

Wensum Trust - Quality of Education Intent Statement



We have established our own definition of success for the children in our schools:

Children are in school, participating and enjoying their learning and feeling safe; with a sense of belonging and with aspirations towards a future path. Our children are resilient, articulate and, by the time they leave us, they are learners for life.

At the Wensum Trust, our strategic framework has been designed to guarantee that the needs of the whole child are met and that our schools offer every child the best possible support throughout their learning journey.

Mental Health and Well being

At the Wensum Trust, Mental health and wellbeing is fundamental to all that we do.

We prioritise mental health and wellbeing as it lays the foundations for future relationships, better health, positive engagement and successful learning.

Learning and Achievement

At the Wensum Trust, we maintain high expectations of our children and we aim for every child to make excellent progress at every stage of their education. A strong foundation of mental health and wellbeing will enable all children, including those who are less academically driven to engage with their learning and to achieve their potential in school and beyond.

Careers and Life Skills

At the Wensum Trust, we aim to give each child a clear career trajectory, supported by our strategic partners, so that we lift their aspirations, give them a sense of belonging and help them to become learners for life. We want every child to gain a better understanding of the purpose of education and develop into high achieving individuals who are able to better support and contribute to the mental health and wellbeing of their own children or other young people.

Our Curriculum

Why ... When planning our curriculum design we reflected on how we know our children are learning to navigate and deal with a multitude of stressors in a complex world. Recent neuroscience has educated us to understand that long term stress not only impacts mental health and wellbeing, but also self-regulation and executive functions skills. Long term mental health and wellbeing, in particular, has been deeply impacted by the recent Coronavirus pandemic. Executive function is a set of mental skills that include working memory, flexible thinking and self-control. Developing effective executive function skills allows us to pause and consciously think (to reflect) so that we can better understand, plan, monitor and manage our daily life and engage in continuous learning. This essentially develops 'metacognition', which has been extensively researched and identified, by the Education Endowment Fund (EEF), as having a high impact on learning.

We also know that children need secure connections to their families, local area and the present before exploring further afield. For this reason our topics are linked closely to these areas before delving deeper. We see this as teaching the children to have **"Hellesdon in our hearts, whole world at our feet."**

Whilst with us at Arden Grove we **therefore ...**

Aims

Aim for every child to fulfil our school values and become:

- **Self Believing:** Understand themselves as people and be proud of their achievements. By knowing how to feel safe, and happy they develop a sense of their own identity, liking and respecting the person they are becoming, feeling liked and accepted by others. Therefore becoming more **confident, motivated, resilient** and **compassionate**.
- **Empathetic:** Be confident communicators and excited to connect with others. Have the knowledge and strategies to understand and manage their own feelings and have the ability to empathise and support others. Know how important it is to **understand their own and other's feelings, views and values, showing care** and **respect** for themselves, their family and friends.
- **Aspirational:** Be happy and have **resilience** to overcome times of challenge in their lives and in our ever-changing world. Learn how to **think and talk about their own learning** and where it is taking them. Have the **life skills** and language to enable them to represent themselves and be understood in the world.
- **Respectful:** Value the importance of **building secure and positive relationships**, having experienced the strong partnership we build when working with our parents and carers. Find ways to make a **positive contribution** to the community they live in by taking care of themselves, others and the world around them. Children learn to treat others as they would like to be treated.
- **Curious:** **Enjoy learning** and be **excited to develop** new knowledge and skills. Understand themselves as learners; know how they learn best and want to continue to learn and achieve, having experienced the success of achieving well from their starting point with us.
- **Healthy:** Know that they need to take care of their minds and bodies so they are ready to grow and learn and be able to face challenges and solve problems and regulate. Learn how to **form trusting and safe relationships** with others and are able to make **healthy and positive choices** with increasing independence.







So we want to ensure ...

