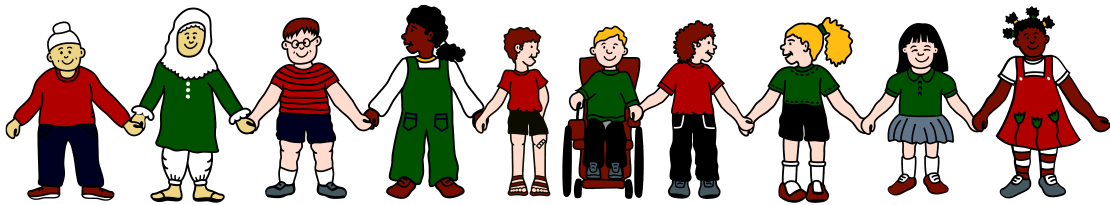


THE GILES NURSERY AND INFANTS' SCHOOL



Curriculum Policy

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Curriculum Policy

The Curriculum Intent:

Through the curriculum we deliver at The Giles Nursery and Infants' School we aim to develop a broad band of knowledge and skills that encourage children to gain an understanding of the different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every child will have access to a rich, broad, balanced, differentiated and inclusive curriculum. We will use diverse teaching strategies to develop the interests and talents of each child, providing our children with strong basic skills and knowledge in speaking, phonics, reading writing and mathematics, which form the cornerstone of lifelong learning. Teachers will use their knowledge and skills to ensure English and mathematics are taught thoroughly alongside and within opportunities for enrichment and creativity.

The overview of each curriculum subject (curriculum map) and details of curriculum content for each year group, including key vocabulary (curriculum journey), are updated by curriculum leaders and are published on the school's website.

Common Values and Purpose

Our curriculum is underpinned by the values of our school:

- We value each child, each being unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value spiritual and moral development alongside intellectual and physical growth.
- We value and respect each child in our school for who they are and treat them with respect, fairness and honesty. We aim for each individual to be successful and thus provide equal opportunities for all the children in our school.
- We value each person in our community and aspire to promote co-operation and understanding between all members of our community through our curriculum.
- We value our environment and aim to teach respect for our world and how to care for it for current and future generations. The environment of school, the immediate locality, national and global feature in our curriculum.

The curriculum, whilst paying due regard to achieving high standards in English and mathematics, is broad, exciting and challenging. Our curriculum promotes the values of excellence, determination, equality, resilience, respect, inspiration and friendship.

The curriculum is used to increase children's knowledge and skills, supporting them to know more and do more; it supports them in using their acquired knowledge and understanding as they grow and develop, becoming more aware of the world around them. It fosters positive attitudes to the work they do at school.

The curriculum is carefully planned and structured to ensure that learning is well-sequenced and continuous, allowing coherent progression towards defined end points and equipping pupils well for their next stages in education. We ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that meaningful links are made between subjects.

The curriculum is designed to engage the children's interest, and to encourage and motivate them to want to learn. It is exciting, offers the children first-hand experience to reinforce their learning and underpins their growing knowledge, skills, understanding and attitudes.

The Giles Nursery and Infants' School

It creates well-rounded individuals and provides opportunities that allow each child to find out at what they can excel.

Equal Opportunities

All children regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

Broad Guidelines

The Nursery and Reception (EYFS) follow the statutory framework for the early years foundation stage (updated 2021), which includes the following areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

In Year 1 and Year 2 (KS1), the curriculum consists of:

The national curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.

Both the EYFS and KS1 follow:

Hertfordshire's agreed syllabus and scheme of work for RE. Parents may exercise their right of withdrawal from religious worship and instruction.

Our PSHCE and relationships education curriculum in EYFS and KS1 is supplemented by the JIGSAW scheme, and incorporates healthy lifestyles (science), social and emotional aspects of learning, mindfulness and well-being. It is supported through further work linked to British values and citizenship.

Throughout the school, opportunities will be taken to extend the curriculum beyond the statutory requirements through a wide range of enrichment opportunities, including:

- visitors, including artists, craftspeople, actors, authors, sports people, animals, musicians and members of different faith communities
- a wide variety of sports and other curriculum areas; for example, concerts, gardening, cooking
- use of the schools grounds, such as the outdoor science area, the locality and the wider environment
- Forest School
- extra-curricular clubs; for example, sport, dance, art, science, poetry, stories and mathematics
- educational visits
- support of parents
- support of specialist staff; for example, speech therapist, family support worker and play therapist

Many of these activities support inclusion, embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Implementation:

The Giles Nursery and Infants' School

In order to realise the curriculum intent we place a strong emphasis on the quality of teaching and assessment. Our curriculum is implemented through a topic-based approach to learning and is taught through the context of an overall topic, which aims to inspire and engage the children within a meaningful context that gives a reason and purpose for their learning. This approach has been developed and refined through whole-school CPD to ensure that all teaching staff have contributed to the development of our approach to the implementation of our curriculum.

To ensure effective implementation of our ambitious curriculum we plan the learning journey in each curriculum area carefully. This is achieved through strong curriculum leadership, secure subject knowledge and detailed curriculum planning. Skills and knowledge are taught progressively, enabling children to remember in the long term the content they have been taught and to apply it in new and varied contexts. Children are able to build upon previously taught skills, developing a cumulative knowledge that can be developed for future learning.

