



New Milton Junior School

Vision and Values

At New Milton Junior School, we are committed to providing an environment where there is an appetite for **excellence** in everything that is seen or heard and where staff are passionate about teaching and learning in order to achieve the best possible outcomes for all pupils. This is demonstrated through our school values.

Everyone at New Milton Junior School is proud to:



Be Respectful

- I am polite when I speak to others
- I am willing to listen to and value others
- I recognise that we are all equal
- I celebrate that we are all different

Be Honest

- I always tell the truth

Be Caring

- I am kind and friendly to everyone in the school community
- I am willing to help anyone in need
- I care for my own and other people's property

Be Supportive

- I am a good team member
- I show commitment and join in
- I encourage and work well with others

Be Responsible

- I make the right choices
- I make the most of opportunities to learn and achieve
- I look after my classroom, school and environment

Be Kind

- I think about how others might feel
- I treat others the way that I would like to be treated

Achieve

- I am self motivated to do my best
- I celebrate success
- I have a go even when it is difficult

If we follow these qualities, we can all
'Work Together Towards Our Very Best!'



New Milton Junior School

Principles of Teaching and Learning

- Ensure all pupils are clear how new learning fits in to long term development
- All teachers have a secure subject knowledge and deliver learning with enthusiasm and energy
- Teachers have a secure understanding of the learning process, have a firm grasp of what children already know and what needs to be taught in order to increase knowledge and challenge thinking
- All adults are active learners
- Teaching and learning is delivered at an appropriate PACE. Time is used effectively, ensuring maximum progress for all pupils
- Work is differentiated and scaffolded to meet the needs of all learners
- Questioning is varied and purposeful
- Teaching is built on a foundation of effective modelling
- Pupils understand their role in developing as learners and take responsibility for their learning wherever possible
- Choice is built in to the curriculum and pupils have a sense of control over what they are learning

New Milton Junior School

SAL (Staff as Learners) Project

Who is it for? What is it?

- A 3 year Professional Development Project for all teachers and teaching assistants
- All teaching staff will have the opportunity to further develop their professional practice
- Teaching staff will support and challenge colleagues through the use of peer coaching, non-judgmental feedback and personal reflection

SAL Principles

All members of the NMJS staff are committed to furthering their professional practice by working together. As a result, every child receives the highest quality teaching that leads to best possible outcomes.

As a school we will:

- Provide weekly dedicated professional development time
- Provide support for individual professional growth (research, resources, peer development)
- Provide training on non-judgmental peer observation and feedback
- Agree a set of guidelines for working alongside colleagues
- Expect commitment from all staff to achieving the best possible outcomes for all pupils
- Expect all staff to fully engage with their professional learning and present their findings to the school community

As a member of the teaching staff you will:

- Identify areas of growth and actively seek support
- Use your dedicated professional development time to further develop your practice
- Engage with colleagues in a respectful, confidential and professional manner
- Present your findings to the NMJS community

Measuring and Evaluating Impact

- All teaching staff will be expected to make a presentation (6-8 mins) to the whole staff each term
- The presentation should include what has been learned, what adaptations have been made to practice and what impact has been observed
- Some teaching staff will also be asked to present to the governing body

Data outcomes by the end of the three year project:

Standards in reading, writing and maths will be consistently above the national average (individual and combined)

Progress for vulnerable children is in line with progress for all children



New Milton Junior School

Curriculum Intent

‘Working together towards our very best’ is at the heart of the curriculum at New Milton Junior School. Our pupils are provided with a vibrant, engaging, knowledge-rich curriculum that equips them with the skills and understanding necessary to be active, responsible citizens in an ever-evolving world.

Six core values drive our broad and balanced curriculum.

To be: **respectful, honest, caring, supportive, responsible and to achieve.**

We expect success from all of our pupils. Everyone is encouraged to achieve as individuals, in preparation for how they will contribute to society, the economy and the environment.

At New Milton Junior School, learning is at the heart of all that we do: our curriculum is highly inclusive and our teaching is adaptive to meet all needs. Where fitting, activities are driven by the personal interests of the pupils and culture of our community, both local and from around the world. They will develop their knowledge and skills throughout the year and will have opportunities to retrieve their understanding at different points to ensure they do not forget what they have learnt.

Mathematics

At New Milton Junior School, our mathematics curriculum reflects our whole-school vision and values, promoting high aspirations, resilience, responsibility and a love of learning. We strive to create a learning environment in which children can learn independently and collaboratively, develop confidence and curiosity and achieve success in mathematics both within school and in their everyday lives.

We believe mathematics is a vital life skill that underpins problem-solving, logical reasoning and critical thinking. Our curriculum is designed to nurture confident, capable and articulate mathematicians who enjoy mathematics, embrace challenge and persevere when faced with difficulty. Children are supported to develop enjoyment and curiosity for maths, enabling them to understand and make sense of the world around them through mathematical reasoning.

