

Impact of the Curriculum on the Quality of Education at Mousehold Infant and Nursery School

September 2022

In Spring Term 2019, we started to look more closely at our curriculum and what we were offering the children. The curriculum had been the same for a number of years and was topic focused in year groups, with not enough focus on the skills and knowledge being taught in each subject across the year groups. One of our experienced teachers took a particular interest, and was keen on action research, and took the lead, along with the senior leaders. She is now our Curriculum Lead. We talked as a team of teachers and leaders about what it felt like to teach the curriculum, what it would feel like for a child, and we asked ourselves challenging questions such as, 'is our curriculum progressive? Does learning build upon learning?' Teachers were working very hard, but there was not enough focus on what the children were learning and when and the pedagogy behind this. Phonics was being taught daily, however without fidelity to one scheme. There weren't progression of skills and knowledge curriculum plans pre 2019.

The Curriculum is inextricably linked with teaching and has been developed at every stage with the staff – through meetings, training and curriculum working parties on specific aspects of the curriculum (EYFS, marking and feedback, mixed year group classes.) – this is to ensure sustainability in the long term due to the understanding and buy-in from staff. The safeguarding, personal development and behaviour and attitudes support our curriculum offer so are included here.

The monitoring schedule has been developed over the last 2 years, with all teachers taking an active role in monitoring their subject. Senior leaders focus on ensuring there is impact seen and documented across all aspects of the SIDP. Where there are weaknesses or inconsistencies these are addressed swiftly through coaching and support.

In summary – in chronological order from 2019

Where were we? What research took place when developing and building our curriculum?

- Pre 2019 – Planning in single year groups. Topics had been in place for a few years. Progression across year groups and sequencing learning wasn't understood by all.
- EYFS and KS1 worked more separately than now.
- Sept 2018 – Power of Reading for KS1 – trialled in one class first.
- Spring Term 2019 – Progression maps started. Looked at prior learning and future learning. Looked at progression maps from other schools. Each subject leader looked at their subject and analysed progression – with teachers from each year group. Started with Computing. Computing lead is now our Curriculum Lead.
- Summer 2019 – Progression maps started to become embedded and used by all.
- Sept 2019 – Power of Reading for EYFS started.
- Sept 2019 – Maths planning similar to White Rose and introduced mastery.
- Sept 2019 – Joint leadership for core subjects, mostly a leader from each Key stage. This supported with moderation, monitoring and progress of subject leadership.
- March 2020 – Summer 2021 – Pandemic altered our thinking in a positive way, and made us think more creatively. We looked at what worked remotely and what parts of that we could continue. We looked at how we celebrate and communicate learning (introduced a school Facebook page and Parent Mail, tutorial videos for parents on our website, virtual tours of EYFS) Online children's reading books run alongside real books – this was started during school closure.
- Summer 21 – Recovery curriculum led to what we are doing now. Focused on gaps in learning in new curriculum maps for KS1 and EYFS.
- Learnt from influential educators – Anna Ephgrave (EYFS), Jane Considine (Writing), Paul Dix (Behaviour and relationships).
- Summer 2021 – Phonics Audit from The Wensum Hub. This informed our SIDP for September 2021.
- Sept 2021 – Training began for all class staff and leaders for Phonics – Little Wandle Revised Letters and Sounds. Teaching of Little Wandle began in October 2021
- Bespoke support from VNET and the Trust with external reviews/audits/coaching/training.

Where are we now?

- Progression from Nursery to Year 2 is clear in Progression Documents. All progression documents are on our website.
- Subject leaders can all talk about the progression in their subjects. Teachers can talk about what comes before and after the current learning for each subject they teach.
- Teachers talk to the children about prior learning and where they are moving onto in a lesson and between lessons.
- Curriculum Map – 2 year cycle for KS1 and EYFS. KS1 teachers now plan together. This reduces workload for teachers.

- ## What are our future plans?

- In more detail:**

INTENT 2019 and onwards									
Decide on how we would use our vision and values of, ' The High Five' to articulate our curriculum intent.	Decide on type of Curriculum in line with new OFSTED Framework	Decide on subject drivers for Curriculum in KS1	Look at the Progression of skills/Knowledge Check Compliance with National Curriculum	Agreement for Deputy Head to not have class responsibility and to become SENCO. With the intent of more support for all with behaviour and support for SEND. Identification of too much disruption due to poor behaviour (2019)	Some subject leaders not able to articulate the sequence of learning in their subject and no recent training in subject they are leading.	Teachers need to be consistent in approach to teaching phonics. (2019/20)	Need identified for scaffolded planning in English and Maths teaching across the school.	The historical practice in Ks1 of everything in 1 book, called a Creative Learning Journey (apart from Maths) meant that progression could not be seen. (2018/19)	Decision that writing and phonics are ongoing school priorities. 2019-22
This led to									