Use is made of specialist teachers, particularly in sports. An extensive range of high quality resources is used to underpin the curriculum and ensure accessibility of the curriculum to all pupils. We cater for children's individual needs through personalised learning, where appropriate, including implementation of STEPs (therapeutic behaviour approach), pastoral support, Makaton signing and visual coding.

A primary focus of our curriculum is to raise aspirations, develop self-belief, foster pride in personal achievement and provide a purpose and relevance for learning. Disadvantaged pupils are supported to benefit from access to a full range of support, resources and extra-curricular opportunities through effective use of the PPG funding, including pastoral support, educational visits and clubs.

Throughout the school, pupils are taught using a mastery approach in mathematics and in a mixture of ability and mixed attainment grouping for English and other curriculum subjects. Grouping is highly flexible and pupils are regularly moved within groups to ensure that their needs are being met.

Homework is set to link the curriculum with learning at home. The curriculum is planned carefully across all year groups to ensure there is progression and to allow for cross-curricular links.

Impact

Please read in conjunction with the school's policy for assessment, monitoring and marking.

We review the impact of our curriculum through ongoing formative and summative assessment. This enables teachers to identify where each child is in their learning journey, systematically check understanding, identify misconceptions and provide clear feedback to help each child move forward in their learning and make good progress.

The impact of the curriculum is measured in the standards achieved, progress made and personal qualities developed.

Means of measuring impact:

- The curriculum is regularly reviewed, developed, monitored and evaluated by the head teacher, school leadership team, subject leaders and governors.

The Giles Nursery and Infants' School

- Curriculum leaders take responsibility for ensuring coverage, progression and standards by overseeing planning; monitoring and evaluating learning, teaching and the curriculum; securing high quality resources and attending and delivering training.
- Assessment is both formative and summative and feeds into planning matched to pupils' needs. This includes statutory assessments, such as the EYFS Profile, Year 1 Phonics Screening Check and end of key stage one assessments (SATs).
- Attainment and progress are regularly tracked.

Working with Parents

We are committed to working in close partnership with parents and ensure that we actively seek their views and opinions in regard to the curriculum provided. The school operates a genuine 'open door policy' and parents are always welcome to discuss, gain deeper understanding or make an enquiry about the curriculum either through the arrangement of a meeting or telephone conversation or more informal methods. Class teachers and the head teacher are available in the playground or at the classroom door after school most days. Information meetings for parents outlining our curriculum are held throughout the school year. The school keeps parents further informed about the curriculum through parent/teacher consultations, regular open evenings, termly whole school presentations, the termly year group newsletter, weekly school newsletter and on the website. Parents are invited informally into school to share in their child's learning through regular 'Stay and Play', 'Stay and Share Work' and 'Stay and Read' sessions.

Parents are given the opportunity to aid their child's learning through the school's publication of personalised targets. Parental and pupil questionnaires further inform the school of views and opinions and pupil/parents are informed of consequent action.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to parent/teacher meetings regularly throughout the year. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment – through national, local and school based data analysis.

Next Steps

All children are set 'next step' in learning through teachers' marking and feedback and our use of assessment for learning strategies. Where appropriate, these are recorded at the front of work books and 'home / school' books.

Progress and attainment is discussed at termly pupil progress meetings. Further monitoring in the form of discussion and scrutiny of work, alongside classroom observations feeds into teacher and head teacher discussions of individual pupil progress.

Roles and Responsibilities

The head teacher takes overall responsibility for the curriculum. Curriculum leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

The role of the curriculum leader is to:

- provide a strategic lead and direction for the subject, including updating the curriculum journey and curriculum map
- support and offer advice to colleagues on issues related to the subject
- monitor pupil attainment and progress in that curricula area

The Giles Nursery and Infants' School

- provide efficient resource management for the subject
- lead training

It is the role of each curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is implemented in the school and plan for improvement. This development planning links to whole-school objectives. Each curriculum leader reviews the curriculum plans for their subject, ensures that there is full coverage of the national curriculum and that progression is planned into well-sequenced schemes of work. The curriculum leader also keeps a portfolio of children's work and photographic evidence, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process: from parents through newsletters and questionnaires, from children through questionnaires and class discussion and from staff and governors at their regular meetings.

Inclusion – provision for all children

Teachers plan to meet the needs of all children ensuring learning and support is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set 'next steps' which reflect individual children's skills, abilities and potential.

Spiritual, Moral, Social and Cultural Opportunities (SMSC)

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

Self Esteem and Self Worth

Talents of individual children are celebrated within class and at school assemblies and in school productions. The rewards systems operated within school encourages children to do their best both in their schoolwork and in their behaviour towards others. The PSHCE curriculum aims to build children's self-esteem through directed activities and circle time.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Extra-curricular activities

The school offers a wide range of activities including street dance, ballet, multi-sports, science and mathematics clubs.

Monitoring and Review

The head teacher, together with the deputy head, is responsible for leading the development and direction of the curriculum.

The curriculum committee of the Governing Body monitors the effectiveness and the impact of the curriculum in raising standards through:

- links with subject leaders
- feedback from governors visits to school

The Giles Nursery and Infants' School

- feedback from the leadership team (assessment / data audit)
- review of the School Improvement Plan

Agreed: June 2022

Review: June 2024

(Or earlier, pending government review of curriculum)