

November 2020



Where each child is special and every child matters

Curriculum, Teaching, Learning and Assessment Statement



We love to learn and our
school is the best school ever!

Year 2 Child

Intent

Our school curriculum is the embodiment of everything that we believe about education and the holistic healthy development of young children. It reflects and has at its heart the values, mission, vision and aims of the school.

Spiritual, Moral, Social and Cultural development permeates through the whole school, through each and every activity and in each and every one of the values and attitudes that we are trying to develop in our children. If the curriculum is the warp, then SMSC is the weft.

We ensure that our curriculum and the way in which we work fosters each child's innate curiosity. As a Nursery and Infant school, we cater for the very specific needs of the youngest children; ages from 3-7 years. Our early years expertise means that everything we focus upon enables each child to become a successful learner, a happy, resilient and confident individual and a child who is ready to become a responsible member of our society.

As each child joins our school family he or she is embarking upon the first part of "formal" education and we want this to be a very happy and fulfilling journey for both parent and child.

The way in which our curriculum is planned, the organisation of each day and the methods that our teachers use are all in response to our knowledge of how young children learn best. We keep up to date with research and, when appropriate, we put this into place in what and how we teach.



November 2020

Our holistic curriculum enables our children to **achieve** both personally and academically.

Through our **ACHIEVE** curriculum aims we ensure:

All children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

Children develop their love for learning in stimulating and safe environments throughout the school.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have developed an active approach to assessment, learning and teaching which enables us to respond to the individual needs of our children as they move from Nursery to Reception and then on to Year 1 and 2.

We offer equal opportunities for all of our pupils whatever their age, gender, ethnicity, ability or background. We believe that every child has unique characteristics, abilities and learning needs. We will not tolerate discrimination of any kind against our pupils, parents or staff.

We make sure that we start with the interests and fascinations of the children....what do they know and what do they want to find out about?





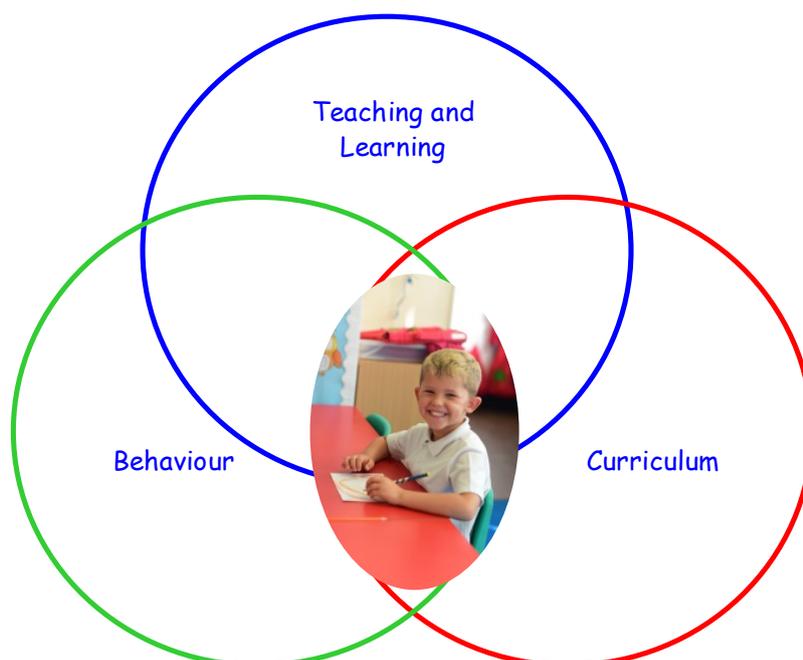
"Teachers are enthusiastic and have high expectations of the pupils in their class. This enthusiasm transfers to the pupils who say they enjoy learning because lessons are so interesting.

Ofsted Report - April 2015

We also want children to understand that hard work brings results and that making mistakes is how we learn and so we must persevere. This is part of how we are building resilience in our children.

How we approach teaching and learning is extrinsically linked to how we plan and organise our curriculum; this is fully explained in this Curriculum, Teaching, Learning and Assessment Statement.

