

Meadows First School - Curriculum Rationale, Vision and Ethos

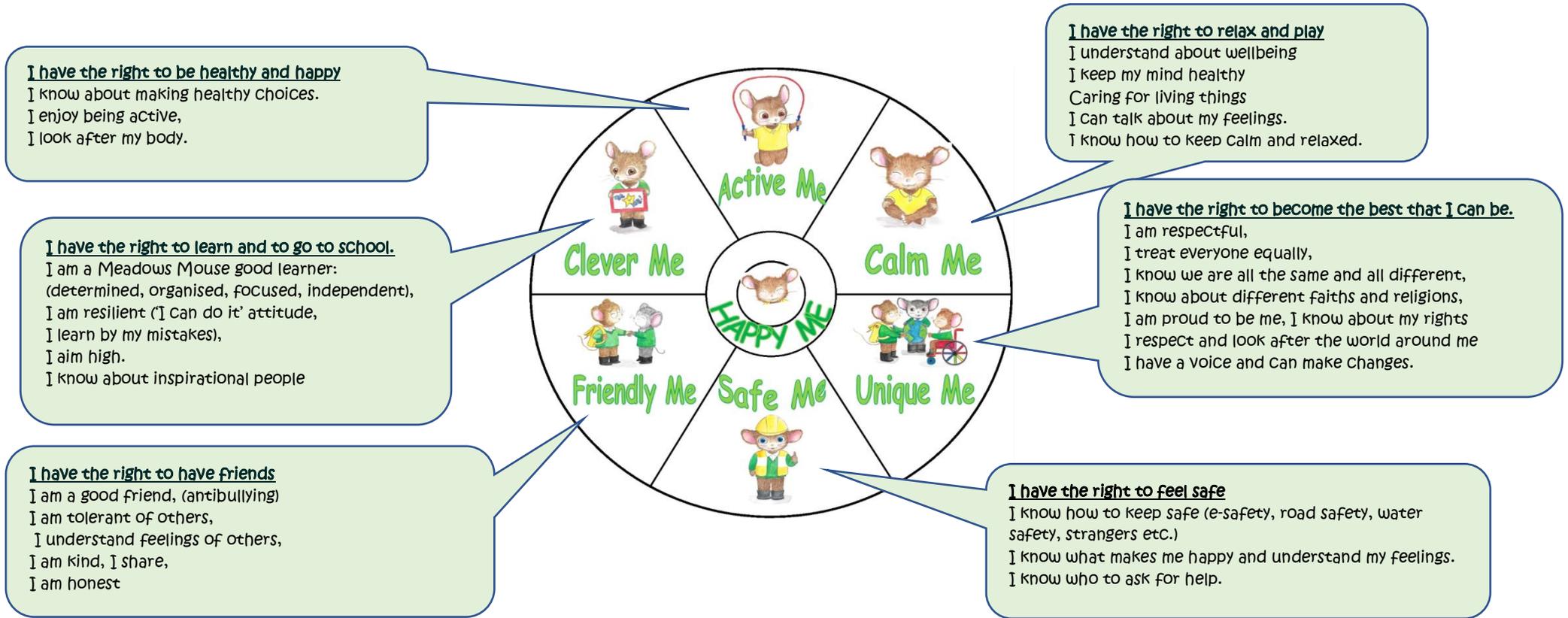
Our curriculum starts with the holistic child, acknowledging their unique needs, and aims to inspire a love of learning, as well as equip children with the skills and knowledge necessary for the next stage of their learning journey. As a Rights Respecting School, we want pupils to be fully prepared for life in the modern world, and feel empowered to make a difference as global citizens to the world in which they live. Our theme-based curriculum embeds deep learning; our children are encouraged to think critically and to make links in their learning. Our curriculum embeds the values of our Well-being Wheel so that children are supported to become resilient, confident and curious; we firmly believe that a healthy mind and body will impact positively on learning. We also acknowledge that the environment in which children learn has the potential to transform the way pupils learn; at the same time giving powerful messages about school's high expectations, values and beliefs. At Meadows, we strive for very high standards ensuring pupils achieve the best possible outcomes. We have divided our curriculum into 5 main principles, and the well-being wheel is embedded within these.



"Caring, Sharing and for Preparing Life"

Context: School's IDACI score indicates that 20% of its pupils are living in the 30% most deprived areas nationally (2017). 21% of children are on our vulnerable list. Catchment is predominantly white British (10% ethnicity). Baseline reception shows that at least half the children start below typical with 25% well below. 2018:27% identified with significant S&L needs on entry. **Pupil premium-** 17%. SEN; 22% (3% EHCP).

Meadows' Ethos and Values in the Curriculum.