Every child leaves our school with the fundamental tools (personal qualities and skills) to support their future potential to be happy and successful adults. This is more than just the academic curriculum. Our aims support our intentions and as children move to their next stage of education, we want them to be confident and willing to take on new opportunities and challenges offered, because they understand themselves as learners; their strengths as well as understanding they have more learning to do, and this is a good thing.

We have designed our curriculum with key factors in mind:

- 1) Our knowledge of how children learn. Children can only know more and remember more once they have the prerequisites for learning - working memory, mental flexibility and self-control so we place emphasis on assessing and teaching these executive functions discretely. As a result, our curriculum has evolved and will continue to evolve as our knowledge of the impact of executive function, for our very young children, increases.
- 2) We now know that emotional regulation is fundamental to unlocking personal, social, emotional and academic potential for every child, whatever their starting point. Teaching children to name, recognise and manage their own feelings and emotions is taught both discretely as well as woven into all we do. The entire school experience, including enrichment and the wider curriculum will only have a longer term impact if the children can connect to and remember what they see, or hear and recognise what and how it makes them feel. Once children are able to have an emotional response to experiences, they will learn from them, develop preferences, likes, opinions, curiosity to know more. We carefully consider what additional curriculum opportunities are appropriate and at what point in their development in order to make a genuine impact and difference.
- 3) Guided by the National Curriculum and Early Years Foundation Stage requirements and expectations. From this we have developed a framework of skills and knowledge progression across the school and for all subjects. Learning themes are devised from the context of our children and families, linking their lived experiences with deeper learning and aspirational opportunities. We make meaningful links between school, home and the wider community. **Hellesdon in our hearts, whole world at our feet.** As a staff we are committed to ensuring that the intent and implementation of our curriculum will continue to evolve and continue to plan for effective provision for every child.
- 4) We want our children to embrace our whole school values: self belief, empathy, aspiration, respectful, curious and healthy. These are embedded in our curriculum, explored through assemblies. We choose one value as a whole school focus each half term.
- 5) Speech, language and communication are essential life skills which help lay the foundations for future success. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills.

Curriculum provision is embedded through all aspects of school life and all staff support our curriculum delivery and review on a day-to-day basis.

 <p>Self Believing I feel positive and proud about myself and say 'I can' when faced with problems.</p>	 <p>Empathetic I can understand and share feelings and thoughts of others.</p>	 <p>Aspirational I want to achieve great things today and with the rest of my life.</p>	 <p>Respectful I act in a way that shows I care about others, their feelings and my world.</p>	 <p>Curious I wonder and question so I can learn more and find out more.</p>	 <p>Healthy My mind and body are well and I look after them so I am ready to grow.</p>
<p>'Language of parts' helps children be aware that we are all different and that all of our parts make us unique.</p> <p>Providing memorable events to engage children so all children, within the school year will experience a visit, or visitor or take part in a practical activity experience, led by the school team.</p> <p>We provide opportunities to share and celebrate learning with other children, parents/carers, providing showcase opportunities, family sharing sessions or through producing work that can be viewed by others and make us feel proud of our achievements.</p> <p>Weekly assemblies including celebration assembly help children develop a sense of pride and community.</p>	<p>Our 'Parts' language ensures children value, respect and appreciate their own and others' unique qualities and show kindness, consideration and compassion for what makes us different.</p> <p>Stories are used across our school to explore the language of emotions and to help us better understand our emotions and their impact on others.</p> <p>Supported by our Code and our daily timetabled activities designed to strengthen children's developing Executive Functions (EF) and Social and Emotional Learning skills.</p>	<p>Our curriculum has been developed with our children and families at its centre. We explore local landmarks, businesses and history through visitors, experiences and our local links.</p> <p>From these starting points, and the children's own starting points, we look outwards to opportunities further afield. This embraces our thinking of 'Hellesdon in our hearts, whole world at our feet.'</p> <p>We encourage all learners to develop a growth mindset, allowing them to bounce back from setbacks and learn from mistakes through modelled language, emotion coaching and planned activities.</p>	<p>'Our code' is a cornerstone to our school ethos and values and helps children understand how to be respectful citizens.</p> <p>Adults are role models, explicitly modelling good communication skills and supporting all children with their developing communication.</p> <p>Parents and Carers are an intrinsic part of our school community and their contribution as 'experts' of their child is valued. Regular, on-going communication and fostering positive connections is key to our curriculum.</p> <p>We inform our parents and carers of the classes' learning themes and invite them to offer experiences or expertise which they may have.</p>	<p>We develop communication through listening, attention, speaking skills and widening vocabulary is woven through our planning, environment, choice of resources, careful selection of high quality texts.</p> <p>Explicit learning about executive functions makes children curious about how their brain works and how they can use this knowledge to become more curious about the world.</p> <p>Curiosity and questioning is encouraged through focused 'Can I' statements in every lesson.</p> <p>Learning is shared and celebrated on class learning journey displays, encouraging children to look back, reflect and question further what they have learnt already.</p> <p>We encourage our learners to be Wise About Words, with a focus on vocabulary. Classes find, explore, display and recap key vocabulary in different subjects.</p>	<p>Our language of parts, empowers children to articulate how they are feeling so they can better regulate and be ready to learn.</p> <p>Emotion Coaching is used in our school and supported by our classroom environments with regulation stations. We believe that children need to feel safe and regulated before they can learn.</p> <p>PE is an integral and celebrated part of our curriculum alongside our annual Health Week.</p> <p>Children take part in weekly Science and outdoor learning lessons, enjoying the positives of learning outside of the classroom.</p>

