



REFLECT curriculum Portfolio

Rise
ABOVE
& BEYOND

If you are not
willing to learn,
no one can help you.
If you are
determined
to learn,
no one can
stop you.

ALWAYS
SEEK
KNOWLEDGE

“NO ACT OF
KINDNESS, NO MATTER
HOW SMALL, IS EVER
WASTED.”

Aesop

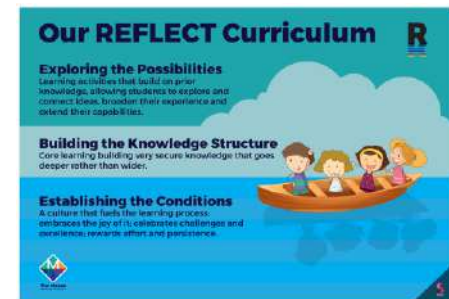
Learning is
like
building a
sandcastle.
Once you
have the
right tools,
you can
build
anything.
You can be
anything
you want to
be.

CURRICULUM INTENT

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. By achieving our vision, mission and values our children, when they leave us in Year 6, will:

- Have the knowledge and skills they need to achieve academic success and thrive in our global community
- Understand the importance of taking responsibility for themselves, other people and for our community and environment
- Have a strong moral compass and the confidence to challenge what they see and hear
- Be articulate, kind & caring and have empathy for others, particularly those who have a disadvantage, live with social injustice or live with disability
- Appreciate the positive impact and value that people of all backgrounds and ability have had on our society.
- Respect people of different cultures and beliefs and celebrate individuality
- Have leadership skills so that they can confidently contribute to their community and wider society
- Understand the importance of good physical and mental health
- Be self-motivated, independent and resilient learners who strive to be the best they can be, take pride in their achievements and have the confidence to be creative
- Respect the importance of working together in a team to achieve success

The image of a river provides a useful analogy to explain our curriculum (abridged from Tom Sherrington's Learning Rainforest).



IMPLEMENTATION: ESTABLISH THE CONDITIONS

Developing positive mental health and wellbeing form the riverbed of our approach and is securely linked to our core REFLECT values:

- Mindful Monday's and strategies to establish a healthy mindset (eg, peer massage, mindful colouring, identifying and communicating feelings) and regular emotional check ins ensure emotional literacy and regulation is part of our day to day routine.
- Growth mindset and teaching resilience, believing that with hard work and determination, anything can be achieved.
- An emphasis on establishing and maintaining positive relationships to create a supportive environment and a family feel. We have a positive behaviour policy which centres around our REFLECT values and school rules: Ready, Respectful, Safe and the golden rule of Being Kind.
- A high quality PSHE curriculum (Jigsaw) and whole school approach to wellbeing ensures pupils are taught the fundamentals of how to maintain positive relationships and stay safe and healthy in the modern world.

Developing meta-cognition skills and strategies through teacher modelling, specific, live feedback and time to REFLECT on what and how they have learnt:

- Focus on interpersonal skills, the development of team building projects, encouraging children to work together and take on leadership roles.
- Expert sharing through strong teacher modelling and opportunities for children to support and teach others builds confidence and emphasizes our supportive culture in which everyone strives to improve.
- Reflection time through peer and self-assessment, reflecting on what and how they have learnt and how to improve
- Build confidence and communicate high expectations through emphasising progress, success and achievement through high quality displays. Dojo and REFLECT celebrations as well as opportunities to present, exhibit and perform.

‘A culture that fuels the learning process, embraces the joy of it, celebrates challenge and excellence, rewards effort and persistence.’
Tom Sherrington



IMPLEMENTATION: BUILD KNOWLEDGE

Our curriculum is driven by strong subject leader teams, supported by the leadership team, to ensure that learning is sequenced and tailored to meet the needs of our children. Key features of how we build the knowledge include:

