

Goldfield Infants' and Nursery School



Curriculum Policy

'Building Learning Power Together'

Committee	Learning Matters
Next Review	Autumn 2021
Duration	3 years
Approved FGB	Autumn 2018

Our Vision

Valuing diversity is central to achieving the overall aim of Goldfield Infants' and Nursery School.



Roots and Wings

There are two gifts that we can give our children,
one is roots,
the other is wings...

At Goldfield every child matters.
Our aim is to provide a caring environment

Where each child is able to;

- feel happy and secure; valuing diversity, growing in self-belief and respect for each other
 - develop a love of learning and reach their true potential
- learn in a caring, safe and attractive environment where the pupil is at the centre of the curriculum
 - take part in a rich, creative and challenging curriculum, reflecting high expectations
 - become a valued member of a school community that encourages involvement from parents and the local community

Ultimately to help our children develop as responsible and caring members of society – to enable them to 'fly'



To systematically and demonstrably develop students as:

- confident and independent learners
- ready willing and able to
- choose, design, research, pursue, troubleshoot and evaluate learning
 - for themselves
 - alone and with others
 - in school and out

*confidence, curiosity, collaboration,
communication, creativity, commitment,
and craftsmanship*



Goldfield Infants' and Nursery School

'C' is for Curriculum

The Seven Essential Elements of our Curriculum

Aim

To plan and deliver a fully inclusive curriculum that systematically and demonstrably supports the development of:

Confident and independent learners who are ready, willing and able to choose, design, research, problem solve and evaluate their learning; motivated to learn for themselves alone and with others, in and out of school.

CURRICULUM POLICY



1. Through a 'values based' skills led curriculum we aim:

- To enable all children to understand that they are successful learners; developing a growth mindset, welcoming challenge and able to take risks
- To enable children to understand the skills and attributes needed to be a successful learner through our four 'super powers' co-operation, perseverance, resourcefulness and reflectiveness
- To enable children to develop their own personal interests, taking an active role in planning the curriculum
- To promote a positive attitude towards learning, embracing challenge, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy, investigation and computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand this countries cultural heritage, alongside British values
- To enable children to be positive citizens in society and to feel that they can make a difference
- To enable children to understand and respect other cultures
- To fulfil all the requirements of the EYFS Framework, Primary Curriculum and the Locally Agreed syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to be active and take responsibility for their own health
- To enable the children to learn outside, exploring the environment and developing respect for the natural environment
- To enable children to be passionate about what they believe in and to develop their own thinking, developing the ability to reflect
- To enable children to ask questions and take risks
- To enable children to develop their intellect including their emotional development

To create a caring community of motivated young learners who develop the confidence, skills, attitudes and qualities to realise their full potential.

We want to be a school community where everyone:

- has high expectations and always gives of their best
- feels happy, safe and secure
- reaches their full potential as learners through stimulating teaching and a wide range of experiences
- builds on their strengths and talents and is motivated to succeed
- enjoys their learning and knows that their achievement is celebrated
- develops the skills to learn both independently and collaboratively
- benefits from a culture of mutual respect, care, fairness and tolerance
- contributes positively to the school, the local community and the wider world
- appreciates and cares for the environment
- is included and respects diversity
- understands their right to be individual and has a sense of self-worth
- takes responsibility for their own actions
- develops a lifelong enthusiasm and enjoyment for learning

These aims reflect a broad vision of the school curriculum comprising all the experiences – inside and outside of classrooms – that we plan for our pupils. They also presume that our children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The school's curriculum is planned to meet the statutory requirements within the EYFS Framework and Primary Curriculum (2014), the core aims of which are as follows:

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

2. Principles

The curriculum is designed to provide:

Creativity- freedom of expression through a wide variety of media

Exploration – practical learning and investigation

Breadth - of subject matter and learning experience

Balance - between styles and areas of learning

Relevance - to the needs of the individual and past and present experiences

Coherence - through links to between areas of learning and long, medium and short term planning

Equality of opportunity - removing barriers to learning and assessment through setting suitable learning challenges which respond to diverse learning needs

Access - taking account of individual needs and abilities and allowing teacher, parent and pupil led choices.

3. What do we want for our pupils?

- To develop the knowledge, skills and understanding identified in the EYFS Framework and Primary Curriculum.
- To enjoy their learning.
- To become critical and reflective learners.
- To be able to work independently and with others.

