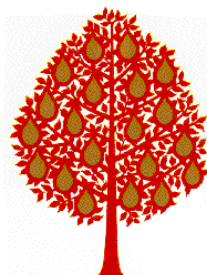


PERRYFIELDS INFANT SCHOOL



Helping each other to learn and grow

THE SCHOOL CURRICULUM POLICY

A rich, creative curriculum which inspires all children to develop independence and a passion for life-long learning.

At Perryfields Infant School, learning is organised into two phases:

- **Early Years Foundation Stage:** at Perryfields Infant School, this applies to children aged 4-5 (the Reception Classes)
- **Key Stage 1:** ages 5-7 (Years 1-2)

The Early Years Foundation Stage Curriculum

At the age of four years when children start school the curriculum is of a practical nature. This is called the Early Years Foundation Stage. The curriculum in the Foundation Stage, although play based, is carefully structured. Teachers match the different levels of young children's needs to carefully planned learning experiences both indoors and out. The children's activities are based around seven different areas of learning which form the basis of the curriculum.

These areas are made up of prime areas and specific areas.

The **prime areas** are:

- Personal, social and emotional development (making relationships; self-confidence and self-awareness; managing feelings and behaviour)
- Communication and language (listening and attention; understanding; speaking)
- Physical development (moving and handling; health and self-care)

The **specific areas** are:

- Literacy (reading and phonics; writing)

- Mathematics (numbers; shape, space and measures)
- Understanding the world (people and communities; the world; technology)
- Expressive arts and design (exploring and using media and materials, being imaginative)

Each area of learning has a set of related Early Learning Goals.

The National Curriculum

The National Curriculum (2014) sets out what pupils in Key Stages 1-4 should be taught but it is for schools to choose how they organise the school's curriculum. Academies and free schools do not need to follow the National Curriculum, but as an Academy we have chosen to do so.

The National Curriculum states that all state schools in England and Wales should provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

At Key Stage 1, the statutory subjects that all pupils must study are:

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education

Religious Education (RE) and Personal, Social, Health and Education (PSHE) must also be provided at Key Stage 1.

The way in which we deliver the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum to children at this school is called the Perryfields Infant School Curriculum. In other words, it is everything we teach and how we teach it.

Perryfields Infant School Curriculum Aims (INTENT)

At Perryfields Infant School, our over-arching **intent** is to provide a rich, creative, topic-based curriculum, the **aims** of which are to:

- Engage and inspire children
- Develop independence
- Progress skills, fluency and knowledge required
- Provide Cultural Capital for the children
- Challenge and support so that everyone is included at their own level

We do this by:

- Considering the interests and needs of the children in choosing topics
- Using quality texts
- Providing enrichment opportunities
- At Key Stage One, using progressive, skills-based blocks of teaching, developed by curriculum subject leaders and allocated to year groups according to the Yearly Curriculum Plan. These blocks have been developed, with reference to the National Curriculum and Chris Quigley Essential Skills to ensure that each year, all the necessary skills and subject matter are covered, building on previous learning. These usually detail the skills to be taught rather than the context in which they will be taught, enabling teachers to tailor them to different topics.
- Mathematics across the school is informed by White Rose mathematics progression but is adapted to suit the school context.
- English in Key Stage One is informed by Jonathan Bond planning but is adapted to suit the school context.
- Revisiting concepts in different contexts to ensure they are mastered
- Assessing regularly and using this to inform future planning

“It has outstanding features in the rich and interesting curriculum, and pupils’ very positive attitudes to learning” (Ofsted 2012).

“Lessons are carefully planned and topic themes link learning creatively between subjects. Pupils become involved in shaping aspect of their learning by suggesting what they might want to learn at the start of each topic! (Ofsted 2012).

“Pupils are engaged in their learning and are keen to learn” (Ofsted 2016).

“In lessons, teachers provide pupils with interesting and stimulating topics so they can practise their skills. For example, pupils were beginning a topic on homes and were excitedly guessing where each item that the teacher revealed from a sack might be found in their home. Through probing questions, pupils were not only encouraged to think about their own home, but also that of others. When asked what they would like to find out about to do with homes, one pupil said, ‘I would like to know what it feels like to move house’. This type of response is typical of pupils in Perryfields. They are constantly encouraged to think about others, this term’s core value being ‘thoughtfulness’” (Ofsted 2016).

“Pupils are very positive about their school, which they say is, ‘welcoming, fun and exciting’. They are enthusiastic about the opportunities you offer in terms of extra-curricular activities” (Ofsted 2016).

IMPLEMENTATION

Perryfields Infant School is a ‘two-form entry’ school. This means we take two classes each year and so have two classes in each year group. Classes are limited to a maximum of 30 children in Reception, Year 1 and 2.

