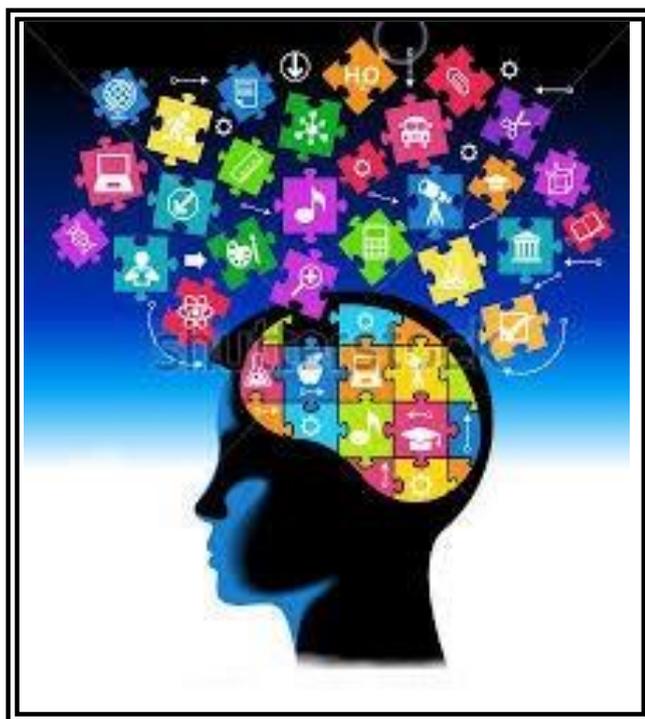


# FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



## Curriculum Policy



**APPROVED BY GOVERNORS: September 2021**  
**POLICY TO BE REVIEWED: September 2023**

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### **1. Introduction**

At Forefield Community Infant & Nursery School we aim for children to become ambitious and resilient young people who take on challenges without reservation or fear of failure. They can demonstrate perseverance when challenges occur, learning from any mistakes, laying firm foundations for them to take on their role as global citizens in the future.

We aim to offer children who attend Forefield Community Infant and Nursery School a broad, diverse and ambitious curriculum. They will learn about the world they live in locally, nationally and globally, developing an understanding of how the past has influenced the world we live in today and may continue to influence their future. We aim for our curriculum to create curious and life-long learners who are well prepared for the next stage in their education, not only as confident and fluent readers, writers and mathematicians but as young people who are knowledgeable in their understanding of the exciting, diverse world in which they live.

### **2. Intent**

At Forefield Community Infant & Nursery School we deliver a high-quality purposeful curriculum. We recognise that developing lifelong skills is important for young children and we aim to deliver this through a broad and knowledge rich curriculum.

Our curriculum is planned as units of work, often driven by our focus texts. We are passionate about promoting and instilling a love for reading in our young children. We immerse children in high-quality texts and make links to foundation subjects when possible. Whilst still teaching each subject discretely, links between subjects and knowledge are made explicit to our children within lessons, ensuring new knowledge gained, is securely embedded alongside prior learning. Each lesson is built on and begins with prior knowledge, from the current unit of work, prior units of work or links to prior learning in other subjects. At

Forefield every lesson is an important and valued building block of our progressive curriculum.

Each subject is meticulously planned with bespoke knowledge outcomes in each subject at least meeting EYFS and National Curriculum expectations. Foundation subjects build and develop knowledge from Nursery through to Year 2 and beyond, with progressive lessons in each strand of the subject building and developing key skills and knowledge within the subject to make children competent and confident artists, historians, musicians, athletes and much more. We have worked closely with subject leads at Forefield Junior School to plan content in each subject across Key Stages 1 and 2, ensuring prior knowledge and progression is given careful consideration in both schools.

Through our curriculum, children are encouraged to question and explore, think creatively and utilise their knowledge and skills in a variety of contexts across the curriculum. Our curriculum purposefully builds in opportunities to celebrate diversity whilst supporting children's spiritual, moral, social and cultural development, ensuring that children have the cultural capital to succeed and are well prepared for life in modern Britain.

The content of our bespoke curriculum strives to strengthen children's connections with the world in which they live by providing a wealth of opportunities to engage children in the world around them, developing them as local, national and global citizens, mentally travelling around the world in which they live. We aim for all children to leave Forefield with the knowledge and basic skills needed for their future, so they are independent thinkers with a growth mindset and are set up to be lifelong learners.

### ***'Learning and Growing Together'***

### **3. Implementation**

At Forefield Community Infant and Nursery School foundation subjects are taught in Key Stage 1 as individual disciplines i.e History, Art, driven by high-quality texts. In EYFS high-quality texts are also used to drive the curriculum content in both direct teaching sessions, small group focused tasks and in continuous provision, both indoors and outdoors. To immerse children into new topics and associated learning, teachers will plan visits, visitors or WOW days to excite and engage children and to provide real-life hands-on experiences as a starting point for learning. We make exploring our local and wider community and the amazing city in which we live a priority, through planned educational visits linked to our curriculum content as well as through our 'Passport to Learning' challenges.

Teachers begin each lesson reviewing prior knowledge before using strategies to support children in assimilating and accommodating new knowledge into their long-term memory. At the start of and throughout lessons teachers will make knowledge links explicit to children. This will include links to prior knowledge taught in previous lessons, in other subjects or perhaps in a previous year group. Teachers will also make links to future learning explicit. Lessons delivered and teaching strategies used will be memorable and creative experiences

to ensure children remember the subject specific knowledge they need to be successful future global citizens of the world.

