



Understanding the World Policy

October 2022

Introduction

At Alfreton Nursery School, we endeavor to make every child's unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. As a school which places the rights of children at the center of everything it does, we spend a great deal of time respecting the needs of every individual child in school – physical, mental, emotional and spiritual. Each curriculum area is taught with the needs of every child at its core and all practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be successful and proud of all their achievements.

Aims

- Every child has the right to an education that develops their talents. This education must nurture a child's respect for themselves, others and their environment. (UNCRC. Article 29)
 - Conscious and unconscious bias will be challenged and the curriculum offer will be free from gender stereotyping, SEND prejudice, racial, cultural or religious discrimination and will be welcoming of all community input, e.g. support from the LGBT+ community during 'Bling your bike to school week'.
 - It is every child's entitlement to an education which stimulates and challenges their abilities and interests. We aim for all children who demonstrate abilities that are deemed to be higher than expected, to have the right for their potential to be turned into performance. As a school we recognise our responsibility to nurture intellectual curiosity.
 - We aim for all activities to promote curiosity and a desire to explore unfamiliar and challenging tools and materials.
 - To provide a broad stimulating range of experiences for children to learn varying knowledge, skills and dispositions.
 - To provide a cross curricular and metacognitive approach to Understanding the World, where appropriate, linked to MetaSTEAM
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Consultation:

Policy written by Amanda Hubball in consultation with Alfreton Nursery School SMT and approved by governing body.

Sources and references:

The following documentation underpins all practice, provision and policy/procedure in school

- Keeping Children Safe in Education
- EYFS Framework 2021
- Equalities Act 2010

Procedures and practice

All practitioners encourage children to question, form opinions, reflect and begin to use a wider and more subject specific vocabulary. Through positive example and encouraged empathy, children will be taught the importance of respect for their natural and man-made environment. The focus on STEM learning in school supports children's integration of cross curricular areas, including all aspects of the Understanding the World.

Equal opportunities:

Inclusivity is an underpinning philosophy of provision in school. Our ethos is that of high aspirations for all children and a fully inclusive approach to every individual child ensures that children's unique abilities are recognised, celebrated and nurtured through a broad and rich curriculum offer. All children are challenged and supported to progress at an individually appropriate rate. Staff are vigilant towards conscious and unconscious bias, ensuring that children are not discriminated against due to their gender or background. The principles of respect and compassion support children with their natural development in terms of integration of information technology, partnership with and protection of the natural world and tolerance for all people from all backgrounds.

Health and safety:

Understanding the World is taught both indoors and outdoors. Provision has some risk associated with it, specifically our Forest School provision and our outdoor provision – all risks which children are exposed to are carefully risk assessed. Please refer to our Forest School Policy and our Outdoor Learning Policy for more information.

Safeguarding children at Alfreton Nursery School is our highest priority.

Planning:

- Understanding the World Progression Plans – Amanda Hubball
- The responsibility for the planning which underpins Aspiration Group (which has a large focus on Science, Technology, Computing, Engineering, Maths, PSED, History and Geography) – Amanda Hubball
- The whole team contribute to the planning for cross curricular target and intervention work in school, which can relate directly to aspects of Understanding the World e.g. Baking, Forest Schools. . .

Teaching:

All teaching is fully differentiated and all staff are fully trained and in possession of information related to the latest developments in high quality cross curricular practice.