- All subjects are taught discretely. Our planning for learning carefully maps out the progression of skills, knowledge and understanding, following subject progression maps that fully cover the National Curriculum. Our subject leaders support our teachers to personalise and adapt the curriculum, ensuring that it is relevant to our children.
- Carefully sequenced lessons that use 'chunked learning' so new content is introduced in small steps, allowing new learning to be retained
- A mastery approach. Our educators aim to accelerate learning with high expectations and challenge, strong teacher modelling, explicit steps, deliberate difficulties and scaffolding.
- The use of high quality texts with regular opportunities to read for pleasure and discuss what is read.
- Classrooms rich in talk, questions and peer conversation to develop excellent oracy.
- Opportunities for independent practice to build confidence and independence.
- Regular pre-teaching of key concepts and vocabulary, retrieval practice, reviews and revisiting of prior learning to develop fluency and memory. Assessment and questioning to continually checking for understanding, inform planning and provide precise feedback for our children.
- Subject progression maps ensure that curriculum coverage and progression is fully understood by all teaching staff. Road maps and knowledge organisers ensure that our children understand their learning journey and have access to the most important knowledge and subject-specific vocabulary.
- Professional development for our educators based on the latest educational research. Our strong links with the Spencer Academy Trust Research School, CPD network and our bespoke CPD package ensures that all of our educators have common teaching approaches so that they deliver successful lessons based on our principles of excellence.

‘Writing floats on
a sea of talk.’
James Britton



IMPLEMENTATION: EXPLORING THE POSSIBILITIES

We aim to inspire creativity, curiosity and build aspirations by:

- A clear learning launch and destination that are activity rich with hands on learning opportunities, opportunities to learn outdoors and be physically active. Lessons are highly interactive with an emphasis on talk and purposeful play for our younger children.
- Drawing on expertise from the local community, making links with universities, theatres, museums, faith centres, heritage sites, charities and nearby businesses and industry (eg, Rolls Royce, JCB) to allow children to have broad and varied learning opportunities, through trips and visits and visitors.
- Developing talents and interests with regular opportunities to take part in enriching learning experiences, such as: our assembly programme, Balanceability, writing, poetry and art competitions; leadership opportunities; opportunities to learn an instrument and take part in performances; and inter-school sports tournaments.
- Working in partnership with parents. This is strengthened through events such as: regular coffee mornings, meet and greets, home visits, special transition days, parent-teacher meetings, plays and performances, parents workshops (e.g. phonics, online safety, reading), digital communication (eg, newsletters, Class Dojo; digital surveys), online learning platforms (eg, Timestable Rockstars) and parent readers.

Curriculum implementation remains unaffected when children are unable to access the school site. Our outstanding remote learning offer, via Dojo, offers a seamless transition to live remote learning. No learning time is lost.

Our Mease Passport offer centres on the leadership foundations of sport, creativity, performing arts, enterprise and social action. It also strengthens opportunities to develop as a global citizen. This includes REFLECT leaders, play leaders, reading champions and an array of activities and experiences that include sports, homework, gardening, cookery, music, environmental awareness and reading.

‘It is the climate and culture created in classrooms that determine outcomes for young people.’
Rob Carpenter



CURRICULUM IMPACT

Our children will know more and remember more. They will achieve excellent end of key stage outcomes (in line or above national), demonstrate great progress from their starting point, have fantastic attitudes to learning and will love coming to school. They will have the confidence to pursue individual interests and talents. We will monitor this through:

Ongoing assessments

- Termly tests (PUMA, PIRA, SATs, Power Maths)
- Great attendance
- Engagement of parents in events

Strategies

- A clear feedback policy with an emphasis on live feedback
- REFLECT time and celebrations that incorporate performance and competition (poetry, times tables knockouts)
- Regular data meetings
- Uses of quizzes & low stakes testing (TT Rockstars, using knowledge organisers)
- Writing and editing work
- Actively teaching vocabulary

Staff development

- Extensive CPD, access to Trust networks, trialling new strategies in classrooms and reporting back on the impact
- Consideration of workload
- Coaching approaches with an emphasis on peer support and collaboration

Home school partnership

- Regular opportunities for parents to join activities, workshops & events in school
- Communication via Class Dojo to share information and personal achievements

‘It is important to view knowledge as sort of a semantic tree – make sure you understand the principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on.’

Elon Musk





What a successful Mease student looks like:

Regulate their emotions and express how they feel. Be kind, caring and responsible.



Be resilient, self motivated and able to **REFLECT** and take risks; they strive to do their best to achieve success.

