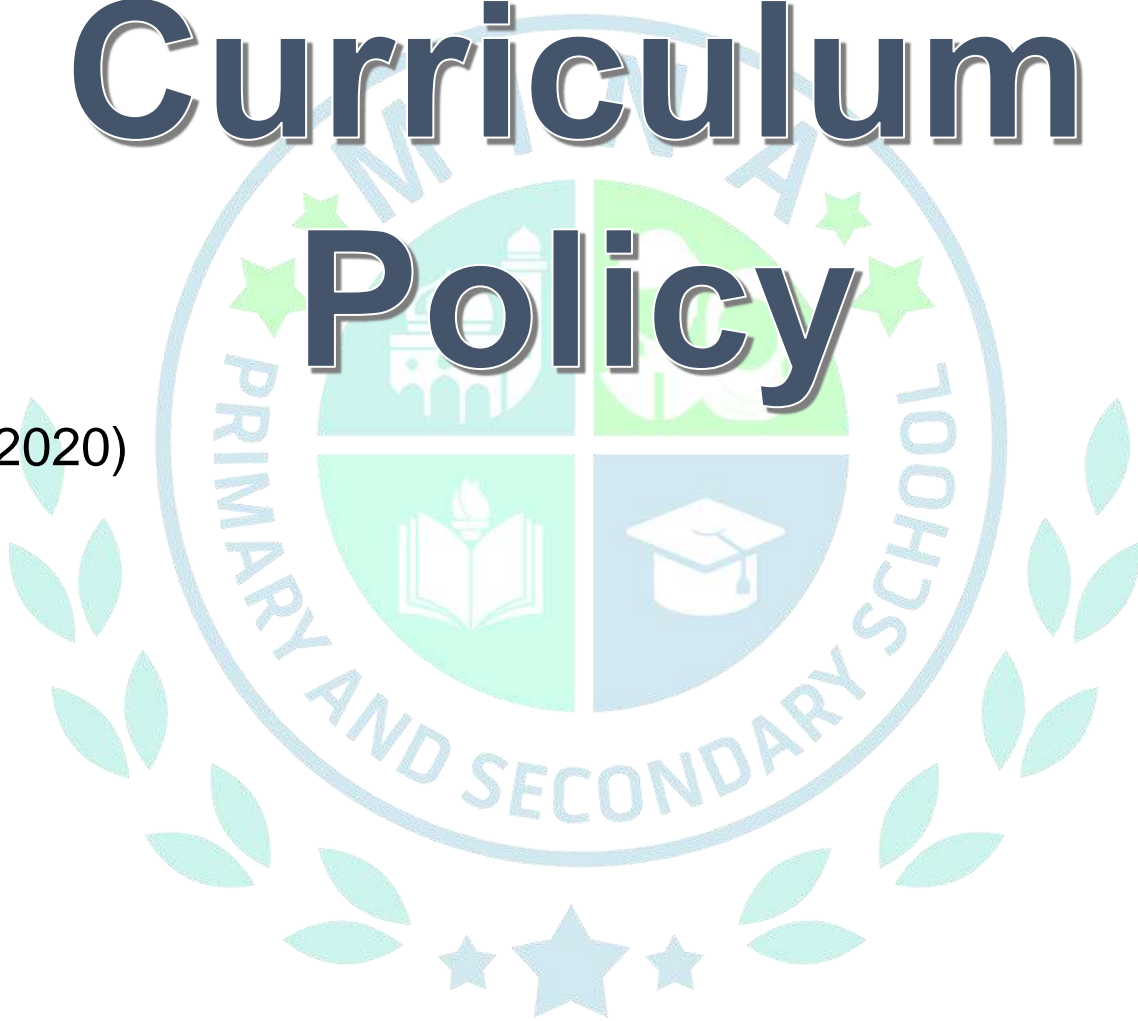


Mina Primary and Secondary School

Curriculum Policy

(2020)



Contents

Introduction 3

Question, Educate, Develop Principles 4

The Planning Process 6

Subject Leader..... 7

Early Year Foundation Stage Curriculum (EYFS) 7

Monitoring and Review..... 8



Introduction

Mina Primary and Secondary School curriculum aims to provide the structure and depth required to achieve academic and personal excellence in our students.

The curriculum is the plans made for guiding learning in schools, and the implementation of those plans in the classroom; these experiences take place in a learning environment that also influences what is learned.

Our curriculum places great emphasis on other major aspects of our pupil developments and these developments are:

- Ethical and knowledgeable citizens that are aware of their surroundings and the world
- Creative individuals that are confident and outspoken, not afraid to lead or be heard
- Ambitious and enterprising humans that will integrate into their society and beyond seamlessly
- Motivated and happy learners that are able to communicate efficiently and effectively to the world

The objectives of our curriculum are also to integrate our Core Values, which ties together with our Teaching and Learning.

Fun

Have Fun in your learning journey – take pride that one day at a time you are transforming into a magnificent version of yourself.

Resilience

Don't give up when things get hard, know that that is what will shape you the most. Learn from your mistakes and get up when you fall.

