

Walter Infant School and Nursery

CURRICULUM POLICY

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'To be the best I can be'



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Walter Infant School and Nursery

is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.

Our BIG Curriculum! At Walter Infant School and Nursery we consider ourselves to be a **“BIG School for LITTLE PEOPLE”**. We have designed a **‘BIG’ curriculum** to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful. We will encourage our children to have very positive behaviours for learning and to ask **BIG questions** and for our staff



team to support our children in finding authentic, age-appropriate answers to those questions and inspire them to want to know more. Our children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts in which they can 'see themselves' and exciting and purposeful non-fiction texts. Our children will learn inside and outside the classroom, fulfilling and exceeding the requirements of national age-appropriate curriculums in a stimulating, fun and memorable way.

Content, Provision and Approach

At Walter Infant School and Nursery, we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

At Walter Infant School and Nursery our curriculum is planned to ensure that, every child has the opportunity to develop:

- **Socially, emotionally, intellectually, physically, spiritually, morally, culturally.**
- **Positive attitudes, healthy relationships, essential life and work skills.**
- **The ability to make informed choices, gaining experiences and developing responsibilities for their future.**

We want our children to have very positive behaviors for learning and to ask BIG questions and we want our staff team to support our children in finding authentic, age-appropriate answers to questions which stimulate them to want to learn more. The children will learn through real-life and practical experiences, as well as through wonderful, awe-inspiring fiction texts and exciting non-fiction texts. Our children will learn inside and outside the classroom, fulfilling and exceeding the requirements of national age-appropriate curriculums in a stimulating and memorable way.

Aims

- To enable all children to reach or exceed high levels of attainment.
- To have aspirational expectations of achievement and progress, acknowledging and challenging disadvantage and discrimination in all forms.
- To increase children's motivation, enthusiasm, and engagement in their learning by making learning exciting and meaningful through putting it into a context.
- To value individuals and communities.
- To help children to become more independent and take greater ownership of their learning.
- To develop their confidence and motivation to learn through the use of a range of teaching and learning styles.



- To acknowledge specific individual needs and meet them as far as possible with available resources.
- To provide wide and varied education experiences, which are based on the Early Years Foundation Stage Curriculum (EYFS) and the Key Stage 1 National Curriculum (KS1).
- To enable children to receive an education that will serve them well beyond their Key Stage 1 school experience.
- To provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

1.1 Cultural Capital (Education Inspection Framework (EIF) September 2019)

- **Cultural capital is the essential knowledge that children need to prepare them for their future success.**

What does cultural capital mean for our school?

At Walter Infant school and Nursery, we know just how important the early years are; building strong foundations that will make a real difference to a child's future should happen between birth and five.

Cultural Capital is about giving children the best possible start to their early education and future success.

As part of making a judgement about the quality of education, we expect that inspectors will consider how well leaders use the EYFS curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

Our BIG Curriculum will enable children to meet key milestones at the end of every school year, ensuring they are ready for their next steps; by the time they leave us they will be academically, emotionally, socially and physically 'Junior School Ready'. As such they will be readers, writers, mathematicians, historians, geographer's, scientists, artists, singers, dancers, athletes, technologists, theologians, philosophers...

1.2 Character Education

Education for character is already integral to the work of our outstanding school. In Walter Infant School and Nursery there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. These and other aspects of our BIG Curriculum and hidden curriculum all contribute to forming well-educated and rounded young children ready to take their place in the world.

Walter Infant School and Nursery has a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of



pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.

The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.

Walter Infant School and Nursery has an important role in the fostering of good mental wellbeing among our young children so that they can achieve their goals at school and are well prepared for Junior School life. Our school has clear expectations for behaviour coupled with well-planned provision for character and personal development therefore helping to promote good mental wellbeing.

<https://www.gov.uk/government/publications/character-education-framework>

2 Implementation of Policy

2.1 Our Big Curriculum (We are a big school for little people)

At Walter Infant School and Nursery, in order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for the children. This is achieved in a number of ways, including:

- Making links across subjects through the use of topic work.
- Identifying areas of interest to capture children's' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed days/weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.
- Trips and external visitors to bring learning alive outside of the classroom

2.2 Teaching and Learning

At Walter Infant School and Nursery, we use a variety of teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are catered for in all lessons

At Walter Infant School and Nursery, all lessons start with whole class teaching, which involves teachers using open-ended probing questions (Blooms Taxonomy), visual



stimuli and talk partners to stimulate learning. This is followed by a period of learning during which children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.

At Walter Infant School and Nursery, we recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery of all lessons.