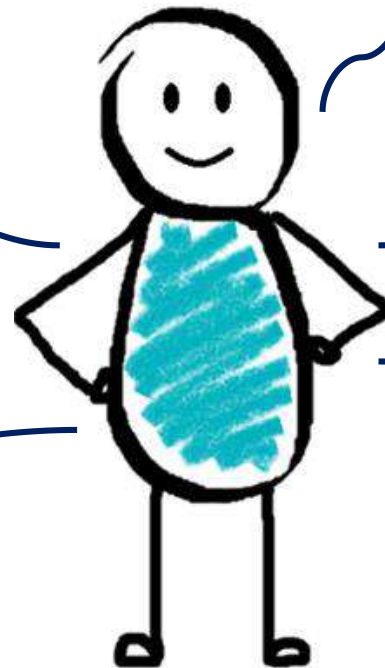
Be curious, able to ask questions and challenge what they hear and see.



Stand up for what is right, accept and value differences.



Be articulate and able to collaborate, contribute confidently and be polite and respectful.





SMSC across the curriculum:

Our aim is to inspire all our pupils to love learning and to be socially and morally responsible citizens of the world. Our purpose is to nurture the growth of the whole child - academically, socially and emotionally. Good relationships are at the heart of our school - our ethos is warm, supportive and family friendly. Our school REFLECT values are embedded in our school SMSC education through PSHE lessons, assemblies and teachable moments that occur in the everyday life of the school. We define SMSC as:

	<u>Spiritual development</u>	<u>Moral development:</u>	<u>Social development:</u>	<u>Cultural development</u>
Definition	Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.	Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Examples	• Learning about different beliefs • Meditation, yoga & mindfulness • Forest schools – bird watching and bug hunting	• School rules (Ready, Respectful, Safe) & positive behaviour policy • Learning about rights and responsibility • REFLECT leaders, Eco Warriors, Safety Crew • Voting and pupil voice • Anti-Bullying Week • Kindness Ambassadors • The Big Debate (Y2+)	• Talk partners • REFLECT days • Regular enrichment and enhancement opportunities with visitors and trips • Residential visits • PTFA experiences	• Theatre and pantomime • Drama, plays & music • Visiting museums and art galleries • Diversity week • Picture News

SMSC across the curriculum:



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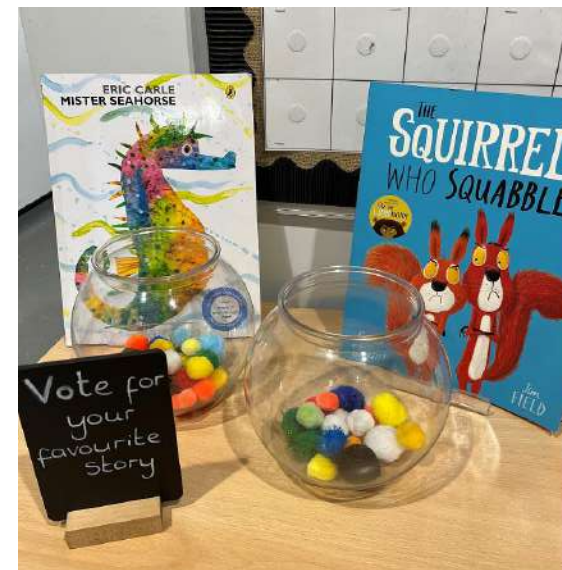
Recognising and celebrating our core values and golden rule of kindness



Meditation, yoga and mindfulness

E

Voting for our favourite story



T



Appreciating the wonders of nature in Forest School

E



Opportunities to perform

L



Pupil leadership opportunities

C





Global Citizenship across the curriculum:

A global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

Global citizenship helps young people to:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

Above all, it shows young people that they have a voice. The world may be changing fast, but they can make a positive difference – and help build a fairer, safer and more secure world for everyone.



Planting sunflowers as we REFLECT about the children from Ukraine

Global citizenship is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. It's the belief that we can all make a difference.

We promote it in class through the existing curriculum and through engaging with national and global events and celebrations. We are also guided by the Oxfam Education guide to Global citizenship.





Equality and Diversity (including BV):

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Our books represent authors and stories from diverse cultures and heritage



We celebrate the contributions of people from a range of backgrounds in our assemblies.