Our mathematics curriculum delivers the National Primary Curriculum and follows a mastery approach. This is underpinned by the principles of the National Centre for Excellence in the Teaching of Mathematics (NCETM). Learning is carefully sequenced into small steps to ensure pupils develop deep, secure conceptual understanding before moving on. We follow the three aims of the National Curriculum: fluency, reasoning and problem solving, enabling pupils to apply their mathematical knowledge in a wide range of real-life and investigative contexts. Mental arithmetic is prioritised, with regular opportunities for pupils to use and apply mathematics in meaningful situations.

We use a Concrete, Pictorial and Abstract (CPA) approach alongside precise mathematical language and high-quality representations to support understanding. Oracy is central to our curriculum, with pupils encouraged to articulate their thinking, justify strategies and engage in purposeful mathematical discussion. Through effective planning, adaptive teaching and purposeful assessment, we aim to develop independent, resilient learners with positive attitudes towards mathematics and the skills and confidence needed for future learning.

Mathematics is taught daily. Lessons typically begin with whole-class teaching, where new concepts or skills are introduced through rich mathematical discussion, supported by high-quality concrete and visual representations. Guided practice follows, allowing pupils to work collaboratively, use concrete apparatus, share ideas and explain their thinking. This leads to independent practice, demonstrating secure fluency and confident application of skills.

Teaching and learning are inclusive and ambitious for all. The majority of pupils are expected to progress through the curriculum together, with depth of understanding prioritised over speed. Decisions about progression are based on pupils' security of understanding and readiness to move on. Tasks are varied to meet the needs of all pupils, giving scaffolds where appropriate and ensuring challenge for all pupils. Rich, sophisticated reasoning and problem-solving opportunities are provided before any acceleration through new content. Misconceptions are clarified and gaps in learning addressed through ongoing AfL, timely feedback and intervention.

English

Through our delivery of the English curriculum, our children are taught to recognise that their 'voice' is important; whether it is through speaking and listening activities, reading aloud or their written voice - it conveys a message. We are passionate that words are power, and thus we should use them wisely.

Our core values: to be respectful, honest, caring, supportive, responsible and to achieve emanate our curriculum through our recognition of the importance of communication. Our diverse and engaging units enable the children to express themselves in a wide variety of ways both imaginatively and succinctly when required.

New Milton Junior School is a rich reading environment. We use a wide range of rich texts to promote learning; have a wonderfully well-stocked library which includes our whole school reading scheme: Project X; and teachers regularly timetable opportunities to share children's own written work with others.

Children learn to read with confidence, fluency and understanding. Through library-use, class books, paired reading and daily reading, the children develop a love of books alongside the ability to question and evaluate a range of texts. In class, reading sessions provide a safe environment for our children to share their opinions about texts, scaffolded by vocabulary to help verbalise their responses. Children grow successfully as readers, opening doors to all areas of the curriculum. All children are encouraged to read at home; to practise and reinforce skills taught at school and wherever possible to share their enjoyment of the words that they have read.

We foster a climate that encourages our children to see themselves as writers across the curriculum. Our stimuli are rich, diverse and will make us think; our children will empathise with characters and real-life contexts. They are reflective and understand that our first drafts are just the beginning, accepting readily the time to edit and improve their written work, maintaining a complete awareness of whom they are writing for, and how they will be successful in their purpose. Writing is a journey and we celebrate each step.

Art

Pupils at New Milton Junior School develop their creativity through half termly art topics, in which they learn techniques and develop skills in drawing, painting, collage, printing, textiles, sculpture and digital media. Each unit of work begins with research into an artist or artists, designer or craftsman, developing children's cultural knowledge, and offering a rich source of ideas and inspiration. Sketchbooks are used throughout each unit to creatively explore, record, and select from sources, and for children to develop and reflect on their own ideas and finished work. Working processes and finished work are displayed throughout school to engage, inspire and celebrate children's creativity.

Computing

Through our computing curriculum at New Milton Junior School, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. In this ever-increasing digital age, we want our children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and ensure that the curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end users of technology, but also through computer science, our children will develop creativity, resilience, problem solving and critical thinking skills. They will leave New Milton Junior School with a breadth of experience to develop their understanding of themselves as individuals within their community and as members of a wider global community and as responsible digital citizens.



Design and Technology

Design Technology should provide children with a real life context for learning. At New Milton Junior School, we want to give children the opportunity to explore Design and Technology in the wider world, to help them realise the importance of design and technology in the world around them. It is the intent of New Milton Junior School for Design Technology to be taught in all year groups through at least one topic per term, which includes one topic relating to food. Projects are often made cross curricular - linking to other subjects taught.