At Walter Infant School and Nursery, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

We achieve this in a variety of ways by:

- Setting common, open-ended tasks to elicit a variety and depth of response.
- Grouping children by ability in the room and setting tasks of increasing difficulty and scaffolding where appropriate.
- Providing practical opportunities for kinaesthetic learners.
- Using visual stimuli and artefacts to promote interest.
- Using Learning Support Assistants to support the work of individual children or groups of children.
- Using trips and visitors to further understanding where possible
- Group work to allow collaboration and develop thinking skills

2.3 Enhancing the Teaching and Learning

- At Walter Infant School and Nursery, teaching staff are encouraged to capture children's interest and broaden their experiences through using trips and visitors in school.
- Children's achievements are celebrated regularly through celebration assemblies, weekly newsletters, displays in classrooms and shared areas around the school, work/photographs shared on the school website, Values badges awarded, articles in local newspapers, visitors presenting awards and parents invited in to see their children's work and to meet 1-1 with their teacher.
- The school also engages in Whole School 'Theme Days' or 'Theme Weeks' which are planned throughout the academic year

2.4 Key Skills

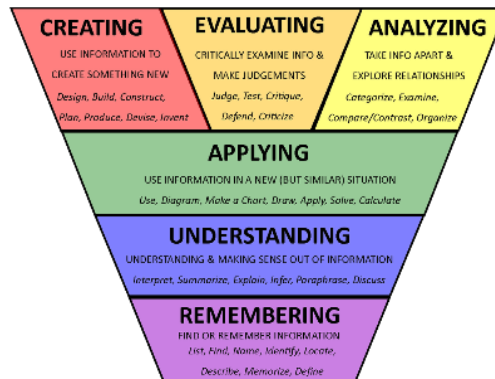
Walter Infant School and Nursery believe that all children need to make good or better progress in these skill areas in order to develop their true potential.

The following skills have been deemed 'key skills' in the revised National Curriculum and are taught across every curriculum subject.



- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving
- Independent thinking

3. Planning



At Walter Infant School and Nursery, learning takes place through a ‘topic’ approach to make learning meaningful and put things into context.

At the beginning of every topic, a ‘Curriculum Intent’ document is produced to explain the content of the topic, the main learning concepts and key outcomes for all subjects covered during that half term. This will be shared with parents via the school website allowing them to become more involved in their children’s learning and to support their children at home. The ‘Curriculum Intent’ is displayed in the classroom and on the school website for teachers and pupils to refer to; it is then used to help evaluate the topic.

At Walter Infant School and Nursery, we plan our curriculum in three phases.

Planning takes place at a variety of levels:

- Long term plans (Yearly Overview/National Curriculum (Programme of Study))



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- Medium term plans (Curriculum Intent – 1 per half term)
- Short term plans (Weekly Plans)

3.1 Long Term Planning

At Walter Infant School and Nursery, we agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. Teachers produce 'Curriculum Intent' overviews for every theme covered during the year (one per half term).

The Curriculum Intent will identify:

- The core theme, which is used as the basis for cross-curriculum learning.
- The links to the 5 School Values
- Subject Concepts
- Subject Connectors
- Intended activities, task and knowledge
- PSHE & RE coverage
- Intended Additional English and Maths coverage

Teachers refer to documents detailing the National Curriculum Programmes of Study and Key Skills to inform planning. Records are kept to ensure coverage and progression occurs.

Curriculum Intent documents are shared with parents via the school website to inform them of the learning that their child will experience that half term

3.2 Medium Term Planning

At Walter Infant School and Nursery, our medium term plans (Curriculum Intent) give guidance on the objectives and teaching strategies that we use when teaching each topic.

Teachers identify units of work to be covered in English and Mathematics and plan their time allocation and sequence.

For Foundation Subjects, teachers identify a sequence of core lesson objectives to be covered as part of the theme. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class

3.3 Short Term Weekly Planning



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At Walter Infant School and Nursery planning documents are produced for English, Mathematics and Foundation subjects, using the standard school format.

The weekly planning includes:

- Specific learning intentions and learning outcomes/success criteria, clearly showing progression in learning and skills across the week – English and Mathematics.
- Core learning goal, key skills areas and success criteria (differentiated skills descriptors).
- Foundation subjects.
- Outline teaching input.
- Outline differentiated tasks for groups of children.
- Assessment opportunities

Planning formats also include space for annotation, which teachers use to make assessment notes and show evidence of adapting their planning in response to what happens in the classroom. Teachers also meet weekly to discuss future planning based on the current week's evaluations. Each teacher plans for their own class ensuring the same learning intentions are met, but personalised to the children and their learning needs in each class.

