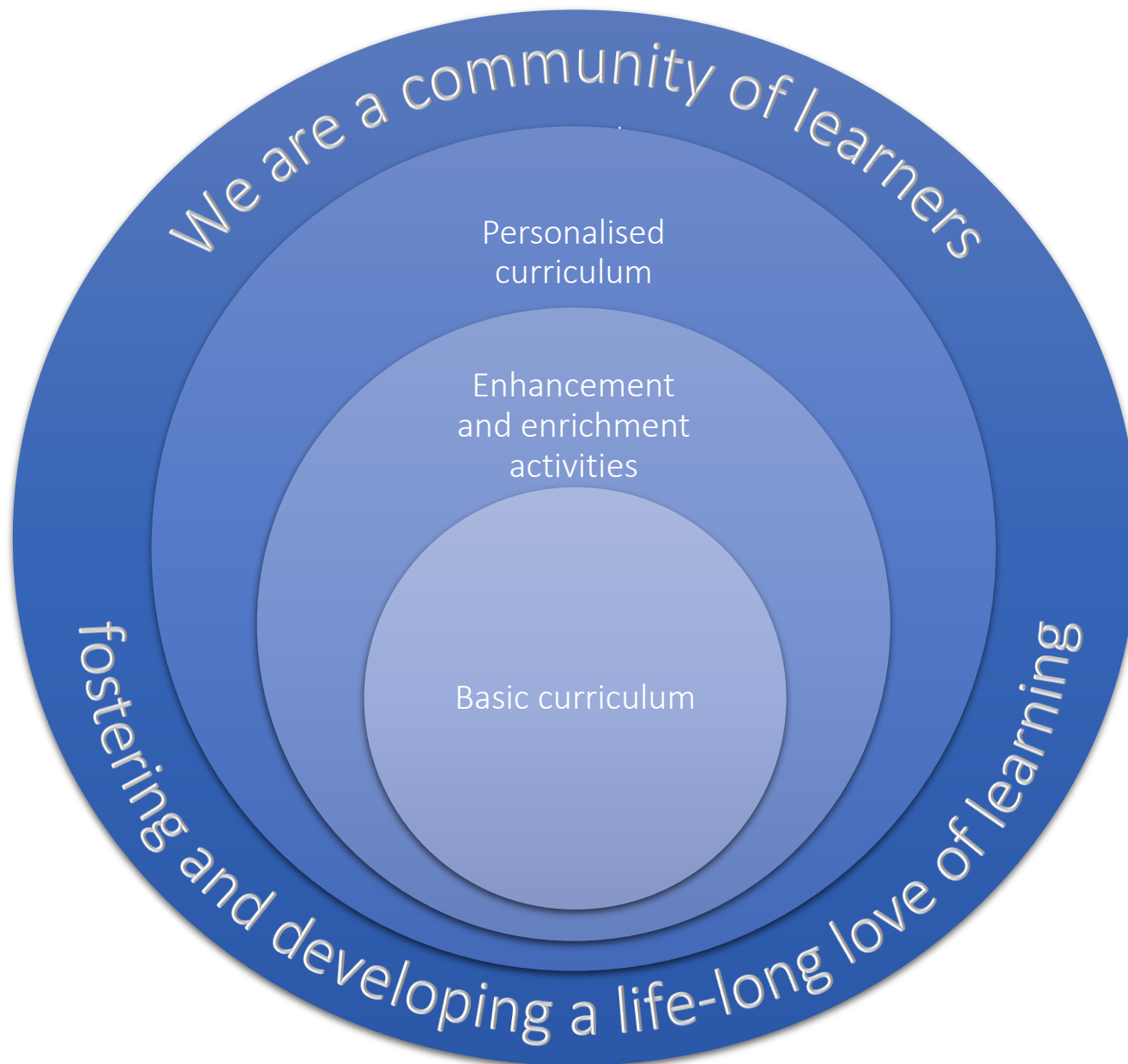


OUR CURRICULUM

'Education is the most powerful weapon which you can use to change the world'

Nelson Mandela

Nascot Wood Junior School



Our curriculum offer is underpinned by our vision statement and the ethos and culture within the school.

Excellent relationships are the foundation for the work that we do; they are built on a philosophy of respect, courtesy and kindness that permeates throughout the school community.

This vision is further reinforced by the school's aims and values:



We prepare our children to be...

- Aspirational, engaged and informed learners, who value their education and understand its importance and purpose
- Confident, well-balanced individuals, who understand the importance of learning from their mistakes and who show empathy and kindness to others
- Self-assured individuals, who believe they can make a difference to society through the positive contribution that they make

Whilst these three basic principles do not change over time, the curriculum itself cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change. Education only flourishes if it successfully adapts to the demands and needs of the time.

Our curriculum...

introduces all learners to wide-ranging learning experiences that develop their knowledge, understanding and skills for now and for their future lives.

The curriculum is designed to give all learners a rich diet of learning opportunities, developing their enthusiasm for learning within an environment of academic rigour. Our aim is to produce resilient, well-rounded and informed individuals.

Foundation Subjects

Intelligence has been defined in many ways: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied within an environment or context.

In response to our understanding of intelligence, we have devised an approach to teaching the foundation subject curriculum, which combines both cross-curricular and discreet teaching. This encourages contextualization and makes sense of learning, enabling the children to retain their knowledge. We have found that this approach awakens interest, engagement and a passion for learning, because it feels purposeful and ignites their curiosity.

In order to achieve this level of engagement in learning from our children, teaching and learning is designed to be:

A Appropriate and accessible

We have designed our curriculum in the context of the environment in which we operate; one of high aspiration for all the children. The curriculum is appropriate for preparing these children for their future careers, including leadership roles, and therefore identifies opportunities to learn and practise these skills. Resilience is one of the most important aspects of what we teach, through their understanding of the importance of making and learning from mistakes. This threads through everything that we do including our restorative approach to behaviour management.

B Broad and Balanced

We have always understood the importance of providing a fully rounded curriculum. The school community understand the link between high achievement in, for example, the arts and sport, and the positive impact that this can have in Mathematics and English. The children's achievement in a wide variety of subject areas, both in and outside school, are celebrated, and the skills they have developed are built upon to ensure that they achieve the best possible outcomes.

C Challenging

We place an importance on all children being challenged to achieve the best possible outcomes, and we understand the importance of identifying ways to challenge children who are high achieving, children with SEND and those considered to be disadvantaged. Challenge is posed within an environment of encouragement, praise and self-esteem building, and the mental health and wellbeing of the children is of paramount importance. Challenge can be seen in the feedback and dialogue in the children's books, and through the high level conversations that we have with the children, for example, during assemblies.

Impact measures:

- Our children are confident, articulate and exceptionally well behaved
- KS2 results are consistently above national and Hertfordshire measures
- Our secondary colleagues report that our children are 'secondary ready'
- The school is consistently graded dark green by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

We evaluate impact by:

- Carefully monitoring and reporting on the progress and attainment of individual children and groups of children, and ensuring that staff have access to this information to inform planning
- Identifying gaps between disadvantaged children and other children, and ways to address gaps if they occur
- Regularly consulting with children
- Working in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.