The visual representation below shows how we believe that placing the child at the heart of all we do, surrounded by the most effective teaching and learning of an exciting, relevant and challenging curriculum will enable the highest standard of behaviour. Each of these three elements impacts upon the other and to achieve the highest standard in each individual aspect, we must achieve the highest standard in them all.



Our focus is upon ensuring the best progress for each and every child. This means that there is an emphasis upon children developing and improving skills, knowledge and understanding, whilst recognising that there is a need for appropriate consolidation and practice. Most importantly, we develop children's independent skills so that they can apply what has been learnt in a variety of different situations and with skills, knowledge or understanding used in different combinations.

We know that children learn best when there is a consistency and continuity in our approach. Our staff adhere to common expectations of practice, understand the rationale behind how we work and challenge and support each other to ensure that high standards are in place throughout the whole school for each and every child.

We believe that our children are entitled to high quality teaching that brings out the best in their academic and social attainment.

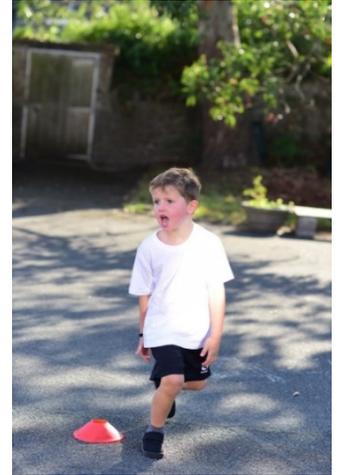


All children in our school will be:

- Engaged in an active curriculum by doing, thinking, explaining, exploring and experimenting, constructing, combining ideas and developing different ideas, reflecting, questioning and responding to questions, discussing, investigating and being curious.
- Planning and evaluating their own and others' learning.

November 2020

- Developing their creativity, imagination and their ability to pretend.
- Noting similarities, to identify differences and to see patterns across all aspects of their learning.
- Making connections between prior and current learning.
- Provided with 'real life' experiences which make learning memorable.



Our school, as a compassion infused community, is a place where staff understand trauma and its effect upon all aspects of development as key to our work. Being trauma informed and trauma sensitive are central tenets of the school. We continue to research, learn and adapt as new information and insights are gained through our awareness of international work in this area.

Implementation

All children have to study the curriculum created by the Government but this forms only part of the learning which children will undertake whilst they are with us. We ensure that our children learn what we are legally required to teach but in a way that is accessible and appropriate for them.

Our holistic curriculum looks beyond the academic aspects of the national curriculum. We have a strong PSHRE Programme of Study and the personal development of all children is also a key strength for the school and this is delivered through our SMSC work as well as the many and varied opportunities that the children have beyond any statutory curriculum.

In addition to this we use the children's previous knowledge, their curiosity and their fascinations to build learning that is led by the children and which fires their imagination.



Children in our Nursery and Reception classes study our EYFS curriculum which is underpinned by the Early Years Foundation Stage Statutory Framework (2017) alongside Development Matters. (This is available on the website and parents are provided with a booklet in the EYFS parents meeting which explains what their children will be studying).

The youngest children start in Early Years by learning through the Prime Areas:

- Communication and Language,
- Physical Development and
- Personal, social and emotional development

As children grow and learn in the Early Years the following Specific Areas are taught:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design



In Years 1 and Year 2, children follow a coherently progressive curriculum which is ambitious for all children. The objectives for each curriculum area are taken from the statutory National Curriculum (2014).

The curriculum consists of: English, Mathematics, Science (Core subjects), Computing, History, Geography, Design Technology, Art, Music and PE (Foundation subjects). In addition, we follow the Locally Agreed Syllabus as prescribed by Cornwall SACRE for our RS curriculum. Furthermore, we have devised our own Personal, Social, Health, Relationship and Economic curriculum which follows the new national statutory curriculum (RSHE 2020).

November 2020

Whilst acknowledging the current national curriculum we have worked carefully to develop a creative and focused based approach to learning which is not merely based upon children acquiring content but rather in developing the long lasting and transferable skills, attributes and attitudes that each child needs to become a lifelong learner and equip them for a rapidly changing world.

The needs of our children as learners are central to our curriculum and responding to these needs ensures that we attain the highest achievement for all. This means that there is flexibility and creativity in how we respond to children's needs.