INTENT	Personal goals: underpin the individual qualities and dispositions we believe children will find essential in the 21st century		Knowledge, skills and understanding Goals: cover the knowledge, skills and understanding of the subjects they are learning.		Global Learning Goals: help young children be fully prepared for life in the modern world	
	Unique child	Positive relationships	Key knowledge and skills	Love of Learning	Global Citizens	
Aims	The curriculum at Meadows is child centred, and Character building (if it's not good for our pupils, we don't do it). Children are given the tools to be confident, resilient and independent.	The curriculum at Meadows supports the development of positive relationships and pupils' understanding of their well-being, such as keeping safe, being physically healthy and having a healthy mind.	Our broad curriculum has a clear focus on developing a deep understanding of the key skills of speaking and listening, reading, writing and maths, through real experiences and a themed approach, where critical thinking is embedded.	The curriculum at Meadows will provide pupils with memorable and enjoyable purposeful learning experiences and encourage a thirst for knowledge and development of skills across all subjects.	Pupils will be empowered to affect changes that can make a difference. The curriculum enables children to think about their community and the wider world	
IMPLEMENTATION	Enabling environments	Strong links between home and school Staff supportive, caring, nurturing Calm and orderly environment Clear rules and high expectations Mental health, well-being and Thrive Classroom is stimulating and clutter free Celebration of positive attitudes and behaviour. Empowering children through leadership	Environments are text and maths rich. Classrooms have a rich reading culture The environment is supportive eg: Working walls, purposeful, well organized resources The Learning Intent is clear in the classroom Vocabulary is clearly displayed and linked to themes (Word aware) Displays celebrate high standards and deep learning.	Displays show a wealth of educational experiences, indoors and outdoors Displays/ environments celebrate a broad and Creative Curriculum. The environment fosters a love of reading Classrooms/ environment enables children to be active in their learning (resources accessible)	The environment and day-day ethos shows: Diversity Respects for faiths, feelings and values Caring for each other and the world. Opportunities to explore culture – art/ music/ composers etc British Values and SMSC	
	What this means to teachers-	Growth Mindset approach Differentiating/ modelling/scaffolding Caring, nurturing, cater for needs Provide equality of opportunity Strong AFL -if things are not working at class, group or individual level- we change strategies. Teaching learning behaviours (MM) Celebrate pupils' achievements Set high aspirations	Build relationships with parents/ Carers Knowing the child and their families. Safeguarding- robust procedures Supporting parents with child's learning. Plan for and support children's health and well-being. Teach children how to keep safe, including esafety Celebrate attitudes, behaviour and attendance Encourage healthy relationships	Excellent subject knowledge AFL informs teaching, promotes deep learning (develop fluency so that pupils unconsciously apply their knowledge/ skills). AFL identifies next steps and tracks progress Promote speech & language skills (TFW/ WA) Link key skills to real life experiences Read to children daily & share love of books Opportunities to embed key concepts. Subject leaders ensure teachers have resources, skills and knowledge to deliver an engaging and broad curriculum.	Plan for a 'hook' / wow moment for each theme/ rich experiences/ LOTC Plan exciting topics that cater for needs and interests of the class. Take note of pupil voice when planning/ evaluating curriculum opportunities. Displays are interactive and celebrate pupils' learning Consider learning styles and needs	Develop cultural knowledge: artists composers, inspirational people etc Celebrate cultural diversity, SMSC/British values Sustainability Plan for opportunities to effect change (human dilemma) Plan for real connections to the wider world/ community Develop awareness/ challenge stereotypes (eg not all Africa- poverty)
IMPACT	What this means for children (age appropriate)	I have a 'can do' attitude and learn by mistakes/ I am resilient My teacher knows me I use Meadows Mouse to help me to learn: enthusiastic, organized, focused and determined. I have high expectations of myself; my books show my best work I can be independent.	I know how to keep myself and my friends safe, healthy and happy I am respectful towards others I understand what it means to be a good friend I see myself as part of a whole community (family/ school/ world) I am prepared for the digital world	I can read and write at age appropriate level. I can read fluently (at age appropriate level.) I apply my skills and knowledge to reason and solve problems across the curriculum. I can be independent and use the prompts and resources in the classroom to help me. I have the skills and knowledge ready for the next stage of my learning journey. I achieve well and can demonstrate my knowledge and skills.	I have a voice in what I am learning. I am active in my learning. I play and explore, take risks and learn by my mistakes I love coming to school and am engaged in my learning. I enjoy reading. I am able to develop my interests and talents.	I have a voice and I understand my role as a citizen of our ever-changing world. I can make changes that will impact positively on my life and the environment I respect other people and know that we are all the same and different but equal. I am knowledgeable about the world, including inspirational people.
IMPACT/ our values	My well-being and my rights	 Unique Me / Calm Me I have the right to relax and play. Article 31: I have the right to have my needs supported so that I can be independent. Article 23: I have the right to become the best that I can be. Article 29:	 Friendly Me/ Safe Me/ Active me I have the right to have friends Article 15: I have the right to be safe. (Article 36: Article 19)	 Clever Me I have the right to learn and to go to school. Article 28:	 Happy Me I have the right to be healthy and happy Article 6:	 Clever Me/ Unique Me I have the right to be listened to. Article 12: I have the right to celebrate my own religion and culture. Article 30/ Article 14

My curriculum at Meadows means that.....

