



**BUXTON INFANT SCHOOL**

Headteacher: Jude Boyd



# **CURRICULUM POLICY**

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**This policy was reviewed by the Governing Body on 16<sup>th</sup> March 2020**

**It will be reviewed March 2021**

**Signed:**

**Date:**

# Curriculum Policy

## Intent

Buxton Infant school offers “A Smiling Start”: an environment to grow and learn in, in which “no stone is left unturned to ensure that every child reaches their potential”.

We believe that every child is equally valued, regardless of their starting point in life or barriers to learning. We provide a warm, caring and secure environment in which children can learn and thrive.

Our curriculum is designed to underpin this ethos. It is broad, balanced and creative, enabling every child to be nurtured and inspired to reach their potential. With the addition of our parallel curriculum we teach children to be safe, healthy individuals who support each other and their community whilst attaining highly across a wide variety of different subjects. We aim to create a language rich environment and prioritise the teaching of specific vocabulary to enable children to have the ability to recall, use and apply the knowledge they learn. Our children have the opportunity to shape the curriculum and we promote beyond the classroom experiences to enhance their time in school. We believe that reading gives children the key to access learning and our aim is to foster a love of books and reading across our school.

## Objectives

- To enable all children to learn and develop their knowledge, skills and understanding to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children necessary skills and knowledge in a wide range of subject areas to include all core and foundation subjects together with a modern foreign language.
- To teach children to have an awareness of their own spiritual and moral development, through carefully taught values.
- To enable children to be creative and to develop their own thinking.
- To promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- To teach children about their community on a local, national and global context in terms of its religious, ethnic and socio-economic characteristics and how this community has changed over time.
- To develop the personal and social skills of each child.
- To develop children’s understanding of their role as a British citizen in the 21<sup>st</sup> century.

## Implementation

Our carefully devised curriculum balances the National Curriculum expectations and a wide range of creative and cultural experiences allowing our children to flourish both academically and socially and emotionally. Clear planning allows the curriculum to be progressive and continuous in all aspects but with flexibility built in, ensuring that it fits both the context of the school and children’s needs and interests. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. We aim to deliver real experiences for our children by providing varied opportunities to learn beyond the children’s usual classroom, through focus weeks, working with outside professionals and school visits offsite. Our curriculum has high expectations to blend transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links.

Inviting classroom environments stimulate and engage quality learning and foster a love of language and books. Explicit daily, weekly and medium term planning is responsive to children’s needs; incorporating holistic approaches to teaching and learning.

Children have opportunities to learn and work individually, in pairs or small groups and as a class. Teaching groups are flexible and closely matched to children’s needs. Targeted feedback and marking are used to ensure that all children make progress and understand the next steps in their learning.

## **The Organisation of the Curriculum**

- The curriculum is taught through discrete subjects and linked topic areas.
- Each subject has a progression document demonstrating the outline of skills, knowledge and understanding to be taught in each year group. These are sometimes published schemes e.g. Charanga for music, Val Sabin for P.E or are based on National or local documentation and expanded and developed to support the context of Buxton Infant school.
- Long term plans are based on the national frameworks for Literacy and Maths, Letters and Sounds for Phonics and school or published schemes of work (eg THRASS). They outline the content of work to be covered in each subject to ensure that pupils receive full coverage over years one and two.
- Medium term plans demonstrate the topic focus and how particular subjects support the focus. Project planning also demonstrates objectives linked to developing children's critical learning skills supported by our Parallel Curriculum objectives, such as perseverance and collaboration. Subjects such as R.E, PHSE, P.E and Music tend to be taught as discrete subjects. Plans also demonstrate cross-curricular links e.g. when a Literacy objective is pertinent to a Geography lesson and also highlight references to SMSC (Spiritual, Moral, Social and Cultural) education.
- Short term planning is carried out in detail for English, Maths and Phonics. Project plans produced on a weekly basis focus on one subject area to be taught as a focus with supporting activities on each day of the week. We block lessons together with the same focus e.g. Science may have a 2 week focus and then be practised through independent activities whilst giving way to DT taught focus. In this way children are able to continue their learning in a coherent way rather than being restricted by single subject timetabling. We make explicit to the children which subject they are acquiring new skills and knowledge in and how their new learning links back to previous teaching and learning.
- The children are mainly taught in mixed ability groups but setting does take place particularly in Phonics, Maths and Literacy. This assists staff in differentiating between different levels of ability, and ensures that all children are given the greatest possible chance to succeed.

## **The Foundation Stage**

The curriculum that we teach in Reception meets with the requirements set out in the Statutory Framework for the Early Years Foundation Stage (April 2013). Our curriculum involves activities and experiences from seven areas of learning and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.

Teaching in Reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the local pre-school groups. We are fortunate to be able to have direct links with the privately funded Nursery on site. During the first four weeks in school, the teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## **The Role of the Subject Co-ordinator**

The role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;

- Provide efficient resource management for the subject.

The school gives subject co-ordinators a degree of non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school through lesson observations, monitoring of planning and discussions with teachers and children and plan for improvement. This development planning links to whole-school objectives. Each subject co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into documentation.

### **Impact**

We use rigorous monitoring systems throughout the course of the year to gauge the impact of our curriculum. Curriculum planning and delivery is monitored regularly by senior leaders, including governors and subject leads. Observations, discussions and questionnaires are completed by teachers, children and parents to help us highlight areas for development and move our practice forward. Termly pupil progress and moderation meetings are held between Senior leaders, including the SENCO and class teachers in year groups; ensuring that there is a clear understanding of individual pupil progress. This enables us to set targets, adjust planning and provide support and intervention thus accelerating and maximising progress. Progress and attainment is analysed against individual, school and national data targets. Our children rise to the high expectations that we have of them both academically and personally and socially. Children enter school with attainment which is typically below national standards in Communication and Language and Personal and Social and Development. Our creative, caring and context based curriculum enables them to develop a love of learning and the belief and security in themselves to achieve. We prepare our children for their onward journey in education and their next steps in life.

### **Monitoring and Review**

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area as appropriate. A governor has been identified for each area of the curriculum and visits the school to meet with the subject coordinator, observe, at least on an annual basis, and then inform the governors of developments in these areas.

### **Equal Opportunities**

All children will be given equal access to the curriculum irrespective of race, gender, creed, level of ability or nationality.

Adopted by the governing board of Buxton Infant School on **16<sup>th</sup> March 2020**