Geography

In our geography curriculum, we endeavour to inspire our pupils to develop a sense of curiosity and wonder about the wider world and its people. Through practical and investigative activities, we aim to equip our children with an ever-increasing knowledge of the location of significant places, both locally and globally. We encourage pupils to use a variety of resources and to deepen their skills and understanding of geographical processes. Through fieldwork, they will feel confident to collect and collate data for a purpose. As growing geographers, our curriculum encourages pupils to make links between human and physical processes; consider the impact that this has on landscapes and environments and communicate with a developing geographical vocabulary.



History

Through our History Curriculum at New Milton Junior School, we intend to develop our pupils into passionate and inquisitive historians. We aim for our pupils to gain a coherent and chronological narrative of British history in conjunction with elements of coinciding local and world-wide history. We want them to notice the changes and continuity between different time periods and develop an understanding of why people lived the way they did and the consequent changes. We want our historians to be enquiring; researching and exploring information independently. Alongside this, we want them to interpret sources and discover how historians have learnt about the past. We want children to ask questions about sources they have found and be able to evaluate the historical significance of the information.

Modern Foreign Languages (French)

Children are taught to develop an interest in learning another language in a way that is rich, enjoyable and stimulating. Enabling children to make substantial progress in French as a foreign language, whilst encouraging a curiosity of other languages, provides children with a new and broader perspective on the world. This allows them to identify similarities and differences with their own cultures and those of others. Our rich language curriculum focuses on a range of regular lessons which progressively allow children to build a growing bank of vocabulary. We strive to embed the skills of listening, speaking, reading and writing throughout the school with clear progression; these aspects are necessary to enable children to use and apply their French acquisition in a variety of contexts, lay the foundations for future language learning and equip children for a future in a globally connected workplace

Physical Education

In order to ensure all of our children receive high quality PE and sports provision, they are provided with a motivating, challenging and enjoyable PE curriculum that enables them to succeed to the best of their ability. Children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Our core school values also underpin our accessible PE curriculum

It is our aim at New Milton Junior School to develop and encourage:

- A culture where children are physically active for sustained periods of time
- Engagement and increased confidence within competitive sports and activities
- Children to lead healthy, active lives
- Competence to excel in a broad range of physical activities



Music

Music at New Milton Junior School allows learners to develop an appreciation for a variety of musical genres and composers throughout history. As well as providing regular opportunities for performance, both inside the classroom and through whole-school events.

In accordance with the national curriculum: children are provided with the skills to explore how music is created; to compose both independently and collaboratively and to constructively critique compositions and performances.