We create the right learning environment to enable children to gain confidence in themselves as learners, explorers, discoverers and critical thinkers.

We know that by incorporating nature education into the curriculum and by allowing children to learn outside the classroom environment they develop inquiring minds, curiosity and wonder. This reflects research which demonstrates that children are happier and more successful learners when they learn not only in nature but about nature. This type of learning also supports each child's social and emotional wellbeing. We ensure that our children are given every opportunity to take their learning outside, carefully planning themes to fire their imaginations and ensure their engagement in learning.

Our school field trips are also designed to develop children's self-esteem and build upon the independent and courageous learner's that we are fostering.



"Pupil's learn equally well inside and outside. The wildlife area, as well as other areas outside the classroom, is used successfully to promote and stimulate learning."
Ofsted Report- April 2015

Our curriculum will ensure each child becomes:

- A successful learner, who enjoys learning, makes progress and achieves.
- A confident individual who is able to live a safe, healthy and fulfilling life.
- A responsible citizen who makes a positive contribution to society and who understands his/her responsibilities as well as his/her rights.



Putting this into practice means staff will ensure:

- That children are the drivers in, and co constructors of, their learning.
- That learning activities are arranged to help all learners meet the aims of our curriculum and to achieve well.
- That our learning activities are carefully selected to promote the aims of our curriculum and to maximise our children's learning.
- We understand the different ways in which children learn.
- That we use a range of methods and approaches to fit the needs of learners.
- Our planning is based upon our knowledge of each individual child and upon how different children learn. Each child is actively involved in planning his/her learning experience.
- We use a wide range of teaching, learning and assessment styles and learners are engaged in open ended learning situations which enable them to show, consistently and independently, what they have learnt to different audiences and in different ways.
- We endeavour to place learning in every day contexts with realistic experiences that involve children in making decisions about their own learning.
- **We fit the curriculum to the child and not the child to the curriculum**

How do we fit the curriculum to the child?

The Magic Wands:

- Our Magic Wands lend an air of excitement and wonder to the children's learning. Each class has its own wand that sets the children different challenges. These challenges can be set through the writing of letters, poems or posters. These support the development of children's reading.
- Each Magic Wand has a very special place in the classroom that has been created by the children and the care that is taken of the wand forms part of the children's learning to respect and look after precious objects.
- Each wand sets very high expectations for behaviour and standard of work undertaken and the children rise to this challenge.



WoW moments

- Each theme is introduced to the children through a Wow moment which is led by the Magic Wand. These have included; a large whale made out of plastic in the school hall, a satellite from NASA in our school grounds, magical rooms from different fairy tales including Jack's Castle and the cottage of the three bears where there was evidence that Goldilocks had broken in. These Wow Moments are a hook for learning which inspire and engage the children.
- It is up to the class teachers in a particular year group to decide upon the appropriate Wow moment.
- The Wow moment leads to the creation of a Mind Map by the class.

Mind Maps

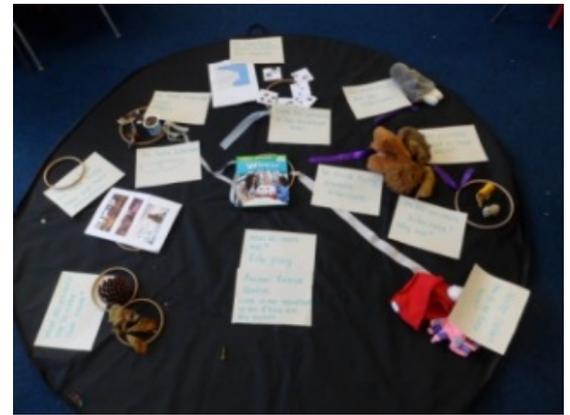
- These are created with the class and the children share what they already know (thus prior learning



November 2020

and knowledge is clearly identified and acknowledged) and what they want to find out about. They pose challenging questions which can be philosophical or linked to information, knowledge or skills.