See website for intent: https://www.mouseholdinfants.com/curriculum/	First Draft of Curriculum maps. Updated on website as we review termly.	First Draft of Curriculum maps. Updated on website as we review termly.	Started with 'Computing' by our Curriculum Lead (Spring 2019) Some teachers and leaders attended training on progression in the curriculum and fed back to all subject leads in staff meeting (Summer 2019)	Learnt from key educator, Paul Dix. Training for DSLs on Restorative approaches to behaviour management (21) and this led to training for all staff (April 22) Development of Behaviour and Relationships policy (2021-22)	Support from VNET and associates in giving teachers opportunities to talk about their subject within the whole curriculum. (20,21,22)	Wensum Hub Phonics Audit (summer 2021) Introduction of Little Wandle Revised Letters and Sounds. (Autumn 21)	Learnt from key educators such as: Mary Myatt, Jane Considine, Anna Ephgrave. Introduction of Power of Reading in KS1 in 2018/19/20. Then EYFS (2019). The Write Stuff in KS1 2021/22 Maths planning in line with White Rose across the school (2019)	Decision was taken that children would have separate books for writing and Maths. (2019) This was then reviewed and decision made to have separate books for each subject/humanities/Art sketch books. (2022)	Writing opportunities given in all subjects – evidenced in books.
Ongoing actions to ensure implementation									
Ongoing agenda item for SLT and Partnership SLT. Curriculum reviewed through monitoring by subject leads and senior leaders.	Training for curriculum lead and subject leads by VNET and Trust Curriculum Lead (2021,22)	Mousehold subject leads working closely with George White subject leads to look at progression from Nursery to Year 6. Time given halftermly for this (2022)	Updated Behaviour and Relationships Policy Sept 2022.	All subject leaders are given a fair opportunity to talk about their subject at Trust Progress Boards and external reviews.	Monitoring by English lead, strategy group and senior leaders.	Monitoring by English lead, strategy group and senior leaders.	Review of the books to ensure the best way to ensure the work has an impact on learning (2019-22)	Review of books, talking to children and looking at data outcomes termly (2019-22)	

The Impact table below identifies all the actions taken for School improvement that work together to ensure the quality of education is outstanding at Mousehold.

Implementation and Impact (2022)		
Actions over 3 years (Implementation)	Impact	Evidence
Use of adults and their skillsets thought about carefully, not just at the start of school year but as year goes on.	Classes are staffed appropriately with adults with the right skillsets working with children, and as a team of staff. Where this doesn't work, staff are moved swiftly. The needs of the children are put first.	Classes have ended the year sometimes with different adults to the start. This academic year 2022-23 we have a higher ratio of adults to children due to a higher number of SEND children.
Developed Curriculum Maps, with mixed year group classes in mind.	Learning in class builds year on year and from subject to subject during the year. Teachers are making links in lessons (in the recap sections of lessons and sequences of lessons) The 2 year curriculum map cycle means that the mixed aged classes are not at a disadvantage and the teachers of all classes can plan together.	Observations, Book Studies including children's voice. Feedback from teacher of mixed age class – felt part of the team, could share ideas and planning. Children managed well and made good progress. In the Y1/2 class, the Year 1 children are staying in that class as Year 2 – as it worked so well for these children.
Restorative Approaches to Behaviour in school, including new Behaviour and Relationships Policy Sept 2022	Behaviour is well managed and support for SEND is strong. Warm and friendly atmosphere. Children happy and feel respected and listened to.	Evident as you walk through school – observed by SLT daily. Less incidents. Fixed term exclusions where needed for safety of children and staff. Parent feedback Pupil Voice Staff Voice Visitors comments
Progression maps for all subjects are completed and written by subject leads. These are used by all teachers when	Children are starting to talk about how their learning builds	Subject leads are now in the position to work closely with subject lead from George White Junior. Some subject leads have created progression maps from Nursery to Year 6.