Unique me; I am ready to learn.	Myself and others	My key knowledge and skills	I love to Learn	The world around me.
 <p>Unique Me My teacher knows me I have high expectations of myself I say what I like to learn about. I say what helps me to learn. I know how to get help for my learning. I know I am special. I am proud of myself. I know my rights.</p>  <p>Calm Me I know who to ask for help. I know how to keep my mind healthy. I talk about my feelings. I Can Care for living things. I know how to keep calm and relaxed.</p>	 <p>Friendly Me I am tolerant and respectful towards others I am kind and Caring I am honest I look after my friends and family. I Care about the people in my community. I am a good friend.</p>  <p>Safe Me I talk about my feelings. I know how to keep myself safe. I know who to ask for help when I feel worried. I know what makes me happy.</p>  <p>Active me I know how to keep my body healthy. I make healthy choices. I am active</p>	 <p>Clever Me I am resilient I aim high I use my phonics to help me read/write. I like to learn new words I apply my skills and knowledge to reason and solve problems.. I am independent in my learning. I know how to use the resources in the Classroom to help me with my learning. I enjoy reading, writing and maths, and use these skills to help in all subjects. I develop my skills in different subjects. I know about inspirational people</p> <p><u>Meadows Mouse helps me to learn by being:</u> Organised Focused Determined and Enthusiastic</p>	 <p>Happy Me I love coming to school. I love learning. I say what I like to learn about. I get involved in my learning. I play and explore. I learn by my mistakes I develop my interests and talents. I ask for help when I need it. I am organised and ready to learn. I listen and try my best. I don't give up when I find things hard. I will learn about different subjects through lots of exciting topics. I will learn inside and outside the Classroom.</p>	 <p>Clever Me I am curious about my world. I Care about the environment. . I like finding out about: famous people today and in the past. I enjoy learning about the arts and culture. I Care about my world and want to look after it.</p>  <p>Unique Me I like finding out about life in other countries, and I respect other people's Cultures and religions. I know we are all different but also the same and equal. I am respectful I treat everyone equally. I have a voice and Can make changes.</p>
<p>I have the right to relax and play. Article 31: I have the right to have my needs supported so that I can be independent. Article 23: I have the right to become the best that I Can be. Article 29:</p>	<p>I have the right to have friends Article 15: I have the right to be safe. (Article 36: Article 19)</p>	<p>I have the right to learn and to go to school. Article 28:</p>	<p>I have the right to be healthy and happy Article 6:</p>	<p>I have the right to be listened to. Article 12: I have the right to celebrate my own religion and culture. Article 30/ Article 14</p>

Adapted from 'design for learning model' Design for learning enables us to plan for quality sequences of learning where all adults, including families, are able to connect excellent learning experiences with positive learning dispositions, attitudes and behaviours. This builds children's belief that anything is possible and helps children develop positive learning habits.

Moral purpose and school values drive learning:

Learners are adept and skilful positive learning behaviours in evaluation of their learning and responding to areas of strength/development. Learners speak confidently about learning

Pupils, staff and families feel valued & recognised

Learners benefit from consistently high quality assessment and constructive feedback which builds

Learning journeys are crafted from high expectations & learners' starting points. Curriculum cultivates positive and effective learning habits where learners make choices about learning

The learning environment promotes highest expectations, values and Learners are adept and skilful positive learning behaviours

Teaching flourishes because of an established climate of reflection & improvement. Reflection improves practice of self and



A rich language for learning permeates learning across the school and community. The language of learning embraces cognitive approaches, interpersonal interaction & personal

In every aspect, there is recognition that our work focuses on improving outcomes for children

Goals and ambitions value a range of outcomes beyond conventional achievement

All adults model 'learning virtues' including determination, curiosity and collaboration

A compelling vision drives improvement based on learning imperatives, moral purpose and development of school and its community

School systems and rewards recognise & value human connection

All adults are lifelong learners themselves

Learning sequences are designed to build:
inner focus - self awareness
outer focus - connect with world
other focus - empathy & relationships

Positive learning behaviours and dispositions are valued as much as intelligence

Curriculum provision connects learning community, real world & social responsibility