4. Progression and Continuity in the Curriculum

At Walter Infant School and Nursery, we ensure progression and continuity in the curriculum by:

- Using planning documentation, from schemes of work and our own school
- Dividing and organising NC Programmes of Study.
- Ensuring Subject co-coordinators have an overview of whole school planning for their subject.
- Facilitating regular discussion in planning teams to review planning and discuss standards.
- Ensuring that Assessment for Learning strategies and record keeping are used.
- Thorough moderation of standards achieved in Key Stage teams and whole school
- Working with other schools where possible, to moderate standards and attainment across the borough (where possible)

5. Assessment



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Walter Infant School and Nursery have policies in place for Assessment and Monitoring of the curriculum Data

Located in the SIMS assessment platform, Children have their own tracking record in Reading, Writing, Mathematics, Science, and all foundation subjects. These are assessed against NC statements at the end of every term, with ongoing regular tracking after units of work have been taught.

- Walter Infant School and Nursery has separate tracking records for pupils on the SEND register so progress can be monitored more closely.
- We follow the principles behind 'Assessment for Learning' and encourage children to self/peers evaluate their learning.
- Inherent in our Curriculum are the principles of 'Aspects of Learning'. We aim to promote these principles of motivation, enquiry, problem solving, creative thinking, reasoning, evaluating, self-awareness, empathy, social skills and communication through the Curriculum as a whole and within our hidden curriculum.
 - Teachers are allocated staff meeting time every 4 weeks for assessment.
 - Teachers meet termly with the Head teacher and Assessment lead to discuss pupil progress
 - Pupil Premium children have their own personalised learning plan with personalised targets. This is reviewed with the parents each term, alongside the head teacher.

6. Reporting on Pupil Attainment

At Walter Infant School and Nursery 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 Consultation meetings in the autumn and spring terms.
- Termly Pupil Progress meetings are held with the assessment lead and head teacher to discuss class and individual progress.
- The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target Setting

- At Walter Infant School and Nursery, all pupils are set 'next learning steps' in their learning through teachers' marking and feedback to pupil.



- Marking is carried out using Pink and green ink. Our children understand their teachers marking and are aware the marking in green ink is their 'next learning step'.
- The Senior Leadership Team and Governing Body sets the statutory targets in the autumn term for those pupils reaching the end of Key Stage 1 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis.
- Using the annual early summer assessment levels as a base, end of year targets in Mathematics, Writing and Reading Comprehension are set for each child. The expected progress being Age Related Expectation by the end of the academic year.
- The school maintains comprehensive tracking data for all pupils in English [Reading and Writing], Maths and Science. National Curriculum targets (Working Towards (WT), Age Related Expectation (ARE) and Greater Depth (GD) are set for English (reading and writing), Maths and Science and progress monitored.

7. Homework

At Walter Infant School and Nursery, we believe topic homework can support and extend the children's learning in class. The homework can contribute to the overall outcome of the integrated topic. Therefore, the children see a clear purpose in their learning at home. (See separate homework policy document) At Walter Infant School and Nursery, we recognise that some children will not have the opportunity to complete homework and will therefore receive additional support in school if required.

We expect that every child in Key Stage 1 will:

- Read and discuss a fiction or non-fiction book suitable for their age and ability for a minimum of four days a week
- Learn spellings or key words for a weekly spelling test which will take place on a Friday morning
- Learn and practise counting patterns and number facts to support their learning in the classroom, appropriate to age and starting points
- Organise their books and equipment to take to and from school

We expect that every child in Foundation Stage

- Reading with an adult for approximately 10 minutes each school day. Remember to sign the reading diary.
- Learn number names and matching them to quantities to 10
- Rehearse 2d shape names for square rectangle, oblong rectangle, triangle, and circle



- To practise counting objects and actions up to twenty
- School toy diary: sometimes children will bring home a class toy for an evening or the weekend, please support your child by helping them to make a comment.

Small homework tasks and projects to enhance the children's learning in school

Occasionally, we may ask the children to produce a piece of work at home, which relates to a topic we will be learning about at school, such as seasons or materials. We may also ask children to bring in artefacts or to conduct research to support the curriculum, such as weather observations or food diaries.

8. Inclusion - Children with Special Educational Needs or Disabilities (SEND)

At Walter Infant School and Nursery, we recognise that there will be children who have special needs and we have a firm commitment to inclusive education wherever possible. These children may have a physical disability, cognitive or sensory impairment or be able children working at Greater Depth for whom extra provision is required. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

All children on our Special Educational Needs and Disabilities Register have their own Personalised Learning Plans, with bespoke targets for support and progress in one or many subjects and areas of learning.

