

Mount Street Nursery & Infants School



Curriculum Policy

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| Date | June 2022 |
| Review Date | June 2023 |

Learn together, grow together.

Mount Street Infants School

www.mountstreeti.powys.sch.uk

Value Statement

Who we are.

Mount Street Infants School is a caring, happy, inclusive and stimulating learning community where all our children feel safe and secure.

Our wonderful school and our own woodland provide our children with unique opportunities to achieve, develop confidence and self-esteem through learning and experiences both indoors and outdoors.

Vision Statement

What we strive for

We are growing the determined compassionate change makers of the future.

Mission Statement

How we will do it

Our dedicated and enthusiastic staff provide an exciting creative and challenging curriculum and are committed to achieving the highest standards in teaching and learning for all the children.

All our children will be:



Ambitious, capable learners who are ready to learn throughout their lives.



Enterprising, creative contributors who are ready to play a full part in life and work.



Ethical, informed citizens who are ready to be citizens of Wales and the world.



Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Mount Street Infant School is an inclusive school that aims to meet the needs of all pupils including those with ALN. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need whilst being encouraged to take responsibility for their own learning, striving to be the best they can. Multi-sensory learning and teaching approaches are used to engage and stimulate all children as learners and ensure their needs are met.

Mount Street Infant School works in line with the Special Educational Needs Code of Practice 2002. We deliver a person-centred package of support in line with the Additional Learning Needs and Educational Tribunal (ALNET) Act (2018) and are developing skills, practice and processes in readiness for the implementation of Welsh Government legislation and guidance.

Curriculum, Learning and Experiences

At Mount Street Infant School we recognise 'there is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.' (Successful Futures: 2015)

Background Information

On 30 June 2015, the Minister for Education and Skills announced that the Welsh Government would accept, in full, all of the recommendations set out in Successful Futures, Professor Graham Donaldson's independent review of the curriculum and assessment arrangements in Wales. Building on the Digital Pioneers model announced on 10 June 2015, this document sets out how, working in a new way with schools, local authorities, regional consortia, Estyn, leading academics and employers as well as other key stakeholders we will together build our new curriculum in Wales.

A new curriculum for Wales

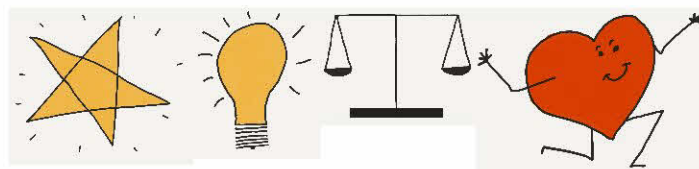
This is an exciting time for the young people of Wales. A new Curriculum for Wales is coming that will enthuse learners from 3 to 16, giving them the foundations they need to succeed in a changing world.

A new curriculum for Wales is being developed with education professionals across Wales. Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. Welsh Government's ambition is that by 2022 settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16.

The 4 Purposes

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



The curriculum will be organised into 6 Areas of Learning and Experience:

- Languages, Literacy and Communication (including Welsh, which is compulsory to age 16)
- Mathematics and Numeracy
- Science and Technology

- Health and Wellbeing
- Expressive Arts
- Humanities (including RE, which is compulsory to age 16)



Cross-curricular Responsibilities

The six areas of learning and experience are supported by three “Cross-curricular Responsibilities”. These consist of a range of competences and skills which are foundations for almost all learning and aim to enable pupils to participate successfully and confidently in the modern world.



All Areas of Learning and Experience (AoLE) are underpinned by rich learning experiences which include opportunities to develop numeracy, literacy and digital competency skills.

All subjects encompassed within AoLE are assessed and monitored through the school’s planning and assessment tool, and through listening to learners.

The principles underpinning every AoLE in Mount Street Infant School ensures that the curriculum is:-

- authentic: rooted in Welsh values and culture and aligned with four purposes
- evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and character for future challenges as lifelong learners
- inclusive; easily understood by all, encompassing an entitlement to high-quality education for every child.
- ambitious: promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- empowering: developing capabilities which will allow young people to engage confidently with the challenges of their future lives
- unified: enabling continuity and flow with components which combine and build progressively
- engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter

- based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers apply the pedagogical principles identified in Successful Futures when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes.

