the project theme? How did you work collaboratively?

We planned as a whole school, then as a class team.
Staff group responded to challenge ‘what goes up’ and prepared a ‘hook’ to share with the whole staff group. Ideas were pooled – teachers planned based on learning needs and interests of children.
Whole school planning meeting. Collaborated with class teams to match theme of each class.
‘Big Plan’ involving all team members.
Worked with Newbiggin class teacher to discuss ideas for initial plan. Carried out joint creative literacy lessons focussing on vocabulary and art linked to the chosen book for the theme.
Planned alongside other teachers in same phase. Broke it down and ideas alongside staff team.
Big plan – Team time. Whole staff.
Yes as whole staff then with team. Whole school worked together.
In own class groups – then I did medium term planning in the holidays. During whole class planning meeting – was helpful as we could ask other people for advice.

Q3. How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?

The work load was fine, and the project had good mileage with facts and for activities to do. It was very open with lots of ideas not used because of time.
Children enjoyed our ‘hook’. Helium balloons floating in the sensory room. Our provision is based on what we notice about children and their interests. As they settle in school we will plan more experiences within the theme and link to stories.
Project went very well. Children were engaged throughout and were able to use many different mediums of learning to access topic.
It was quite difficult to achieve all of the things that we had planned over the half term. The first half term involves lots of adjustment for classes to settle in, so a big project was difficult to

execute.
Joint planning reduced workload in two ways – reduced paperwork in terms of planning and sharing ideas saves time with multiple inputs. More motivated in using ideas which I may not have thought of or considered previously.
Not heavier workload. Very manageable but need a lot of practical set up. Was a long half term! Did begin to run out of ideas at the end.
Struggled with time due to full timetable.
It was heavier workload but beneficial. It gave us the motivation to carry on the theme.
Very engaging and stimulating for children and adults – always look forward to our weekly topic lessons.

Q4. What did you do well during this project theme? What will you do differently next time?
The video of the event was the best thing. The children loved their input and could directly see the work they did.
Experiences for children to explore about things going up. Next time we will relate more to theme and link to stories.
Repeating similar routines and expectations gave children an ability to access the lessons better as they know the expectations. Not mixing groups would make accessing individual group topics easier.
Linked facts to fiction. Encouraged children to link actions of their superheroes to everyday life. This encouraged emotional literacy.
Creative lessons for literacy and other subjects linked to the book chosen for the topic were good and engaged children. Next time I will try to look more broadly at the theme rather than focussing too much on the specific linked book I had chosen to use for the theme.
Lent itself to lots of practical activities and building. Broke down into weekly themes which made it easier to plan. Next time – more links with books.
Power of Reading link. Man on the moon.
Kids interests focussed them and kept them going. Timetable at times was an issue as only had one day together. However, worked well if time was managed.
Good creative artwork and all children were motivated to learn. Timetable needs to be more flexible.

Any other comments?
A bit more time with teams to plan.
Working with early years allows project to be led by what we notice about children, their needs and interests. This lends itself well to a creative way of working.
Looking forward to next term!
Timetabling is difficult to achieve all goals and access all learning opportunities i.e. ICT.
Creative curriculum works well to link all areas of the curriculum together. It feels a more in-depth and holistic style of planning and teaching. Planning in a group makes a huge difference in terms of sharing good practice and saving time.
Good scaffolding tool for new member of staff!
I pitched book too high for my class. EYFS next time.
Upper school timetable – very restricting. Only able to teach our topic once per week on Thursday 9:30-10:30. Would like to do more.