

# Mount Street Academy - Curriculum on a Page

SCHOOL VALUES	Determination	Responsibility	Empathy	Aspiration	Making a difference
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**INTENT** – We come to school every day to...

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	To ensure high levels of physical and mental wellbeing To be passionate about learning To develop a strong sense of personal character	To understand equality for all To challenge inequality To be tolerant of others	To use the world sustainably To understand and respect rules and laws To share the world peacefully with all others

**IMPLEMENTATION** – in practice this will be achieved by...

TEN PRINCIPLES FOR EFFECTIVE TEACHING	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/monthly
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ORGANISATION OF CURRICULUM	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy			Maths	Understanding the World				Expressive Art and Design		
	Speaking and Listening	PE	PSHE	Phonics	Maths	Writing	Maths	Science	History	Geography	RE	DT	Art	Music
	DISCRETE SUBJECTS							CURRICULUM DRIVERS THROUGH ALL SUBJECTS						
	<ul style="list-style-type: none"> <li>EYFS focuses on children's interests as well as having key texts that provide a focus for each half term, a careful and deliberate cumulative curriculum ensures children meet age related expectations</li> <li>EYFS Continuous provision is the resources and environment provided for children to interact with. It encourages children to learn in the absence of an adult – our continuous provision in EYFS is the 'Third Teacher'. During free flow learning within indoor and outdoor provision, adults interact at different levels including: (coming alongside children in their own led learning, adult guided groups and adult led groups) to ensure high quality adult interaction to move children's learning on</li> <li>The curriculum in Key Stage 1 is a cumulative plan that builds year one year and is set out on a half termly approach and provides a broad and balanced curriculum</li> <li>Lessons are planned and taught using careful and deliberate approaches rooted in effective practice and approaches – lessons a structured using a my turn/I do, our turn/we do, your turn/you do approach</li> <li>Phonics follows solely the 'Little Wandle – Revised Letters and Sounds' phonics programme from Nursery – Year 2</li> <li>Maths is taught with 'Numicon' as the resource by which all new concepts are introduced. White Rose Maths is referred to as a tool to organise the progression in maths learning and teaching, this is then adapted to meet the day to day needs of the children</li> </ul>													

TERMLY FIVE TO THRIVE	1. Planned opportunity for family engagement	2. An inspiring investigation	3. A memorable experience	4. A high-quality stimulating book	5. A personal challenge
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ASSESSMENT	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback Written feedback in line with marking and feedback policy	Regular opportunities for retrieval, recall and application of previous learning	Regular opportunities for children to demonstrate their new knowledge	Phonics assessments as outlined by Little Wandle	Day to day observation of learning and actions taken to meet next steps
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**IMPACT** –Our intent and implementation will be successful when...

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>All children make accelerated progress and achieve better than average</li> <li>Opportunities are available for all children to grasp concepts at a greater depth</li> <li>A knowledge rich curriculum will prepare all children with skills for the 21<sup>st</sup> century</li> <li>All children are engaged by an irresistible curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All children will build binding, constructive relationships that enable them to make a positive contribution to the school community</li> <li>All children will see their learning challenges as opportunities – not obstacles</li> <li>All children will innovate and be willing to take risks</li> <li>All children will understand the difference between right and wrong – and why</li> <li>All children will take personal responsibility for their behaviour and attitude</li> <li>All children will know that asking for help is a sign of strength – not weakness</li> </ul>	<ul style="list-style-type: none"> <li>All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>All children are prepared for life in modern Britain</li> <li>All children will have enterprise skills in preparation for the future</li> <li>All children are curious, creative and courageous</li> <li>All children use challenges to thrive and become even better versions of themselves</li> </ul>

**EVALUATION** – we will know this has been successful by:

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful</li> <li>Children's recorded learning or teacher's systematic recording of learning must clearly show progress</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is constantly evaluated and reviewed in light of current thinking and research</li> </ul>	<ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and staff learn and adjust their practice in light of what they see/learn</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul>

MONITORING	Tapestry/Book looks Teacher's records/assessments	Data outcomes Pupil progress meetings SEND reviews	Pupil voice Termly learning conversation with parents	Learning walks Lesson visits Professional development meetings	Curriculum evaluations
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