

Date Reviewed:	June 2024
Review Date:	June 2027



Agreed by: Learning and Achievement Committee Date: January 2025

Name: Stephen Skeet

Signature: Signed electronically on Gov Hub

Dispositions Curriculum Policy June 2024

*The curriculum is a framework for setting out the aims of a programme of education, including knowledge and skills to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and skills pupils have gained against expectations (**impact/achievement**)'*

Curriculum: Intent, implementation and impact (2019)

MISSION STATEMENT

At Highfield the team is committed to promoting high quality learning through genuine partnership with the child and family at the centre.

We recognise that emotional and social development is vital and we believe in valuing and respecting each individual in a welcoming, accessible and inclusive environment. Through our action research and our multi-agency partnerships we promote a deep understanding of the whole child.

“GROWING AND LEARNING TOGETHER”

Intent

We aim for individuals to

- develop healthy minds and bodies
- lead safe lives and make informed choices
- enjoy and achieve
- participate and be involved
- become lifelong learners

Implementation

We provide a caring environment where children and their families feel safe, secure and comfortable in our surroundings and with the people around them, free from pressure, where they are given time and space to be themselves. We believe that by feeling valued and respected we all develop the self-esteem to accept ourselves and others. As part of this we promote healthy food, sleep and regular exercise.

Date Reviewed:	June 2024
Review Date:	June 2027

We provide opportunities to develop new skills and understandings, and the chance to explore and experiment within the environment. We build on what the learner already knows, and aim to provide creative and challenging learning experiences and opportunities for discovery, exploration, problem solving and self-expression, which help us to develop a passion for lifelong learning.

We ensure each individual feels special, included and has the right to be listened to and their opinion respected. We help each other to care for the environment and to know that each of us has a role and can make a difference in our own community and the wider world.

We support each individual to gain the confidence to make the most of their abilities and to be aware of opportunities available to them.

Children’s mission statement

Highfield wants everyone to find out what they can do

Highfield wants everyone to know life is good

At Highfield we respect everybody and say that everyone is special

We want to show everyone at Highfield how to learn, understand and be happy

At Highfield

We believe that:

- through caring we achieve.
- we have a better and more fulfilled life by acting and behaving well towards each other.
- we are equal partners with children and their families
- we have a duty as reflective practitioners to support and empower
- understanding and managing our emotions are directly connected to motivation and learning and that emotional and mental well-being are inherent to a fulfilled life
- healthy lifestyles and physical well being and exercise are central to mental and emotional well being
- being in touch with nature and being outdoors are vital for the whole self
- creativity is part of every one of us
- “learning” is marvelling and fun
- creating and living a positive “I can do” ethos benefits us all and the community we share
- everyone belongs in our community and to the world
- Highfield is a place where we can “be” ourselves

We want:

- children and families to know that they have a voice and can use it to act upon the world to make it a better place for themselves and others
- children and families to enjoy the benefits of belonging to a community and have the support and joy that brings
- Children and families to experience and learn the skills, knowledge and attitudes to become autonomous in making good judgements and choices for themselves and in relation to others.
- Children and families to marvel in the joy of lifelong learning
- To create active participants for resilient, creative, cohesive communities.

Impact

Date Reviewed:	June 2024
Review Date:	June 2027

Carr identifies five domains of learning dispositions – taking an interest, begin involved, persisting with difficulty or uncertainty, communicating with others and taking responsibility. These relate to the broad strands of belonging, well-being, exploration, communication and contribution and link to our learning dispositions

- Taking an interest – **curiosity**
- Being involved – **motivation/ marvelling**
- Persisting with difficulty or uncertainty – **persistence**
- Communicating with others – **communication**
- Taking responsibility – **collaboration, contribution**

We've added **creativity** – as we feel the development of everyone's creativity is vital to self esteem

OUR 6 DISPOSITIONS TO NURTURE

Motivation
 Curiosity
 Collaboration
 Persistence
 Creativity
 Communication

How we endeavour to do this:

By providing experience which is ACTIVE, ENJOYABLE and RESPONSIVE. This means learning is vivid, real and meaningful and promotes emotional engagement,

By planning with reference to the EYFS

Challenge and Risk Statement

We celebrate risky play here – we can't guarantee a child's safety – but will take every step to prevent accidents and keep them safe

We believe that risk is an important part of life, see our policy on risk taking and challenging environments

We focus on providing children with many different opportunities to learn and central to this is **enjoyment and benefit**.

We operate a policy of **risk versus benefit**.

(Please see our risk assessment file)

We believe it is important to develop children's resilience and the skills to be safe and so we encourage them to take risk in our safe environment with supportive adults. Removing risk is not the answer.

Life is not risk free. Challenge and risk needs to be part of children's education

Current research and literature supports his view and we develop practice that recognises this research.