In order to further support pupils, raise standards and ensure inclusive teaching, we aim to:-

- Ensure all members of the school community are given a sense of belonging.
- Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupil.
- Raise levels of attainment in core subjects for vulnerable learners.
- Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.



Learning about national and current news supports our learning of British Values



Supporting children with SEND:



At The Mease we believe that our children with SEND are entitled to Quality First Teaching, which supports their achievement and enjoyment of school.

The needs of our individual children is weaved into specific approaches, such as scaffolding and explicit instruction, everyday to ensure a fully inclusive environment.

We use evidence informed approaches to inform our 'assess, plan, do, review' cycle.

More information can be found in our SEND portfolio.



Physical Literacy:

We want everyone in our school community, but especially our children, to become physically literate.

Physical Literacy provides a gateway to life-long physical activity.

Children become physically literate when they have developed the skills, confidence and love of movement to be physically active for life.



Physically literate children demonstrate the following characteristics:

- ✓ Enjoy being active
- ✓ Have the competence to move with agility, balance and coordination
- ✓ Can apply their fundamental movement skills in order to play a range of games/sports
- ✓ Feel confident about themselves and are motivated to improve their health
- ✓ Understand how being active is vital to their health and well-being
- ✓ Know how to continue to be active beyond school and how to improve their physical skills



Our REFLECT values:

Our REFLECT values are the golden thread that run through everything we do to develop the whole child, instil a strong moral compass and emphasise the qualities and characteristics we want our children to develop.



- R** Resilience
- E** Enjoyment
- F** Family
- L** Life Long Learning
- E** Everyone Achieving
- C** Communication
- T** Trust



Our REFLECT values across the curriculum:



Having fun and being happy!

Collecting key knowledge, understanding and skills



Building confidence and mutual respect, enabling everyone to work together collaboratively.



Being self motivated, determined and taking risks!

Everyone reaching their full potential and being proud of each others' achievements. Here are the winners of The Mease Has Talent!



Communicating with a range of audiences confidently.



Working together as a team to do our very best!





How we Establish the Conditions

Our school environment is designed to feel warm, welcoming and a home from home. We achieve this by following the principles of communication friendly spaces. Neutral backgrounds, natural materials and soft and cosy spaces are a feature in each classroom.



We use a whole school approach to wellbeing. Worry monsters, emotion check in stations and visuals support children to develop their understanding of how to regulate emotions. Our timetable incorporates time to engage in mindful and relaxing activities such as yoga and meditation.



We recognise and celebrate children who follow our school REFLECT values through dojo points, celebration assemblies, certificates and positive notes home.



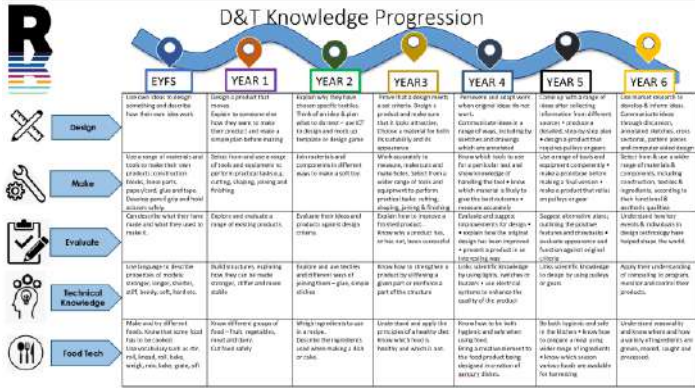
All staff are committed to developing positive relationships. We believe children who feel loved and valued will achieve academic and personal success.



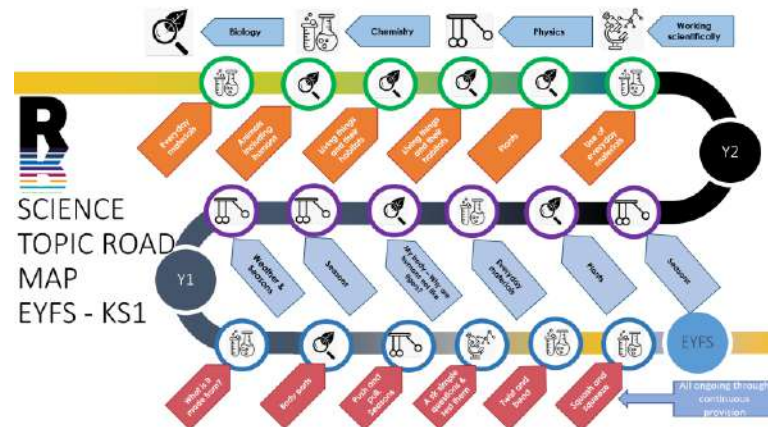
We use a scheme of work to teach PSHE. This ensures a spiral approach to learning that encompasses key themes such as how to be healthy and developing self awareness.



