Our Core Purpose

To inspire confident young learners, who will thrive in a changing world, with kind hearts, inquisitive minds and a thirst for learning.

Bolsover Infant and Nursery School

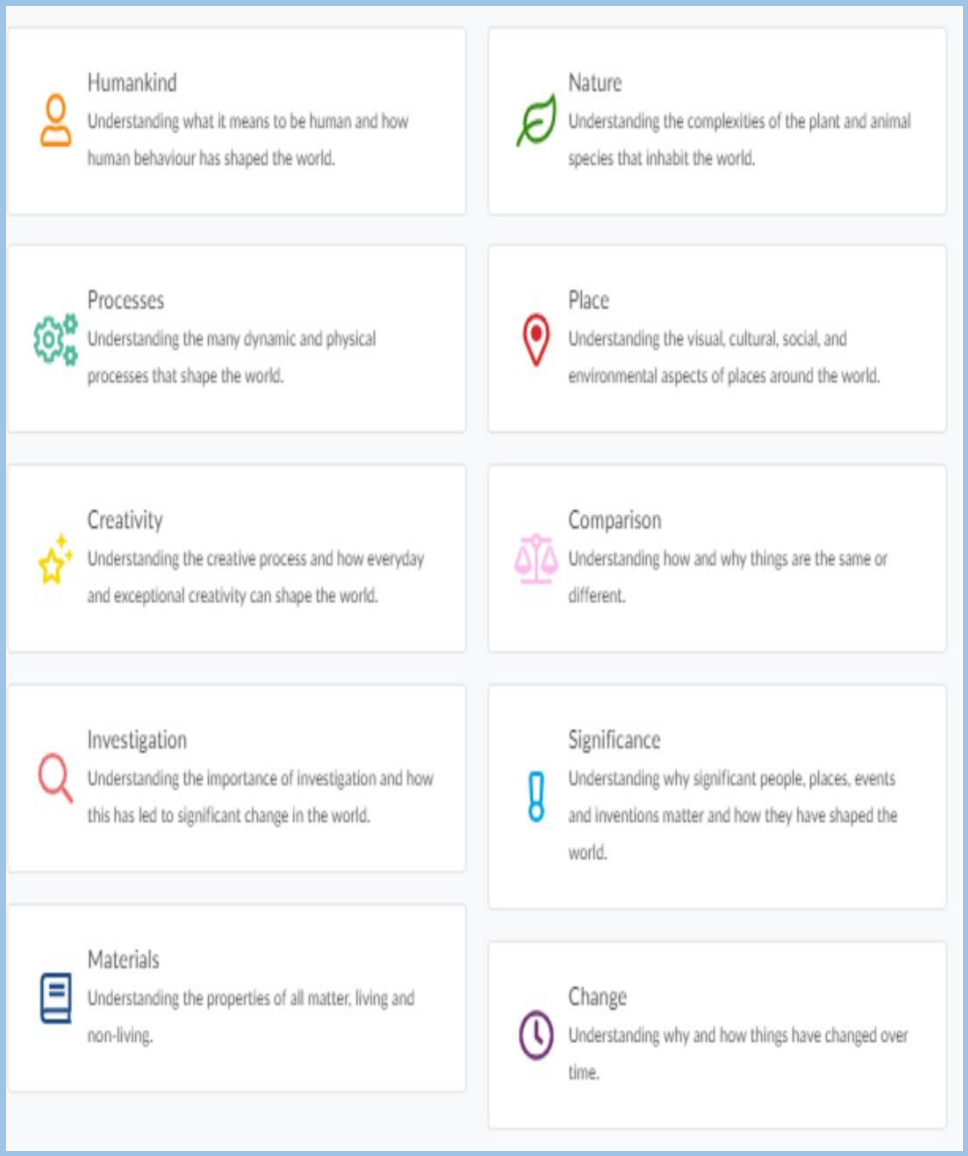
Core Purpose **Your core purpose encapsulates why you get up in the morning to go into school to do what you do.**	To inspire confident young learners, who will thrive in a changing world, with kind hearts, inquisitive minds and a thirst for learning.
Vision **Your vision articulates what your school will look, feel and sound like when you have got things just right. What the school wants to become**	Bolsover Infant and Nursery School will be a school where we: • Have created a safe and secure learning environment based on mutual respect and strong RELATIONSHIPS between staff, children and families, where decisions are made by focusing on the needs of children whether that be physical, emotional, mental health or academic need – Children, families and staff are our main prioritise • Have the highest expectations of all our young children and ourselves, where every child will be supported and encouraged to be and do their best. • Have the best teaching and learning which strives to deliver a forward thinking curriculum, preparing children for future life, ensuring all staff are prepared, ready and able to deliver this memorable curriculum. • Work in partnership with parents to ensure our children achieve the very best care, education and future prospects • Value well-being and where every stakeholder is wholly committed to ensuring positive well-being for all. • Ensure we uphold a core set of values which support us in achieving our core purpose.
Mission **A mission focuses on today and what an organisation does to achieve this vision.**	Our mission is to create a nurturing, safe and thriving learning environment, built on strong relationships for our young people. A learning environment which is effective in developing kind hearts and inquisitive minds in an every changing world. Nourishing young children, who are happy, confident, compassionate and respectful, but also successful and astute to navigate lives challenges and aim for brilliance. We strive to give children a strong, healthy foundation for future success, which challenges inequality and aims to ensure positive education for all.
Shared values **Our values dictate our behaviours as we go about the difficult work of realising our school vision**	We value: • **H**onesty and kindness • **O**pportunity and creativity • **P**ositive relationships and attitudes • **E**ducational Curiosity and aspiration
Moto **supports the vision statement. It is a very succinct version of the vision statement which is usually used as a header for letters and documents.**	**Helping to raise children with Kind hearts and Inquisitive minds**