How we plan and deliver our curriculum.

- We consult the children before choosing topics, and record what they would like to learn about on the “Children’s interests form.”
- We then choose topics that are engaging and relevant to current affairs and the world in which our children live, as well as the children’s interests where possible, not fixed or repeated topics.
- At Key Stage One, we allocate blocks of planned skills from the yearly Curriculum Plan to each topic. In doing so, we choose those that best fit the topic chosen, but if they do not fit comfortably within the term’s topic, we teach the skills and subjects discretely. The block of teaching allocated to each term is recorded on the termly topic ladder, with one block per subject each half term.
- Each term will have one block of DT and one block of Art, one block of Geography and one block of history. RE and PSHE will usually be taught on alternate weeks, although assemblies, circle time and stories ensure that content is covered in weeks when there is no direct teaching by the class teacher.
- The blocks include 4-6 progressive lessons and these are plotted onto a Medium term “Looking ahead” plan, with one session for each subject each week, except as noted for DT/ Art, history/ geography, RE/PSHE.
- Across the school, teachers of both classes in each year group plan together and the same skills are usually taught in the same week, ensuring equality of opportunity, although sometimes resources mean that classes will not teach lessons at exactly the same time. As classes and teachers are different, the exact delivery of a lesson/ method of teaching a skill and the end product may not be identical.
- Children sometimes need more or fewer lessons to master particular content or skills than were originally allocated. Changes from the medium term plan will be identified on the “Weekly summary plan.”
- There is an expectation that quiet or guided reading, phonics/ grammar and a maths lesson or activity will take place daily.
- Most teaching is carried out in mixed ability groups and most children have same objective.

Occasionally children learn with children from other classes or different members of staff. For example, older children might support younger children (under supervision) in reading, ICT or PE games. Not only does this help younger children to acquire new skills, but older children's social skills and self-esteem can improve, too. We also make use of many visitors to school who have particular skills or interests, especially in PE and literacy.

All subjects are led by qualified teachers who keep abreast of new initiatives and share their knowledge with the rest of the teaching and support team.

Parents are given information sheets stating what their children will be focusing on and learning about each term in their new theme. (See the school website for additional topic wheels/ladders.)

Religious Education and Assemblies

Religious Education is taught in line with recommendations laid down by the Essex scheme of work for RE at Key Stage 1. Under this scheme, children learn about all religions (and that some people choose to have no faith) based around a theme, which could be Festivals, Books or Special Places. Teaching in this way helps children to compare and consider everybody, ultimately leading to greater understanding and respect.

Assemblies – technically termed ‘daily acts of collective worship’ – are a legal requirement. Our assemblies promote values which complement and reinforce faiths; they tend to promote positive relationships and self-awareness, and focus around our whole-school **Core Values** which underpin our school ethos. These 8 core values are selected by the children, parents, governors and teaching team and have included:

- Curiosity
- Teamwork
- Responsibility
- Enthusiasm
- Perseverance
- Honesty
- Respect
- Self-belief

Parents have a statutory right to withdraw their children from Religious Education and assemblies.

IMPACT

This broad, balanced and relevant curriculum provides **ALL** children with:

- Increased knowledge and skills
- Improved attitudes to learning, including independence, perseverance, problem-solving and team work
- Improved self-confidence in their own abilities
- Improved social skills, understanding of others and responsibility
- Improved communication skills, with adults and peers alike

For details on how these areas are assessed, read the School Assessment Policy.

By the end of their time at Perryfields Infants School we expect all children to be able to read, write, speak confidently and have the necessary numeric skills to solve a variety of questions/problems.

Extra-Curricular Activities

Being able to offer our children a wide range of diverse extra-curricular activities is very important, as it encourages them to become independent, confident and successful members of the community. Many of our clubs are run by external providers and take place after or before school. Teachers also run extra-curricular clubs during specific terms to give the children a flavour of what other opportunities and interests are available in the wider community. The majority of clubs are only available to KS1 children, as the youngest children find the longer days tiring. The Foundation Stage children have these opportunities when they get to KS1.

The list of clubs is ever changing but generally includes:

- Gymnastics club
- Tennis club
- Multi-Sports club
- Dance club
- Sewing club
- French club
- Computer club/ I-pads and Beebots
- Golf club/fencing club
- Yoga club
- Running club
- Construction club
- Cup-stacking club

Enrichment events also vary year on year, but have often included:

- Summer swimming (KS1)
- Forest Schools (Year1)
- School trips
- Chinese New Year – parents day
- World Book Day
- Science Week – parents day, eggs to hatch bought in
- Charity fund-raising/ non-uniform days – e.g. Macmillan, Children in Need.