How we Build the Knowledge



Subjects are taught discretely to form a coherent curriculum that supports pupil to categorise their knowledge of the world help them make connections.



Knowledge progression is mapped out clearly so that new knowledge is built on prior knowledge.

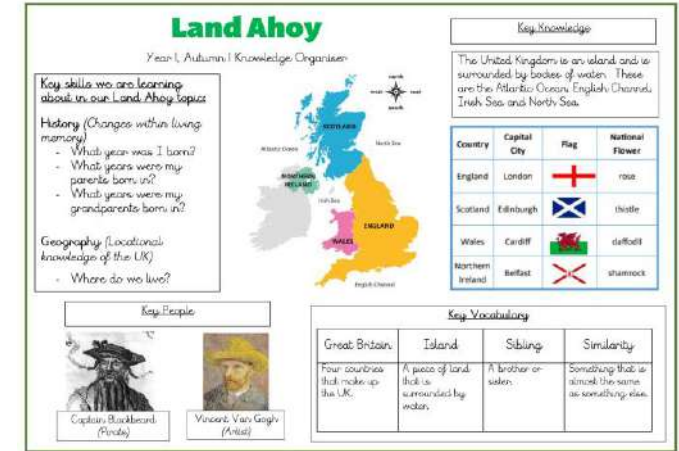
Year 1 Knowledge

- Locate UK countries, know the flags and capital cities
- Know types of weather: freezing, cold, warm, hot, sunny, cloudy, rain, hail, snow, lightning, thunder, wind, rainbow, fog
- Animals and habitats in the UK: deer, squirrel, robin, fox, mouse, badger, owl, dragonfly, forest, woodland, town, city, village, coast

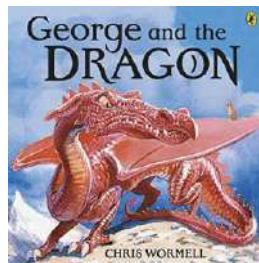
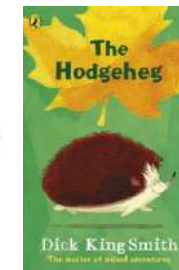
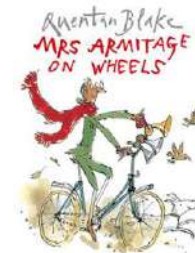
Year 1 Statements

Recognise different land and water masses
Identify different land masses of the UK
Locational terminology
Correctly use the terminology left, right, down, below, next to
Understand and make maps
Recognise animals of the UK & the habitats they might be found in
Find features on map
Recognise the main differences between city, town and village
Seasonal changes
Understand which is the hottest and coldest season in the UK
Case study
Understand the similarities and differences between different habitats

Our subject topic road maps show how key strands of each subject are covered from EYFS to Year 6.

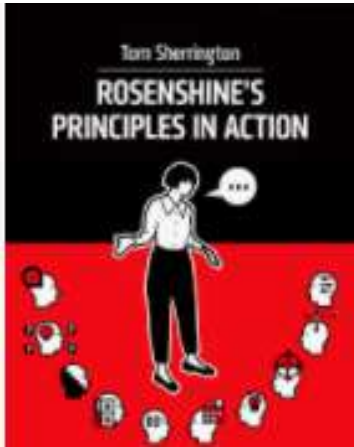


Knowledge organisers specify key vocabulary and concepts, sticky knowledge and the quality texts to enrich learning.





