



<b>Policy Area:</b>	Curriculum Policy		
<b>Date:</b>	January 2023	<b>Policy code:</b>	C3
<b>Last reviewed:</b>	September 2025	<b>Reviewed by:</b>	Anthony Thomas
<b>Next review:</b>	September 2026	<i>(For all review dates see end of document)</i>	

### **What is the purpose of our primary curriculum at CMS?**

A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, at Cardiff Montessori we aim to give children the tools they need that lead to true acquisition of knowledge and skills.

Montessori declared: “We must help the child to act for himself, will for himself, think for himself”. She clarified that “Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: Its aim must be to give the necessary aid to human development.... If ‘the formation of the human’ becomes the basis of education, then the coordination of all schools from infancy to maturity, from nursery to university, arises as a first necessity: for man is a unity, an individuality that passes through interdependent phases of development. Each preceding phase prepares the one that follows, forms its base, nurtures the energies that urge towards the succeeding period of life”.

Our school moto- *Planting seeds, growing aspirations*- is inspired by the words of Montessori “The secret of good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorise, but so to touch his imagination as to enthuse him to his inmost core.”

### **What will teachers be working to achieve with students?**

There are two focuses at CMS in all our classes.

#### **Focus one: Instilling values:**

The following values underpin everything that takes place at CMS and our aim is to guide children to embody these:

1. Be kind
2. Be honest
3. Be respectful
4. Be responsible
5. Be Montessori

#### **Focus two: Tool kit development**

Teachers will use the Montessori method to ensure children gain a well developed toolkit they can use to:

1. understand, collect and analyse information.
2. take such information and use it for real, meaningful and enterprising purposes
3. reflect on themselves and the world around them to create positive impact
4. problem solve and resolve conflicts peacefully
5. develop a resilient, confident and positive mindset
6. be physically healthy

### **Toolkit development targets for classes**

This section provides an overview of the knowledge and skills teacher will be working with in each of the year groups that makes up the toolkit

#### **2-3 and 3-6 classes**

- 1) Building Concentration, working towards a normalised work curve
- 2) Engagement- Connection to the learning environment
- 3) Connection to reality / real world experiences- KUW and outdoor experiences
- 4) Cognitive development through sensorial experiences, problem solving and calculations
- 5) Developing self discipline, Order and Inhibitory control
- 6) Self care: toileting, dressing, practical life skills
- 7) Self expression through oracy, reading, writing and art
- 8) Listening to others through oracy, reading, writing and art
- 9) Following instruction, Voicing disagreement and Conflict resolution
- 10) Physical strength, health and methods to relax

#### **6-9 and 6-12 class:**

Some of the skills and knowledge from the 3-6 classes may still require development and refining but in addition to these the following now come into effect:

- 1) Collaborative work, working with others in a focused and productive manner
- 2) Engagement- Connection to the wider world through going out and cosmic education
- 3) Imagination, creative skill and research development (problem solving, calculations, data handling and analysis skills)
- 4) Social responsibility development: within the classroom, school environment and wider world
- 5) Personal responsibility for tracking of work habits and setting targets
- 6) Planning and self-reliance
- 7) Self expression through oracy, reading, writing and art
- 8) Listening to others through oracy, reading, writing and art
- 9) Following and giving instruction, Voicing and debating disagreement, Conflict resolution
- 10) Physical strength, health and methods to relax

### How will we track progress in 3-6?

Montessori curriculum coverage

Child developmental milestones

Observations of student behaviour & work

### How will we track progress in 3-6?

<b>Toolkit</b>	<b>How progress will be tracked</b>
<b>Building Concentration, working towards a normalised work curve</b>	Work curves and observation grids
<b>Engagement- Connection to the learning environment</b>	Observation grid
<b>Connection to reality / real world experiences- KUW and outdoor experiences</b>	Montessori curriculum coverage / observations of student behaviour
<b>Cognitive development through sensorial experiences, problem solving and calculations</b>	Practical life, sensorial and maths curriculum coverage, PTM benchmark from reception age
<b>Developing self discipline, Order and Inhibitory control</b>	Observations of student behaviour & work, observation grid (type of choice), work curves
<b>Self care: toileting, dressing</b>	Practical life curriculum coverage / observations of student behaviour
<b>Self expression and listening to others through oracy, reading, writing and art</b>	Oracy: Montessori curriculum coverage, contributions to group times and communication with staff and peers
	Reading: Montessori curriculum coverage, Salford reading score, PT from reception age
	Writing: Montessori curriculum coverage, review of written work
	Artic: Observations of student and their work
<b>Following instruction, Voicing disagreement and Conflict resolution</b>	Observations of student behaviour & work
<b>Physical strength, health and methods to relax</b>	Observations of student behaviour & work