We intend to…

We intend to use our curriculum to ensure that by the time our children leave us, they are:

- Full of hopeful and are happy, healthy, safe and secure
- Have memorable learning
- Individual and independent learners
- Creative thinkers
- Who have positive learning behaviours
- Knowledgeable
- Resilient learners
- Can think, reason and problem solve.
- Empowered and confident
- Communicative
- Working at an age appropriate level in the basic skills
- Emotionally, physically and socially secure
- Enterprising citizens
- Making a valuable contribution to the community and wider society/world as global citizens.

We intend our children know about the 10 big ideas:



Inquisitive Minds - Intellectual virtues

Critical Thinking
Goal orientated
Curious
Judgement
Reasoning
Reflection
Resourcefulness

Kind Hearts - Moral Virtues

Respect
Empathy
Compassion
Courage
Gratitude
Honesty
Humility
Integrity
Justice

Highlight on the 10 Curriculum big ideas:

Humankind Understanding what it means to be human and how human behaviour has shaped the world.	**Nature** Understanding the complexities of the plant and animal species that inhabit the world.
Process Understanding the many dynamic and physical processes that shape the world.	**Place** Understanding the visual, cultural, social, and environmental aspects of places around the world.
Creativity Understanding the creative process and how every day and exceptional creativity can shape the world.	**Comparison** Understanding how and why things are the same or different.
Investigation Understanding the importance of investigation and how this has led to significant change in the world.	**Significance** Understanding why significant people, places, events and inventions matter and how they have shaped the world.
Materials Understanding the properties of all matter, living and non-living.	**Change** Understanding why and how things have changed over time.

Inquisitive Minds - Performance Virtues

Confident
Determined
Motivated
Perseverance
Resilience
Collaborative

Kind Hearts - Civic Virtues

Citizenship
Civility
Community Awareness
Neighbourliness
Service
Volunteering
Connected
Giving

Implementation

Curriculum

Our curriculum comprises a creative and thematic approach to learning that is mapped to the National Curriculum to ensure comprehensive coverage of national expectations. The learning journey is mapped out year by year and subject-specific content ensures there is clear progression, consolidation and extension of skills and knowledge. We build in opportunities for children to return to areas of learning, which allows them to gain a deeper understanding of the skills and processes within subjects. The planning process involves the children assessing their previous knowledge and encouraging them to pose their own questions throughout each project.

At the **Engage** stage, children:

- Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- Get an exciting introduction to a new project
- Begin researching and setting enquiry questions
- Get lots of opportunities to make observations
- Develop spoken language skills
- Take part in sensory activities
- Have lots of fun to fully engage with their new project

At the **Develop** Stage, children:

- Improve their knowledge and understanding of the topic
- Develop and practise their new skills
- Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- Research their own questions and those set by others
- Follow new pathways of enquiry based on their interests
- Complete home learning activities that support their learning

At the **Innovate** stage, children:

- Apply skills, knowledge and understanding in real-life contexts
- Lead their own learning through individual and group projects
- Solve real or imagined problems using everything they've learned
- Be inspired by imaginative and creative opportunities
- Revisit anything not fully grasped at the 'Develop' stage

At the **Express** stage, children:

- Become the performers, experts and informers through presenting their work in a variety of ways
- Share their achievements with parents, peers and the community
- Evaluate their own learning
- Link what they have learned to where they started
- Celebrate their achievements

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Each subject area has a clear plan:

Subject Vision

The subject visions describe the curriculum intentions. They also include a rationale for each subject as well as explaining what learning opportunities there are and what the children think about the subject.

Progression of skills

The subject progression of skills outline the specific skills taught in the school from Nursery to Year 2. They also include the topics for each year group plus enrichment opportunities, inclusion information and aims for the subject.

Milestones

The subject milestones express the curriculum expectations for the end of each phase in the school. This includes at the end of Reception, Year 2 (see below)

IMPACT

RAISING HOPE

Kind Hearts and Inquisitive Minds

Children will be able to meet age related experience and be ready for the next stage of learning. They will also be:

- **Full of hopeful and are happy, healthy, safe and secure**
- **Have memorable learning**
- **Individual and independent learners**
- **Creative thinkers**
- **Who have positive learning behaviours**
- **Knowledgeable**
- **Resilient learners**
- **Can think, reason and problem solve.**
- **Empowered and confident**
- **Communicative**
- **Emotionally, physically and socially secure**
- **Enterprising citizens**
- **Making a valuable contribution to the community and wider society/world as global citizens.**

We monitor and track the impact of our curriculum through:

•The Cornerstones Maestro online tool.

•The knowledge and understanding the children retain over time leading to the standards that the children achieve by the end of each year.

•The quality of work, progression of skills, depth of knowledge and understanding presented in the children's books, classroom displays, learning journeys, exhibitions and social media feeds.

•Attainment and progress including national tests and standardised assessments.

•The development of children's oracy - their ability to articulate their learning.