



Vision

We want all our children to experience what it feels like to have respectful, caring relationships with others. We want them to achieve personal success and always be the best they can possibly be. We want them to question and challenge what they hear and see as they explore the world. We want them to develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.

Values

The word **REFLECTION** summaries our values at The Mease. School life will be driven and shaped through the teaching and modelling of these core values:

Resilience, Enjoyment, Family, Life-long learning, Everyone achieving, Communication, Trust

Intention	Implementation	Impact
Our curriculum is based around our REFLECT values because we believe that giving children the right conditions to learn gives them the ability to achieve the best possible outcomes, not just in their academic achievements, but being able to learn how to manage themselves, relationships and situations too. The river bed is the conditions for the whole curriculum and reflect the REFLECT values, providing a cohesive framework. The running water represents the building of knowledge and skills using approaches that are evidence based. The boat represents the possibilities and opportunities for children to develop beyond the national curriculum. The planning focus hinges on the development of a theme that draws our key values into a sharp learning focus and leads to WOW moments, ensuring a real purpose and connectedness to the activities leading up to it. Through our curriculum, we will ensure that new information is taught relating to what children already know and the experiences they have already had, taking account of cognitive load theory to carefully plan the introduction of new concepts. In addition, our planning is supported by: Staff development - Carrying out practitioner research, trialling new strategies in classrooms and reporting back on the impact. - Considering workload of team Home-School partnerships - Regular opportunities for parents to join in lessons - Opportunities to attend workshops, enabling parents to help support learning at home - Use of class Dojo to communicate regularly with home, sharing personal achievements.	Our REFLECT curriculum will be delivered through ensuring we: Establish the Conditions Positive mental health and wellbeing (Resilience, Family, Life-long learning, Communication) - Mindful Monday's and strategies to establish a healthy mindset (eg, peer massage, mindful colouring, identifying feelings) - Growth mindset, believing that with hard work and determination, anything can be achieved - Resilience - PSHE curriculum (Jigsaw) - Positive behaviour strategies – three school rules and our golden rule Developing thinking & learning strategies (Resilience, Life-long learning, Everyone achieving, Communication, Trust) - Instilling independence - Focus on interpersonal skills, the development of team building projects, encouraging children to reflect on their ability to work together - Developing a positive attitude to becoming a life-long learner - Developing memory - Expert sharing - REFLECTION time through peer and self-assessment, reflecting on what and how they have learnt and how to improve, reflection and adaptations to planning - REFLECT celebrations Build the Knowledge Structure A love of language and literature (Enjoyment, Life-long learning, Everyone achieving, Communication) - Based around a new quality text every half term (more frequently in FS) - Developing excellent oracy – classrooms which are rich in talk, questions and peer conversations - Emphasis on talk eg, story-telling, reciting poetry, debating - Opportunity to learn a foreign language (KS2) Building knowledge (Resilience, Enjoyment, Life-long learning, Everyone achieving, communication) - Key question of the week - Mastery approach - Maths curriculum to be delivered through Power Maths to be able to use the fundamentals fluently to solve problems and to reason - Making links across the curriculum - Regular retrieval practice - A constant approach to accelerated learning with high challenge, teacher modelling, explicit steps, deliberate difficulties and scaffolding - Focus on developing fluency and memory - Use of knowledge organisers Explore the Possibilities Active learning (Enjoyment, Life-long learning, Everyone achieving, Communication) - Activity rich – hands on learning opportunities - Opportunities to learn outdoors - Visits or visitors at least half termly - Learning through purposeful play (FS) - Highly interactive (Talk Less Teaching strategies) Inspiring creativity, curiosity and building aspirations (Enjoyment, Family, Life-long learning, Everyone achieving, Communication, Trust) - Project based learning, replicating life and learning in the real world, with an end goal - Draw on expertise from the local community - Enrichment opportunities that develop cultural capital - Links with universities and nearby industry, eg, Toyota, JCB, Rolls Royce, - Links with schools in other parts of the world - Opportunities for extra-curricular activities - Explicit links being made	We will evaluate of the acquisition of knowledge and vocabulary in long term memory. This will be demonstrated through: Excellent outcomes - EYFS – 75% GLD - Y1 phonics check – 90% to meet expected standard - End of KS1 – 85% - End of KS2 – 85% Ongoing assessments - Termly tests (PUMA, PIRA, SATs, Power Maths) - Great attendance – 96+ - Engagement of parents in events Strategies - A clear feedback policy - REFLECTion time - Regular data meetings - Uses of quizzes & low stakes testing (using knowledge organisers) – repeated weekly, fortnightly, half termly, annually - Writing and editing work - Articulating vocabulary, eg, unscrambling sentences, multiple choice - Celebrations, eg performing poetry - Times tables/spelling competitions - Testing (PIRA, PUMA, GAPS)