**How will we track progress in 6-12?**

<b>Toolkit</b>	<b>How progress will be tracked</b>
<b>Collaborative work, working with others in a focused and productive manner</b>	Observations of student behaviour & work Review of students planner journal at least monthly
<b>Engagement- Connection to the wider world through going out</b>	Observations of student behaviour & work
<b>Imagination, creative skill and research development (problem solving, calculations, data handling and analysis skills)</b>	Montessori curriculum coverage especially numeracy / observations of student behaviour and work, PTM benchmark
<b>Social responsibility development: within the classroom, school environment and wider world</b>	Contribution to class jobs Participation in school council Observations of student behaviour & work
<b>Personal responsibility for tracking of work habits and setting targets</b>	Review of students planner Fortnightly review meetings
<b>Planning and self-reliance</b>	Observations of student behaviour & work
<b>Self expression and listening to others through oracy, reading, writing and art</b>	Oracy: Montessori curriculum coverage, contributions to group times, presentations of projects, contribution in performances and communication with staff and peers
	Reading: Montessori curriculum coverage, Salford reading score, PTE benchmark
	Writing: Montessori curriculum coverage, review of written work
	Art: Observations of student
<b>Following and giving instruction, Voicing and debating disagreement, Conflict resolution</b>	Observations of student behaviour & work Interactions in mixed age group Contribution to class meetings Debating opportunities
<b>Physical strength, health and methods to relax</b>	Observations of student behaviour & work

## **Cardiff Montessori High**

### **Mentorship**

The adolescent is discovering who they are and the person they wish to become. What are their unique capabilities and what impact will they have on the people and world around them? We have a strong focus on moral and ethical development. Students are encouraged to reflect on the impact of their choices and actions. A dedicated adolescent guide helps students to navigate what can be a challenging transitional time for many. In addition to helping guide students in managing their academic schedules, the guide ensures they get to know each student individually and facilitates discussion through ethics, philosophy and religious study lessons.

### **Farm Work**

As students embark on their secondary education they will regularly visit a working farm. They will take part in physical and educational tasks including taking care of animals, helping with repairs and tending to the land. As well as caring for animals they will be studying the animals and the environment around them. The farm work develops teamwork, communication and enhances well-being. It also importantly provides real life experiences for further study, ensuring topics like biology, geography, maths and much more are brought to life. The adolescent guide joins students on the farm and helps them link work back to their studies.

### **Enterprise**

Students are responsible for establishing a viable business that they will independently run. Once again, the aim is for students to develop key life skills in economics and budgeting while also enabling practical applications of business studies, mathematics, language, art and design and a multitude of other subjects. One morning a week is dedicated to enterprise work. During this time students begin to all have business studies lessons to assist them.

### **GCSE Curriculum**

Students begin studying towards GCSEs from Year 8.

Our focus is to ensure that students leave Cardiff Montessori High with 8-10 GCSEs (at a minimum they must study towards six). Our learning experiences and lessons are not limited to the GCSE subjects. We aim to help students discover their strengths and passions so that they are best prepared to progress on to their post 16 studies.

### **Year 8 & 9 Curriculum**

In many areas of the curriculum, students will begin studying the GCSE curriculum in Years 8 & 9. If they then chose this subject as a GCSE option in Years 10 & 11 they go into greater depth, in line with the GCSE specification. The exception to this is Maths where numeracy skills are built up over the years. Studying towards their GCSE's from Year 8 allows students more time to explore areas of interest. In keeping with the school ethos of giving students responsibility over their learning, it also enables them to see the curriculum coverage expectations for obtaining each GCSE so they can plan their study schedules to meet this requirement.

An emphasis is placed on skill development and key learning principles in these years rather than

simply content knowledge. Not all students will cover all of the outlined curriculum in Years 8 and 9 and some will explore topics to a greater depth. Others may start exploring the topic from a different angle and bring new content to the group. Studies in Year 8 and 9 aim to provide students with a broad and balanced curriculum, as well as a solid foundation for those wishing to then take the subject at GCSE. These academic studies are supplemented with the real life learning experiences provided in the farm work and student enterprise. Through those two important avenues a cross curricular and practical application to learning is developed.

Students in Year 8 and 9 must all attend lessons in the subjects of: Maths, English Language, English Literature, Biology, Chemistry, Physics, Geography, History, Ethics, PE and Business studies. (Exceptions may be made where it is deemed a student would struggle to manage the volume of work).

Students are also encouraged to take part in lessons for: Art & design and Drama, but these lessons are not compulsory. Music and Spanish lessons are optional.

<b>Date of review</b>	<b>Reviewed by</b>	<b>Notes</b>
January 2022	Esmá Izzidien	
September 2023	Abigail Eynon	High School Curriculum added
September 2024	Claire Waters	
September 2025	Anthony Thomas	High School minimum GCSE requirement amended from 5 to 6