- To develop spiritual, moral, social and cultural values that serve them beyond their school experience. (e.g. tolerance, respect, appreciation of others' feelings)
- To develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- To acquire and apply their skills and knowledge across the whole curriculum.
- To understand and respect diversity
- To develop their creative potential.
- To develop the skills to solve problems
- To understand how they can best improve their learning (e.g. through feedback and assessment).
- To feel valued as individuals and as members of a community.
- To be aware of the styles of learning that best suit them
- To behave in a considerate way and learn to become responsible for their actions
- To care for and take pride in their school
- To know how to apply the basic principles of health, hygiene and safety
- To develop agility, physical co-ordination and confidence in and through movement
- To be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- To know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- To have some knowledge of the beliefs of the major world religions

4. How do we provide this?

These aims have implications for the ways we plan, teach and assess. For example, we need to consider the best ways:

- to provide a broad, balanced and relevant curriculum with equal entitlement for all our pupils;
- to monitor effectively the progress of all children;
- to implement the SEN Code of Practice and provide support for children with special needs;
- to set suitable learning challenges for all children;
- to provide useful assessment to pupils and their parents, including constructive feedback on achievements and suitable targets or "next steps";
- to provide extension and challenge for our high attaining pupils;
- to support subject leaders in their roles of leading, managing and monitoring their curriculum areas;
- to review and develop our curriculum in line with our local partner schools so that our pupils experience continuity and progression through to Bishop Wood Junior School and across the Tring community.

Topic Focused Weeks

Our termly whole school topic focused weeks enable the whole school community to work together to build skills and knowledge. These weeks are planned around national events that the children will hear about at home and out and about in the community. Children from Nursery to Year 2 share a single topic with their family

which includes BLP Challenges to complete at home and exhibitions to share, enjoy and appreciate each other's work. Examples of these engaging weeks can be found on the website



Angel of the North Week



5. What does this mean for our teaching?

Goldfield's Teaching and Learning Policy, Assessment Policy and Marking and Feedback Policy all partner this policy. This outlines the principle expectations for teachers and pupils to ensure that teaching and learning is of a high quality. The Teaching & Learning policy is a point of referral for regular INSET meetings to review our practice.

6. What can we do to maintain high quality teaching and learning?

- Maintain it as whole school priority. Our School Strategic Plan (SSP) priorities reflect that this is our core purpose. CPD and Performance Management Appraisal are all important means for staff to reflect on and improve practice.
- The school's self-evaluation cycle builds in opportunities for Governors, Headteacher and Senior Leadership Team monitor and the strengths and priorities for development in our curriculum and its delivery.
- Subject leaders play a vital role in advising colleagues in the planning, delivery and assessment of our curriculum. Subject Leaders monitor curriculum coverage and assessment and lead staff training.
- Opportunities for monitoring and peer observation promote an exchange of ideas about "what works best". Subject leader monitoring and performance management lesson observations should follow the same principles:
 - establish a focus of observation;
 - agree on a factual account of lesson;
 - relate key strengths and points for development to the focus of observation;
 - be honest and constructive.
- We will continue to monitor and review standards of learning and teaching through our systems for performance management appraisals and self evaluation.

7. Parent Partnership

Goldfield is committed to working in partnership with parents. We encourage close communication and welcome feedback through our Open Door Policy. The Schools comprehensive website features full information about the curriculum for each year group. Useful information, termly topics and homework tasks are shared along with photographs and videos of activities and events; all regularly updated and accessible to both adults and children.



Parents join the curriculum during Foundation Stage Open Classrooms each half term and have the opportunity to join the Parent Partner Programme at the beginning of their child's time in Year 1. These two morning sessions enable our parents to work with their child during English and Maths lessons, to learn more about the curriculum to help effectively support their child at home. Curriculum leaflets, published policies, homework activities, 'New to Year Group' meetings and website based class noticeboards also share our curriculum with parents.

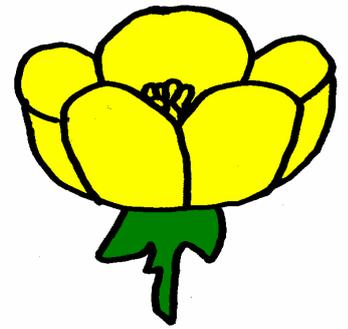
'To thrive in the 21st century, it is not enough to leave school with a clutch of certificates. Pupils need to have learned how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive'.

'We need a radical rethink of our school systems to help our children get ready for the challenges and opportunities they will face. Without this equipment many will flounder and become unhappy. But we can't wait for the politicians and policy makers – they will always do too little, too late. Teachers and parents have to help each other to regenerate what goes on in schools via an alliance and a quiet revolution'

Professor Tanya Byron, (Consultant in Child and Adolescent Health, Professor in the Public Understanding of Science)

Heads Vision Statement

The curriculum should 'EXCITE'
It should encompass.....



Ethos

X-factor

Curriculum

Innovation

Teamwork

Extended Opportunities

excite *v, tr*, - to enthuse motivate, stimulate and enliven