Roles and Responsibilities

Teaching Staff

- To deliver lessons and other learning activities which offer differentiation and creativity to all children.
- To use ICT to support teaching across the curriculum
- To use ICT indoors and outdoors as appropriate
- To use the practice behind computational thinking across the curriculum
- To integrate STEM and Computing teaching into a creative curriculum offer
- To integrate MetaSTEAM as appropriate
- To take responsibility for personal skill development and communicate any perceived weaknesses to the subject leader. - Therefore ensuring support and training.
- To contribute to the on-line record keeping and assessment systems of all children as appropriate.
- To remain vigilant to gender bias within the subject and challenge any perceived prejudice.
- To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- To attend CPD/UW meetings, thus ensuring high professional standards
- To use and support children in their use of a range of resources and artefacts linked to this curriculum area

Organisation/Resources:

Resources including natural, digital, physical and adult are all used creatively to support learning. The relevant curriculum coordinators monitor and collect/purchases the majority of these resources, if they are needed for specific focus. Collectively the whole team share responsibility for identifying resourcing needs which occur in the overall daily provision.

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Adult deployment for Understanding the World provision is shared amongst all members of the teaching staff and in addition to the Understanding the World coordinator, the link practitioner also shares in the responsibility for maintaining an overview of standards in this area of our school practice.

Roles and Responsibilities:

Link Practitioner – Nicola Bettison

- ④ To support the UW Coordinator in disseminating and training staff as appropriate.
- ④ To seek CPD opportunities and work in liaison with the subject leader to drive up standards and ensure a creative and needs driven experience for all children and staff.
- ④ To attend and engage in internal moderation.
- ④ To support the coordinator in the teaching of this subject as appropriate.
- ④ To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.

Assessment:

Informal monitoring and assessment procedures conducted by all staff, e.g. observations, discussion and staff meetings. More formal assessment systems include a Tapestry data analysis system, Tapestry online learning journal, curriculum tracking systems, internal moderation systems and Ferre Laevers well-being and involvement monitoring system. For more information on assessment and monitoring, please see the Recording and Assessment policy.

Monitoring and review:

Roles and Responsibilities:

Understanding the World Subject Leader – Amanda Hubball

- ④ To review and maintain an overview of the breadth and quality of UW experiences being offered and received in school.
- ④ To ensure the inclusivity of UW teaching and opportunity
- ④ To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- ④ To encourage community involvement in school, as appropriate to support curriculum delivery. Community groups may include LGBT+, Multi-generational links, local business . . .
- ④ To initiate and plan for UW lessons in school
- ④ To support other teaching staff to deliver UW lessons as necessary.
- ④ To attend CPD opportunities, adopt and implement relevant new initiatives and keep other members of staff up to date in their knowledge and skills.
- ④ To encourage and support with the continued professional development of other staff with their understanding of this curriculum area
- ④ To lead internal moderation
- ④ To deliver and lead on the implementation of MetaSTEAM

- ④ To take responsibility for the up-keep and purchasing of subject specific resources
- ④ To provide specific input into the separate elements of this subject – history, geography, science, technology and ICT/Computing.
- ④ To develop and integrate computational thinking into cross curricular school provision.
- ④ To track, monitor and reflect upon the attainment and progress of children in the area of UW and initiate the modification of school practice, systems and procedures accordingly.
- ④ To ensure cutting edge ICT/Computing provision is available for the children, e.g. augmented reality, computational thinking. . . .
- ④ To monitor and review the use and impact of online record systems designed to engage parents and families in the sharing of the UW experiences of their children

Head Teacher

- ④ To have overall responsibility for all matters relating to the school curriculum and its delivery.
- ④ To ensure appropriate and up-to-date CPD for the subject leader in order to drive standards and provision forward.

Link Curriculum Governor – Gill O’Hagan and Peter Ellse

- ④ To monitor annually the curriculum provision in school
- ④ To monitor inclusion and diversity
- ④ To monitor termly the cross curricular attainment data
- ④ To be a critical friend to school practitioners, challenging practice where appropriate and driving up standards.

The work of the curriculum leader will be subject to review by the Head Teacher as part of the school’s performance management arrangements. The Head Teacher and Senior Management Team will review the policy in line with the School Improvement Plan Overview and monitoring schedule.

Concluding notes

Amanda Hubball takes the responsibility for ensuring a clear intent, implementation and impact statement is written and reviewed, to underpin subject delivery in school.