Creativity

Think outside the box and let nothing hold you back from showing your uniqueness. Let your imagination lead you to greatness and exploration.

Independence

Take things one step at the time and break down major tasks to sizable chunks. Manage your distractions and focus on achieving greatness by planning and organizing yourself.

Innovative

Ask questions and when you get stuck look at a problem from a different angle. Do your research and be vigilant.

Ambition

Keep on learning and know that you can always improve on your skills. Never become complacent. You are your own competition, never compare yourself with others. Don't take too much on, always go at a maintainable pace.

Our curriculum is built upon three main Principles:

Question, Educate, Develop

The Mina primary and secondary school curriculum follows the English National curriculum (2014) knowledge requirements and incorporates individual skill progression milestones created by subject leaders for each subject.

Building on these principles, pupils are encouraged to participate in class by contributing their own ideas towards the planning and guide the lessons to include their own area of interests and curiosity. We also highlight connections and overlap with previous lessons taught through brainstorming sessions and topic mapping.

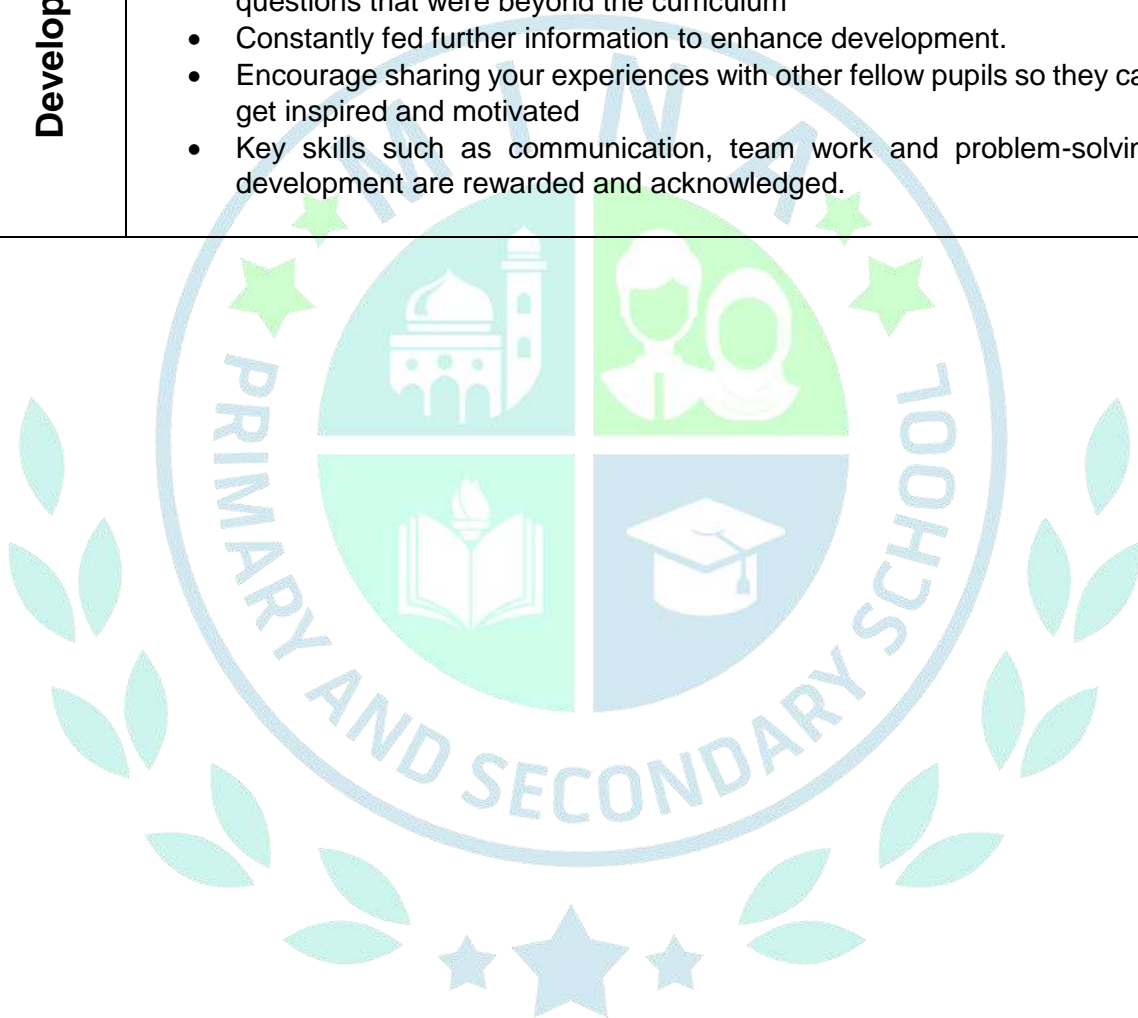
We ensure that there is the freedom to express their thoughts and communicate their learning journeys. By enabling an exciting solid foundation, stimulating learning material and deep knowledge-based experiences, pupils develop and thrive exponentially.