- David Bell –chief Inspector for schools (Guardian 29/9/04)

“One of the best ways to help children learn about risk is to teach them how to deal with difficulty and tricky situations by allowing them to experience risk in controlled situations”

- Mental health foundation 2002

“Lack of risk in play is damaging children “they need to be able to manage something that is a little bit scary

Date Reviewed:	June 2024
Review Date:	June 2027

‘Young children will naturally seek out challenges and take risks and this is crucial to their overall development’ – Kathryn Solly, Challenge and risk in the outdoors

- ROSPA – “need to provide environments that are as safe as necessary “
- National society for the Prevention of accidents – leaflet from their conference states that children need environments which are “as safe as necessary”
- OFSTED- EARLY YEARS Safe and Sound – outlines good and outstanding practise
- Lindon “too safe for their own good”
- LOTC Learning outside the classroom – manifesto and Suffolk strategy
- Play England –policy briefing March 2009 a briefing for risk managers in local authority and other public and voluntary agencies that manage play provision

Play Statement

We believe:

Play is “BEING” and being is DEVELOPING AND LEARNING

Children (like adults) need time and space to be self directed and become deeply involved in their thought patterns and imaginings, whether alone or with others (both adults and children) in order to revisit, play out, internalise and make connections with the outside world and themselves. We provide extended periods of self directed time (supported by adults and other children) so that the creative, physical, emotional, intellectual and social being in each one of us can develop awareness of what it means for each of us to be “me” and live fully in our minds and bodies, so as to be at one with ourselves.

To be read in conjunction with our Single Equalities Policy and Accessibility Plan
Agreed and adopted by staff and parents

Dispositions: The Adult’s Role at Highfield

Curiosity

- Providing resources and interacting with children as they experience a wide range of stimulating sensory experiences
- Support children’s experiences and encourage children by initiating involvement and interaction
- Involving other children and adults and showing interest and praising
- Providing meaningful opportunities and real experiences
- Using open ended learning situations – spontaneity and choice – non-pre-empting discoveries of learning
- Making all learning challenging and active. hands on requiring effort

Persistence

- Encourage and support children’s achievements – to provide confidence in the child and provide an environment that encourages and celebrates trying
- To provide an investigative environment and involve themselves in the process
- To ask meaningful questions and support the child’s questions and through sustained shared thinking, to be interested and involved in the environment
- To model interest and promote motivation to provide opportunities to repeat and relive experiences
- To teach children to learn from past experience

Date Reviewed:	June 2024
Review Date:	June 2027

- To support children’s assessment of their activities by providing further resources and sustained shared thinking and provide a variety of structures for finding things out through problem solving and building on children’s interests
- Encourage children to enjoy each other’s skills and accomplishments
- Provide role models and opportunities for artists to work alongside children

Communication

- Regularly provide a full range of sensory experiences
- Provide a range of experiences for expression
- Provide opportunities for the child to express themselves
- To encourage the child to be aware of the expressive potential of their bodies
- To have meaningful conversations
- To provide opportunities to observe, describe, recreate symbols, images and graphics
- Encourage children to share their thoughts, feelings and ideas with others
- Provide a range of creative and imaginative resources to explore
- To model being a confident reader writer, drawer, artist, dancer, musician actor
- To provide examples of different forms of communication for the children to experience (books, tapes, visiting artists)

Collaboration

- Reinforce with language and gesture positive attributes of all children in their small groups
- To give children approach skills with another child small group, to seek opportunities to discuss and play out all types of emotion, to give children time and support to express how they feel
- To help children realise their personal responsibility in expressing their feelings- adults need to show that some strategies are not Ok but emotions are
- To model language and gestures in all areas of the setting through role play, structured games, investigation, storytelling, reading and creative activity
- To model questioning and wondering, provide opportunities for questions and promote an environment that promotes questioning
- Suggest negotiating skills, explain about how it works for others, give ideas for new strategies, encourage children to justify their view, because and why

Motivation/Marvelling

- Provide opportunities for first-hand experience
- Provide opportunities for play that will extend experience and provide problems that are relevant
- Provide areas and displays with materials and equipment with which children can interact, provide opportunities to visit other people and places of different age and culture, job
- Provide materials and opportunities for creative and imaginative development
- Provide opportunities for children to play on their own, alongside others or with others in small or large groups
- Provide opportunities to discover their own local environment by making visits in the local area and beyond and by finding out about real children around the world and their lives

Creativity

- Nurture a safe emotional environment, model the imaginary world, BE THERE
- Plan time, space and resources so that they are flexible
- Model use of appropriate humour and provide opportunities for energetic purpose
- Model playfulness and engage as equals, be open to child led activities, offering themselves as a resource, standing back, openly discussing risk, providing continuity and consistency in the learning environment

Date Reviewed:	June 2024
Review Date:	June 2027

- Being aware of our own and the children's cultural and environmental backgrounds
- To record playfulness, to articulate the value of play