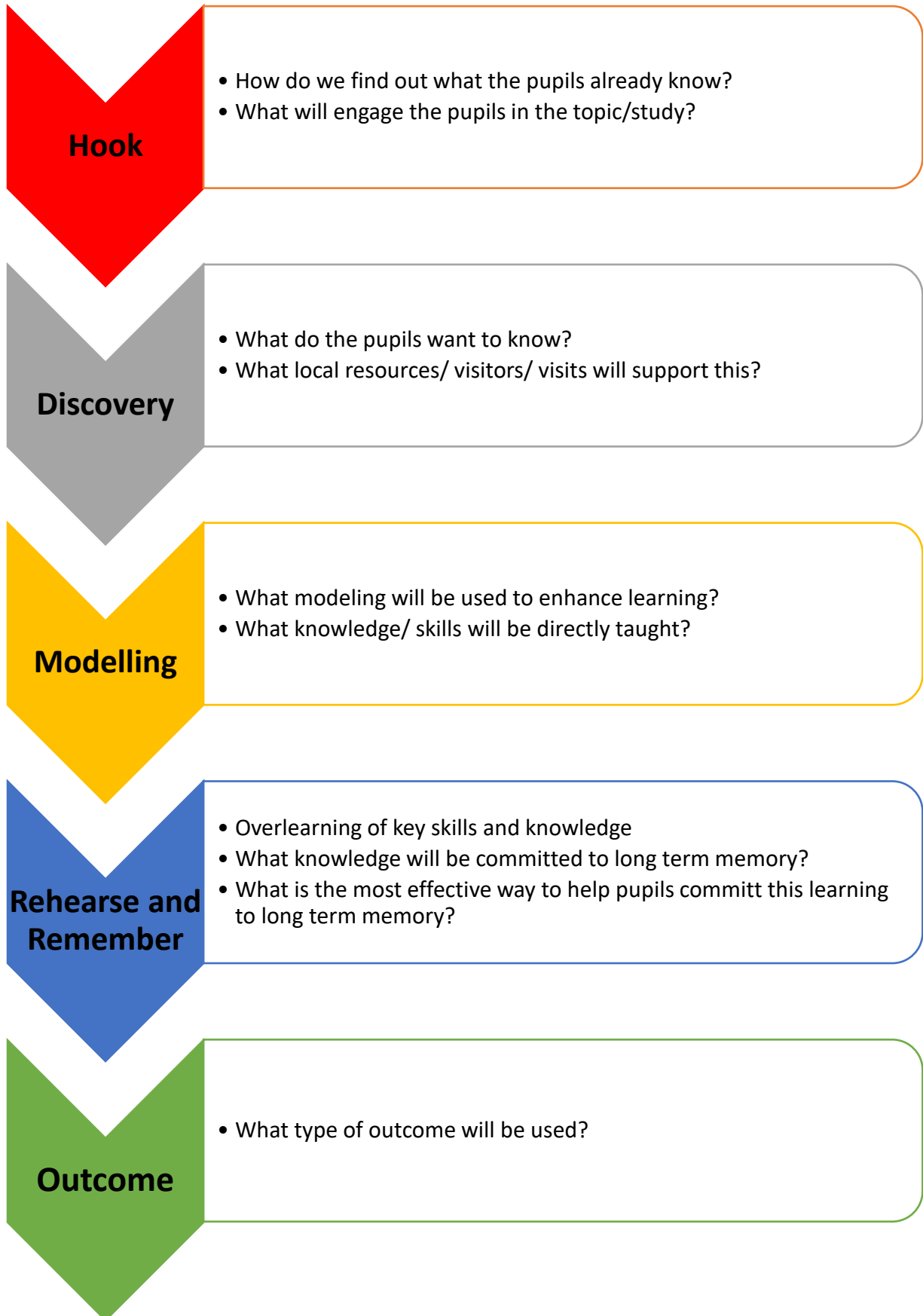
Science

At New Milton Junior School, we celebrate curiosity and a sense of awe and wonder about our world. Our children are motivated to use their scientific skills to answer questions and to build up a body of key foundational knowledge and concepts that will allow them to succeed. Our children are confident, independent learners who learn through engaging, hands-on, practical experiences. Through collaboration, our children challenge each other's ideas and test their hypotheses.

Our enquiry-based science curriculum is designed to ensure progression throughout the school, with more challenging concepts being revisited in different contexts to ensure a depth of understanding. Lessons are planned to promote our children's thinking skills, with opportunities for analysis of their own data and evaluation of their scientific methods. We expect our children to communicate their ideas effectively, using an extended, specialist vocabulary to explain, reason, conclude.

Our aim is for our children to be enthused and inspired so that they choose to continue their questioning and learning beyond the classroom.

Curriculum Implementation



The Hook

The Hook is the method we use to engage pupils with their learning. It should lead to inquisitiveness, excitement and a desire to find out more. At New Milton Junior School, the Hook is delivered in many forms;

- Video clips
- Drama
- Pictures
- Visitors
- School trips
- Stories
- Mind maps
- Problems

The Hook is used to find out what pupils already know about the topic and leads to further discussion about what the pupils would like to find out. Teachers then adapt the topic planning to meet both statutory content and pupils needs.

The Discovery

Building on the Hook, the Discovery phase provides further opportunities to explore areas of a topic that they would like to find out more about. This is done in many ways, such as Mind Maps, Internet searches, group discussion and home learning task. It should provide direction and impetus to the pupils learning. Teachers and pupils confirm the key skills and knowledge that will be learnt during the topic and this is explicitly linked to the school values.

Modelling

Teachers model new learning using a range of methods. This is the phase where direct teaching takes place. The term WAGOLL (What A Good One Looks Like) is often used and exemplary examples are used to inspire and guide the pupils.

Rehearse and Remember

Pupils carry out a range of tasks designed to help commit key skills and knowledge to their long term memory. Tasks will be relevant, engaging, develop cognitive links, build on previous work and provide a strong foundation for the next stage of learning. Throughout this phase assessment will be used to determine whether the key skills and knowledge have been retained.

Outcome

All topics conclude with an identified outcome. This provides pupils with the opportunity to demonstrate the key skills and knowledge they have learnt during the topic.

Outcomes take the following forms:

- Presentations
- Final pieces of work
- Galleries
- Videos
- Markets

- Provide a place for pupils to work at home
- Engage with pupils learning
- Ask for support from the school whenever needed
- Ensure pupils have good attendance

Parents/Carers

- Attend school on time every day
- Engage with learning in a positive manner
- Ask questions about their learning
- Seek ways to find out more

Pupils



Staff

- Research and plan an engaging curriculum
- Act as lead learner in the classroom
- Provide a range of learning that caters for different learners
- Ensure all pupils are challenged

Governors

- Challenge school leaders on curriculum coverage
- Ensure statutory content is covered
- Support ways to enhance the curriculum
- Ensure curriculum is well resourced