8.1 Challenge and Growth Mind-set

At Walter Infant School and Nursery, we have a commitment to meeting the needs of all children, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths, and talents in all children, enabling them to reach or exceed their innate potential. Children working at Greater Depth (GDS) are recognised as having particular learning needs and the curriculum will be extended to make it challenging and engaging for children and promotes a Growth Mind-set for all our learners.

8.2 Catch Up (post COVID Lockdown) and Pupil Premium

We are committed as a school to 'Diminishing the Difference' for all our children; to identifying barriers to learning and to providing a bespoke package for individual children and groups of children to ensure they make good or better progress towards Age Related Expectations. Due to the pandemic in 2020 2021 many children did not attend school or child care settings. Some children have therefore not met their social, physical, emotional and academic milestones.



These children will be identified by teachers through summative assessment and observation and referred to core subject leaders for 'Catch Up' provision. This will be led by the subject leaders in partnership with teachers and learning support assistants. Catch up programmes and interventions will be time measured and evaluated for impact.

All children in Key Stage 1 working below Age Related Expectations have a personalised Catch-Up plan with very specific targets to move learning on rapidly in order to close gaps.

All children in receipt of the Pupil Premium Funding Grant will have a personalised Pupil Premium Plan detailing how we can best fund and meeting their individual needs and resource requirements, including extra-curricular provision.

9. Monitoring and Review

At Walter Infant School and Nursery, we have a Teaching and Learning Committee. These governors liaise with subject leaders, during the course of governor visits or meetings and monitor closely the way the school teaches these subjects. The Teaching and Learning Committee will feedback information via minutes from meetings and in full governing body meetings.

The Headteacher is responsible for the day-to-day organisation of the curriculum, with the support of the Senior Leadership Team and subject leaders.

At Walter Infant School and Nursery, we regularly monitor and compare our school's national tests results against national and local benchmarks, as well as with similar schools.

At Walter Infant School and Nursery, we are aware of gender difference in our pupils' attainment. We analyse pupils' performance and develop strategies within our curriculum delivery to address imbalances where they occur.

At Walter Infant School and Nursery, we maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress and with this information, we set targets to challenge and improve pupils' attainment.

At Walter Infant School and Nursery, we can moderate sample pupils' work and ensure we agree pupils' levels of attainment and evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our school.

10. Anti-Bullying and Equality (see policy)

At Walter Infant School and Nursery, we will ensure that every pupil irrespective of race, disability, sex, age, religion or belief, or sexual orientation is able to achieve high



standards and that strategies are in place to monitor achievement and to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Walter Infant School and Nursery's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

We will take part in Anti-bullying Week each year (November) and work in partnership with the Anti-bullying Alliance (ABA). Our children will learn what bullying is and how to address it, including online or cyber bullying. Staff at Walter Infant School will complete ABA training every two years.

11. Black, Asian and Minority Ethnic Pupils (BAME)

49% of our pupils are BAME (with an increasing number in our younger cohorts); including people of colour from the United Kingdom. We have a BAME rich curriculum and have adapted our planning and resourcing to ensure that we have a large number of texts with BAME characters and focussing on BAME history. Included in our provision are:

- Autumn and Winter Festivals celebrated in school, including Bonfire Night and Diwali
- Eid and Ramadan
- Chinese New Year
- Celebrating Difference: Celebrating Me
- The Christmas Truce
- (Famous People) Nelson Mandela, Len Johnson and Rosa Parkes (Apartheid) as well as Marcus Rashford and Mae Jemison.
- India; including pen pals in the Indian School we are linked with 'Awake and Shine'. Mahatma Ghandi

12. Extra-Curricular Provision

When possible, we are committed to providing a wide range of extra-curricular provision to enhance our curriculum and meet the interests of our children.

We will source good quality and age appropriate provision, which is beneficial to our children and good value for money from approved and recommended providers.

We are committed to ensuring equality of opportunity for our vulnerable children, including our Pupil Premium Children to have access to one extra-curricular club as part of their personalised plan.

13. Trips and Visitors

At Walter Infant School and Nursery, we endeavour to source and provide opportunities for children to have real life experiences to build their knowledge and understanding of the world on: to stimulate visual, auditory and physical memory strategies.



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When possible children in Key Stage 1 will have at least one off-site visit, including a travel experience, for example a coach trip, and a live performance, for example a pantomime.

Foundation Stage children will have experiences provided for them by visitors to school, such as farm animals or reindeer, professional performers or teachers, and sports events etc.

Any questions or concerns regarding this policy should be made to the head teacher Mrs. J Wheeler.