How we Build the Knowledge



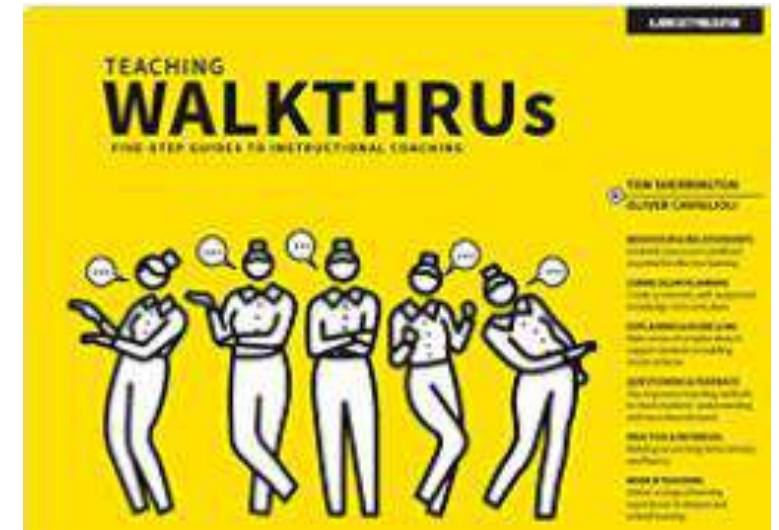
OUR PRINCIPLES OF EXCELLENCE



We use Walkthrus as a guide to developing shared practice that is based on educational research. We strive for a culture of continual improvement as part of a supportive climate. Staff are regularly encouraged and given time to support each other to reflect on their practice using specific Walkthru techniques as a lens to focus through.

The structure of lessons follow our Principles of Excellence that are based on Rosenshine's Principles of Excellence.:

- ✓ New content is introduced in small steps
- ✓ Assessment opportunities and high quality questions are built into lessons
- ✓ Teachers provide high quality modelling to provide guidance and specific instruction
- ✓ Independent practice gives children the opportunity to practice without support and build their confidence
- ✓ Lessons include challenge to deepen knowledge and scaffolds to support learners who need it. This ensures all learners make progress
- ✓ Regular reviews and revisiting of learning help the knowledge stick. This is embedded in lessons and a feature of our 'Flashback Fridays'





How we Explore the Possibilities

Enrichment days and school trips create wow moment and spark curiosity. They give our children the opportunity to have experiences that enhance their knowledge and bring learning to life.

We plan activities to support our children to consider different ways of life and broaden their horizons.



We want to nurture talents and give children the opportunity to be creative and follow their interests. All our children are given the opportunity to learn a musical instrument. We showcase their learning and build confidence and belief in abilities by giving children the opportunity to perform to an audience.



Leadership opportunities for our pupils develop their sense of responsibility, confidence and independence.



Extra curricular clubs to follow interests.



Children are given opportunities to develop key skills such as riding a bike in balanceability sessions.



What do the pupils say?

I like REFLECT time when I think about my learning. *A*



F I love peer massage. It feels nice and makes me feel calm and ready to learn. *B*



I like doing Maths because it is always fun and challenging. *C*

I like English because I like doing lots of writing. *T*



I like learning new things in Science. *N*



I like choosing my learning jobs. Learning is always fun! *A*





How could I support my child at home?

Beyond the regular reading and number practice, there are many ways you can support with your child's learning:

Create a routine - Children respond well to structure and routine therefore it often helps to have a plan or timetable.

Get Creative We can research an artist and then have a go ourselves at recreating the style, think Warhol or even Banksy.

Bake and Cook Encourage your child to weigh out ingredients, chop vegetables and fruits and talk about where our food comes from.

Get Outside - Plant some herbs, some flowers and watch them grow. Learn about what plants need to grow and thrive in your garden.

Days out – Many museums have free entry! See where you can get to!

Use Tech - There are many brilliant apps that will support their learning – please see subject portfolios for some ideas.



Useful websites:

Below are some useful websites and links that parents may find useful.

<http://www.bbc.co.uk/schools/parents/>

<https://www.gov.uk/>

<http://parentview.ofsted.gov.uk>

<http://www.netmums.com/>

<http://www.topmarks.co.uk/Parents>

Information about Spencer Academies Trust:

<http://satrust.com>

Internet Safety Advice

<https://www.thinkuknow.co.uk/parents/>

<http://ceop.police.uk/>