



The Meadows Montessori Primary School

Curriculum Policy

Introduction

At The Meadows we aim to teach children to grow into positive, responsible individuals, who can work and co-operate with others, while developing knowledge and skills, so that they achieve their true potential. We believe we provide an academically challenging environment which is vibrant, happy, creative and stimulating.

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability at their own pace;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to offer children the means of acquiring the basic skills of literacy, numeracy and social interaction;
- that every child has a personal learning plan which caters for the needs of each individual;
- to enable achievement and provide challenges appropriate to the ability, interests and needs of each pupil;
- to enable children to be creative and to develop their own thinking;
- to inform children about their developing world;
- to help children participate in Britain's cultural heritage and understand British Values;
- to enable children to acquire positive attitudes towards the social and cultural norms of society;
- to teach children to have an awareness of their social obligations and the difference between appropriate and inappropriate behaviours;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- **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 become confident, resourceful, enquiring and independent learners;**
- **to promote the learning and development of our youngest children as part of the EYFS.**

Legislation and guidance

This is a statutory policy which reflects the Regulatory requirements, Part 1, paragraph 2 (2) (a) to (j) Quality of Education provided (Curriculum teaching) of the Education (Independent School Standards) Regulations.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate.
- requests to withdraw children from curriculum subjects, where appropriate, are managed.
- the school's procedures for assessment meet all legal requirements
- proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

We have appointed a Curriculum Lead – Laura Bunting

Our Senior Leadership team (Sam Sims – Head Teacher, Kristie Baker – Deputy Head, Tracey Needham – Deputy Head) are also responsible for leading the curriculum through observations, development of subjects and policy review.

Organisation and Planning

- Individual children are planned for with specific learning objectives, both weekly and half termly.
- Each week individual learning objectives are set with the child, after both adult and child reflect on the previous week's outcomes.
- Specific weekly / daily activities are identified for each individual pupil. These are recorded in their individual plans.
- Each term we plan for specific areas in all curriculum subject areas and key lessons from the Great Lesson Curriculum. All cultural subjects (History, Geography, Science, PSHE, ICT, Religion) are interlinked within our Great Lessons.

Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The lesson should be presented in a range of styles.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the pupils to review what has been learnt.
- It should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies.
- The teaching should indicate what the next step in the learning will be and then recorded in individual children's journals.

We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- the use of guest speakers and parents talking about current events, cultural or religious celebrations and their careers or interests;
- watching television, film and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations (we have an annual presentation evening for pupils in Grasshoppers and Fireflies);

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment is an integral part of the teaching and learning process. As outlined in the Assessment Policy, informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- pupils understanding how well they are doing and how they can improve.

Effective Ethos and Classroom Environment

Each of our teachers establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the school rules. We expect all pupils to comply with these rules that we jointly devised, to promote the best learning opportunities for all. We praise pupils for their effort, and also encourage them to feel intrinsically good about their achievements and learning and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for

sanctions as outlined in our school behaviour policy. We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion;
- provides a professional working atmosphere.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each class group. This indicates what topics are to be taught in each term, and to which groups of pupils. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis for Maths and English – which are clear to see in our childrens journal planning.

Over the three terms of the academic year, each child has the opportunity to experience the full range of all subjects. In our curriculum planning we highlight these areas, so that the pupil's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all pupils need to make good progress in these skill areas in order to develop to their true potential.

Friday Teaching

As part of the overall curriculum on Fridays children are given the opportunity to work as part of a the whole school. The subjects covered on Fridays are wide and varied and offer a unique way of children to learn with many different groups. Areas covered as part of the curriculum on Fridays include DT, History, Outdoor education, Map work and geography field work skills, First Aid, Bushcraft, as well as many others.

The Early Years Foundation Stage (EYFS)

The Foundation Stage curriculum is organised into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World

- Physical Development
- Expressive Arts and Design

We believe learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

Our school fully supports the principle that young children learn through active experience, and by engaging in a variety of well-planned activities. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Our curriculum is well planned for each class (mixed age grouping) and ensures that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills, and make progress in a range of areas of learning. Where a pupil has a EHCP we make provision to meet the requirements set out in the statement. We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

The Role of Parents

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents and guardians about what and how their pupils are learning by:

- holding an evening at the beginning of the school year to explain our teaching and school strategies;
- holding formal parents' evenings three times a year – once after the school reports have been distributed;
- sending reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further;
- sending information to parents and guardians through a weekly newsletter;
- being available - we have an open door policy.

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We would like parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general;

Monitoring and Review

We regularly review our school teaching and learning policy to take into account any new initiatives, changes to legislation and any significant changes to the Montessori Curriculum.

In Summary

The Meadows Montessori School is characterised by academic excellence, expert pastoral care and inspiring education. We enable pupils at a formative stage in their development to experience the joy and excitement of learning in an environment which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.

Other related Policies

- Assessment Policy
- Special Educational Needs and Disability Policy
- Educational Visits and off-site Activities policy
- Separate Curriculum Policies

- Maths
- English
- Great Lesson / Cultural Subjects

Approved by: Sam Sims

Date: August 2019

Next review due by: September 2020 (before, if any legislation changes)