- The Mind Maps also allow our young children, who tend to be highly visual learners, a way of harnessing their creativity and spontaneity and capturing their thoughts in a meaningful way.
- The Mind Maps can be created on paper or physically on our Mind Map Mats (photos are then taken of these).
- The mind map stays in the classroom and, as questions are answered, this is marked on the mind map.
- Additional questions are also added to the mind maps if posed by the children.



Ensuring that we teach the EYFS and National Curriculum

Once the theme has been introduced and a mind map has been created, it is then the responsibility of the class teacher to;

1. Identify the areas of the curriculum that the children's ideas can cover and which need to be covered;
 2. Distinguish between those areas of investigation identified by the children which are "subject rich" and those which, whilst still something that the children will investigate, will be a much briefer visit.
- Rigorous planning and recording formats ensure full, broad and balanced coverage with progression clearly identified.
 - All Subject Leaders monitor the coverage, knowledge and skills taught within their area /s.
 - The Curriculum Leader has an overview of the work being covered by all year groups and classes.
 - Curriculum and process overviews are monitored and scrutinised.

November 2020

- Evidence of children's work in books, including Learning Journeys, is monitored.
- Discussions with teachers and children about what is being taught and what has been learnt happen on a regular basis.
- Staff Meetings are held in which staff share work they are doing and coverage of the curriculum.
- Our themes are used to enable children to practice and improve upon basic skills in Mathematics and English through relevant and meaningful contexts.

Assessment

Assessment and feedback are fundamental to enable children to make the very best progress possible. All teachers and Teaching Assistants follow our Assessment and Feedback policy and a wide range of datum is used to inform 'next steps' in learning for groups of children and for individuals.

'Two stars and a wish' is used to celebrate what a child has done well and to identify next steps for that child. Children are frequently involved in identifying these themselves.

Timely and accurate assessments are used which are sharply focussed upon learning which ensure that all tasks set are appropriate to each child's ability and needs. Effective oral and written feedback to children ensures they can celebrate what they have done well and have a very clear picture of what they need to improve upon. Much of this assessment and feedback is undertaken orally with the teacher and the child together.

Summative assessments in core and foundation subjects are completed on a termly basis and are used to inform teaching and learning ensuring progress for all children across the school.



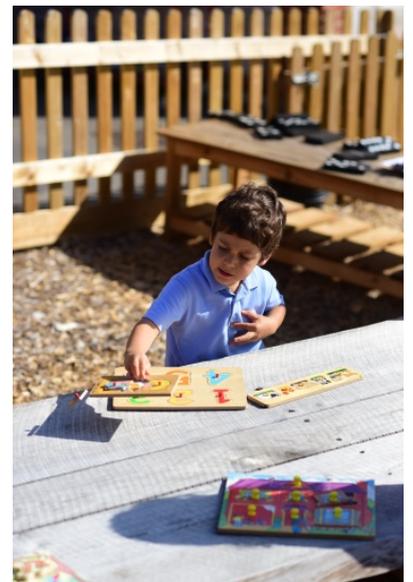
Behaviour

The outstanding behaviour of our children means that time is not lost by children and teachers having to deal with unacceptable, including low level, behaviour. Children are enthusiastically on task. We have a comprehensive positive reward system with clear and appropriate sanctions in place across the school.

Working with parents and keeping them involved

We keep parents thoroughly informed about what the children are studying and how well they are doing in school through:

- Curriculum parent letters, which are sent home to parents, detail the areas of study from the mind maps.
- Curriculum parent PowerPoints which highlight the learning that has taken place across all curriculum areas.
- Parental consultations with a written report which are held each term.
- Parental meetings which explain our curriculum and the national curricula.
- Our open door policy which means that parents can come in and talk to teachers and the Head Teacher.
- Inviting parents to attend assemblies which are led by children. These assemblies often reflect the work that the children are doing.
- We keep our website up to date with examples of the children's learning.



Impact

The impact of our holistic, creative curriculum on our children is clear; progress, sustained learning and transferrable skills. At the end of Key Stage One, children leave Torpoint Nursery and Infant with a thirst and love for learning and are equipped with skills to enable them to become successful in the next phase of their education.

School data outcomes are evidence of the impact of our curriculum on children's attainment. Children attain well above other schools nationally across the curriculum areas and these strong foundations set them up to be successful, lifelong learners.