planning and teaching. These are shared on the website. https://www.mouseholdinfants.com/curriculum/	upon previous learning. Links can be seen in children's work.	
Curriculum intent is shared with parents, children and on public pages such as the website. This is referred to in our SIDP	The parents are aware of our curriculum intent and the words they use on their parent survey response often relate to the words chosen for the Intent.	Parent survey responses. Facebook page. SIDP Talking to our school community.
Teachers are teaching English and Maths consistently; using Power of Reading, The Write Stuff and White Rose.	Integrated SPAG in writing. Teachers much more confident about writing. More children confident about writing. Quality of independent work is better. Progression is robust. This will take time to embed this so that the writing process is embedded. Children enjoy writing more and talk about the vocabulary choices.	Observations Teaching and Learning Review Work scrutiny Writing moderation Moderation with GWJS and other infant schools. Children's voice Teacher voice Observations and discussion with other schools doing The Write Stuff
We have welcomed external reviews (2020 , 21,22) and have worked with VNET and the Trust on facilitating these. Most subject leaders have spoken with an external professional.	Subject leaders are becoming more confident talking about their subject and its place within the overall curriculum.	See reports from external reviews and progress board minutes.
Phonics progress is tracked carefully through Little Wandle. Children who need some extra support are given 'keep up' sessions in line with the programme. Pupil progress meeting in place for all Year Groups	Teachers and TAs teach phonics consistently and with fidelity to one scheme and see the progress children have made halftermly. This is inspiring.	Pupil Progress meeting notes. Little Wandle tracking records. Reading assessments. Writing moderation.
In light of ways of working through the pandemic, we looked at how we celebrate and communicate learning (introduced a school Facebook page and Parent Mail, tutorial videos for parents on our website, virtual tours of EYFS) Online children's reading books run alongside real books – this was started during school closure.	Parents said they felt involved with their children's learning when they had access to it online. They liked to see work celebrated publicly.	Facebook page Parent surveys. Parent survey from covid years. Website.

Monitoring Cycle – all subject leads monitor their subject halftermly. Senior leaders monitor the SIDP strands regularly.	The monitoring cycle has meant that the subject actions plans are reviewed and updated regularly. This has led to significant improvements in the Quality of Education in the school.	Data Observations Teaching and Learning Reviews Progress Boards.
Workload and Wellbeing review Absence management reviews	Appraisals included workload and wellbeing conversations – led to lessening workload and stress by: improving marking policy, using staff meeting for tasks such as data input and partnership working. Open door policy and use of Support line has meant that staff are talking much more openly about their stresses and are seeking professional help (most for the first time). Absence management meetings have led to staff improving attendance and getting the right support.	Increased Referrals to Norfolk Support line Conversations with staff Staff wellbeing survey.
Marking and Feedback policy	Different colours of pen are used, in line with the policy. In the moment feedback and marking. This has led to better quality of work as children and teachers can see where the children need more explanation or extension.	Book Scrutiny Marking checks
Home/Remote Learning	Remote learning was developed throughout the pandemic. It was patchy at first, but improved over time, and the work was accessible for the children and parents. Zoom enabled vital social and	Parent conversations Remote learning analysis completed through the pandemic. Parent survey responses.

	<p>emotional connection. This could be done through a mobile phone. The amount of work completed increased during the pandemic.</p> <p>Some children with Special Needs thrived in the home schooling environment thus we have had children on bespoke timetables to try and replicate this.</p>	
Introduction of Nurture Space	The designated space for Nurture club means that children, for a variety of reasons, have the space and time they need in lesson time and outside of lesson time. This then leads to calmer classroom time for these children after the nurture session.	<p>Teacher feedback.</p> <p>Pupil voice</p> <p>Parent voice.</p>
Re-introduction of Clubs	Clubs are full. Children are able to pursue an interest. Children enjoy the clubs. There is a variety of clubs led by Teachers and TAs.	Club notes and evaluations
Pupil Premium Plan/Covid Catch up Plan - use of Part-time Teacher and regular supply teacher.	<p>Accelerated progress for children who have had 1:1 support/teaching weekly.</p> <p>Children at risk of exclusion/school refusal in school</p>	<p>Data</p> <p>Intervention records</p> <p>Attendance records</p>
SEND provision and referrals	<p>14 EHCP's. Referrals to Ed Psych and Learning Support, Speech Therapists and OT.</p> <p>Children with SEND are supported well, as are their families.</p>	<p>SEND records</p> <p>Data</p> <p>LSPs.</p> <p>EHCPs.</p> <p>Parent view.</p>

Next Steps (School Improvement and Development Plan 2022-23)

- Development of independent writing in the Write Stuff for KS1 and EYFS.
- Further improvement in Reading through the Fluency project and Jane Considine work
- Little Wandle Revised Letters and Sounds to become embedded across the school – in its 2nd year
- Prioritise 1:1 Maths intervention for disadvantaged. Daily Maths focused on rapid recall.
- Continued Review of Curriculum to ensure progression and retention of knowledge and skills – with all teachers
- Include Quality First Teaching as a priority in SIDP.
- Development of outdoor learning and play space for children
- Focus on equality and diversity across the curriculum.
- Expansion of subject monitoring using peer observation and partnership links.