Teachers and pupils use the “four core purposes” of the curriculum. These will ensure that our pupils will be:-

1. Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives

2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

3. Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting responsibly
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

4. Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At Mount Street Infant School we envisage these core purposes overlapping and developing through rich learning opportunities.

Rationale

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

Purposes

- to ensure pupils access their statutory entitlement to the curriculum
- to provide a basic curriculum which includes Personal and Social Education, Religious Education, Foundation Phase Framework.
- to provide a daily act of collective worship (which is broadly Christian in nature)
- to develop positive attitudes and behaviour, including self-control
- to develop high self-esteem and confidence
- to encourage pupils to think for themselves and become independent and self-responsible
- to motivate pupils and encourage them to learn to question; and respond to challenge
- to develop respect for self and others
- to acquire knowledge, skills and understanding
- to build on previous experience through reflection
- to use the outcomes of assessment in order to move forward
- to develop creativity, imagination, spontaneity and initiative
- to communicate effectively and express themselves clearly, using the key skills
- to work co-operatively and collaboratively where appropriate
- to be motivated to work independently

- to promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community

Broad Guidelines

The curriculum at Mount Street Infant School:

- is based on the vision, aims, mission and values of the school
- is broad and balanced and is careful to ensure enough depth of study
- introduces pupils to a wide range of experiences, knowledge skills and understanding
- promotes pupils' spiritual, moral, cultural, mental and physical development prepares pupils for the opportunities, responsibilities and experiences for adult life
- is planned, taking into consideration - long, medium and short term goals which are based on: -
 - the Statutory Frameworks for Literacy and Numeracy, R.E. and PSE in schools - Foundation Phase Framework
 - enables pupils to develop their thinking, mathematical, communication, ICT, creative and personal and social skills.

The curriculum at Mount Street Infant School:

- encourages the development of ICT skills across the curriculum
- values the development of key skills
- is differentiated to meet the needs of all pupils including ALN and More Able and Talented pupils
- includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- is assessed through standardised assessments which take place annually in year 2 and teacher assessments linked to on-going levelling of pupil work, in addition to non-statutory assessments where appropriate
- includes the use of the school environment to develop academic, personal and social skills
- incorporates the National Literacy and Numeracy Framework
- ensures the quality of pupil learning by their tracking progress.
- has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- reflects equal opportunities and race equality for all pupils
- is evaluated and reviewed by the relevant AoLE and the Senior Management Team
- is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the Areas of Learning Experiences (AoLE) Teams and the headteacher
- is reported to parents through open afternoons, parents' evenings, curriculum evenings and the school's messaging service "SCHOOP"
- is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice

- is further enhanced with additional opportunities for the development of art, sports and music with tuition provided by sports coaches and visiting specialists .

Monitoring

Monitoring of the curriculum coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Management Team and AoLE teams.

Review

The Curriculum is reviewed annually by the Senior Leadership Team or sooner as necessary.

Conclusion

This policy should be read in conjunction with the Foundation Phase Framework, the Special Educational Needs Code of Practice, the Sex and Relationships Education Policy, the Religious Education Scheme of Work, the Teaching and Learning Policy.

Signed: (Chair of Governors)

Date:

Date of Review:

At Mount Street Infant School

We like “do” rather than “don’t”.

We like mistakes as we learn from them.

We are role models to children.

We are consistent with our behaviour management.

We work as a team-children, parents, teachers, governors and our community.

We inspire all children to be learners.

We use positive language.

We encourage indoor and outdoor voices.

We use child friendly language for learning objectives -I can.

We believe in active learning.

We learn for a reason-purposeful learning.

We use a wide range of resources to engage all learners.

We like talking partners and talking for learning.

We challenge all children.

We love enquiring minds.

We celebrate children’s achievements.

We use child friendly marking and feedback.

We love outdoor learning.

We encourage all to be creative.

We encourage all to be explorers.

We encourage all to be environmentally friendly.

We are a welcoming community.

We want everyone to have a voice.

We celebrate diversity.

We embrace our heritage.

We are a happy, healthy school.

We encourage all to be digital learners.