Reading is taught discretely using aspects of the 'Read, Write Inc' programme. In Nursery, children are exposed to phonetic skills and concepts such as letter names and sounds. Children in reception are taught the phoneme-grapheme correspondence for each sound and how to apply these when blending sounds to read or segmenting words to spell. KS1 children continue to learn a wider range of graphemes, allowing them to read a wider range of words and texts and spell with growing accuracy as well as phonetically plausibly.

Literacy is taught daily using 'The Literacy Tree'. High quality texts are at the heart of this scheme and children are expected to write everyday to build their stamina, skills and creativity.

Maths is taught discretely and planned using the White Rose Hub small steps documents. In EYFS children build up a strong sense of number through concrete and visual representations leading to quick recognition of numbers and learning of key number facts through subitising. KS1 builds on these skills, following the statements and expectations within the National Curriculum.

Cultural capital is built through the accumulation of knowledge, attitudes, habits, language and enables our children to be the best people they can be. Cultural capital is embedded into our curriculum through visits and visitors, dance and music, working with Norwich Theatre, North Walsham Rugby Club and other local organisations.

In each foundation subject, learning builds and progresses as the children grow and develop, during their time with us. The intended skills and knowledge are planned for, sequenced and implemented through curriculum maps wherever possible and appropriate, through a cross curriculum approach, with aspects of effective early years pedagogy running throughout our school.

Extra curricular opportunities

We are doing this because we have learnt that ...

Research

Caring responsive relationships, balancing high expectations with empathy and support are more inclusive for all children and have been shown to promote emotional wellbeing and improve academic progress. Executive Function is now considered to be a better predictor of academic outcomes than I.Q. Research around this continues to grow and some supporting information can be found here <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

As a result ...

We anticipate our curriculum intentions and implementation will impact on our children now and more importantly, beyond their time with us at Arden Grove. Our children will be :

Ready for the next step in their education with a secure knowledge of Hellesdon and beyond, and their place in the world. They will be socially, morally, spiritually and culturally responsible and aware, making positive contributions to their local community and endeavouring to be the best person they can be. Children will know more and remember more and have a thirst for more, this will be evident in their questions, discussions with adults and their enthusiasm for learning.

We aim for all children to leave Arden Grove Infant and Nursery School being Self believing, Empathetic, Aspirational, Respectful, Curious and Healthy.