Question, Educate, Develop Principles

These 3 principles shape the learning experiences that Mina Primary and Secondary School is implementing. While Question, educate and Develop might seem self-explanatory below we have provided an in-depth explanation on what these principles mean to us.

Question	<ul style="list-style-type: none"> • Thinking outside of the box and questioning all their learning material • Asking "What if....?" • Challenging their way of thinking and encouraging research to establish deeper understanding • Identifying strengths and weaknesses by plugging into their inquisitor mindset • Learning by heart by asking questions that resonate with their individual interests • Approaching each subject from an angle that they can relate to and explore how this knowledge can make a difference • Repetition and practice to get better at retaining information
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<p>Educate</p>	<ul style="list-style-type: none"> • Retain learning material and showcase products of learning • Opportunity to display new skills and knowledge by critical evaluation, debates and problem solving • Encourage team working and exchanging strength and weaknesses in presentations and group work • Opportunity to display how challenging and questioning set ways has proven to be inadequate
<p>Develop</p>	<ul style="list-style-type: none"> • Encouraged to display the skills that have been obtained by answering questions that were beyond the curriculum • Constantly fed further information to enhance development. • Encourage sharing your experiences with other fellow pupils so they can get inspired and motivated • Key skills such as communication, team work and problem-solving development are rewarded and acknowledged.



The Planning Process

Every topic in each subject is expected to have a **Planning Overview** - this Planning Overview can be displayed on a working wall or on Planning Boards. To insure we have a future reference of all these 'Planning Overviews' digital photographs are taken and stored at the end of each topic.

1. INTENT

Identify "The National Curriculum Objectives and Foundation Subject Skills" to be covered during the term. Keep a record of taught skills by highlighting or dating on the skills progression sheets – this will inform Subject Leaders and ensure consistent coverage.

2. LIVE PLANNING

Develop a topic enquiry that will allow for development and use of these skills – this could be an open-ended question or investigation to ignite the children's curiosity. The Planning Overview will be a working document and can be added to and updated alongside the children throughout the topic.

3. IMPLEMENT

Populate the Planning Overview with the learning activities and experiences that will take place during the topic. These should be underpinned by the use of the Subject Skills and Core Values with opportunities for cross curricular learning. Evidence the skills alongside each activity and (where appropriate) the Core Values. Some of this learning may not be evidenced in and instead, found virtually on Twitter, Class Dojo, the school website or as multimedia saved on the Teach Only Network – if this is the case, an annotation should be made on the overview to direct Subject Leaders to this learning.

4. IMMERSE

Immerse children into their topics by using a range of emotional and experiential learning. Drama processes (DEAL), in house visitors and class visits can be used to provoke enquiry and demand critical thinking.

5. QUESTION, EDUCATE AND DEVELOP

Knowledge Organisers to be used and referred to throughout a topic as a working document for children to populate as they encounter new knowledge and vocabulary. These are open-ended with limited teacher input. They should be displayed in books at the beginning of each topic.

Identify opportunities for the children to 'communicate' and "develop" their learning beyond their class on the Planning Overview. For example, this could be learning that is shared with parents/ carers through a performance, assembly or learning walk. The children could share their learning with other classes or virtually using the school website.

Work for all Foundation subjects is recorded in the pupil's Foundation Book and their knowledge organisers are placed in the front. The book has a blue cover and the Mina School logo on the front and is the only workbook in addition to the Maths and English books.

Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Annually, create an action plan for the subject, linking in to the School Development Plan and focussing on the improvement of teaching and learning.
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.
- Evaluate long-term and medium-term planning.
- Carry out drop-in sessions and Foundation book monitoring to ensure that appropriate teaching strategies are used.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

Subject leaders are line managed by the Deputy Headteacher.

(Also refer to Subject Leaders Handbook)

Early Year Foundation Stage Curriculum (EYFS)

In Nursery and Reception, we provide a balance between child-initiated and adult directed activities. The emphasis is placed on developing a broad range of skills that are underpinned by The Early Years Foundation Stage Curriculum.

There are seven areas of learning within the Foundation Stage Curriculum:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design.

Children are provided with opportunities to play and learn both indoors and outside. We take pride in planning activities in response to the children's interests and ensure that activities are challenging, fun and purposeful. We develop their characteristics of effective learning through opportunities to play and explore, be active in their learning, make decisions, share ideas, be

creative and think critically. We celebrate all children's efforts and achievements. Children's progress is collated in their 'Learning Journeys'.

Through early, accurate Baseline Assessment we record each child's starting points then identify and plan for their next steps for learning. Their progress towards the 'Age Related Expectations' (AREs) is closely tracked throughout the year and regularly shared with parents to support the children's development both in school and at home. We recognise the crucial role of parental involvement in a child's education and provide regular communication regarding children's progress.

Our aim is for our children to be happy, settled and secure at school; for them to develop a love of learning and have the confidence to be independent and resilient learners. We consider the changing 'school readiness' needs of the children as they move on to their next phase of education.

Monitoring and Review

Our Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, drop-in sessions and Foundation book monitoring ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. The Deputy Headteacher manages the Subject Leaders by guiding them and providing them with the resources needed to ensure they can do their job.