Within our school curriculum we do use some schemes in specific subjects. These schemes have been carefully chosen through research and developed, adapted and customised in order to fully meet the needs of our school and achieve the best outcomes for our children. Schemes used include Phonics Bug, Pathways to Writing, Big Maths, Primary PE Passport, Music Express. The Sefton RE syllabus is followed for this subject.

To ensure the best possible outcomes for all children at Forefield, subject and senior leaders regularly monitor progress and attainment of children. Using a range of professional analysis methods, leaders will consider the best strategies in which to deliver the curriculum content taking into consideration the individual needs of the children and the cohort. As a result, curriculum delivery of some subjects may use different approaches, for example grouping children according to phonic phase, next steps and gaps in learning has proven to be extremely successful in the delivery of our school phonic programme. This ensures the specific needs of all children can be met either through content taught or the teaching strategy used.

#### **4. Impact**

The impact of our high-quality curriculum can be seen in our children who:

- Know and remember more in all subjects and can articulate this knowledge.
- Make links in knowledge they have within and across subjects.
- Are confident in their knowledge within each subject and see themselves as geographers, musicians, artists etc.
- Are confident and fluent readers who read widely and often with good understanding of the text which they can articulate.
- Can compose and write in a wide range of styles about a variety of topics, demonstrating good phonic and spelling knowledge and using punctuation appropriately and correctly within their writing.
- See patterns in numbers and use this to solve mathematical problems with confidence and use a range of different strategies and resources to support their learning.
- Recognise their own interests, areas of strength and areas to develop but approach all learning with a growth mindset, learning from mistakes and demonstrating resilience and perseverance when they find things tricky.

#### **EYFS End Points**

By the end of Reception we aim for all children to at least meet the Early Learning Goals in all 17 strands of the EYFS. The curriculum content including the teaching of early reading, writing and Maths will give children the best possible start in life and prepare them well for Key Stage 1.

## **Key Stage One End Points**

By the end of Key Stage 1, we aim for all children to at least meet the expected Key Stage 1 standards in all subjects. The curriculum will provide children with a wealth of knowledge in all subjects whilst also demonstrating a relentless focus on developing fluent and confident readers, writers and mathematicians, giving them the knowledge and skills to access a broad and rich curriculum at Key Stage 2 and beyond.

For those children who do not achieve expected outcomes at the end of EYFS and/or Key Stage 1, class teachers and subject leads rigorous monitoring of the delivery of their subject will ensure children have made excellent progress from their relative starting points and will have extended their knowledge within the given subject and period of time.

### **5. Assessment**

At Forefield Community Infant & Nursery School, we use a bespoke assessment system to ensure that progress and attainment in all subjects is closely monitored and captured. This system is delivered through Classroom Monitor which class teachers use to record attainment in lessons against subject specific knowledge outcomes bespoke to our school curriculum. Formal data captures are completed 3 times per academic year at various stages linked to national data submissions particularly for end of EYFS and end of Key Stage 1. (See Assessment Policy for more detail).

In the classroom, teachers' assessments are ongoing. Teachers use a range of strategies to assess if children have acquired new knowledge and skills and their understanding and application of this.

In English and Maths children's knowledge is assessed both informally through ongoing teacher assessment and through more formal assessment activities eg at the end of each half term. In Foundation Subjects, teachers use a range of teacher judgement and assessment strategies including knowledge quizzes to assess knowledge of the current topic as well as knowledge retained from prior learning and topics.

### **6. Reasonable Adjustments**

Within our curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the SENDCo and/or subject leader to ensure reasonable adjustments are appropriately meeting the needs of the child and the objectives of each subject. On some occasions the most appropriate provision for children will be working in a smaller group outside of the main classroom or working with adult support within the classroom.

### **7. Extra Curricular Activities**

At Forefield Community Infant & Nursery School we pride ourselves on providing a wealth of extra-curricular activities for all children to participate in. The extra-curricular activities

develop a wide range of interests and skills for our children from sports clubs to creative arts clubs. Commitment to extra-curricular activities is rewarded through The Children's University. Children attending clubs can build up credits towards graduation from Children's University at the end of Year 2. Disadvantaged pupils are allocated 1 free club place per half term to encourage them to attend extra-curricular activities and remove any financial barriers that may prevent them from graduating from Children's University. Clubs are co-ordinated and monitored by our extra-curricular leader who monitors take up for all children (particularly disadvantaged children and those with special educational needs) and the range of clubs on offer to support curriculum development, working closely with curriculum leads to develop clubs linked to all subjects across the curriculum providing enrichment opportunities.

## **8. SMSC**

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our school curriculum and is reflected in every lesson through the school's ethos. Strong links between PSHE / PSED curricula provide opportunities for the discrete teaching of key concepts and objectives linked to the development of SMSC within school.

## **9. Role of Subject Leads**

Subject Leaders will:

- Ensure high quality lessons are taught across EYFS and Key Stage 1 through our agreed curriculum.
- Provide subject specific guidance/CPD to colleagues in their subject specialism.
- Monitor the teaching of their subject across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in their subject.
- Quality assure extra-curricular activities linked to their specific subject highlighting strengths and areas for further development.
- Manage resources pertinent to the teaching of their subject across the school in order to support the delivery of a high-quality curriculum.
- Liaise with subject leader at Forefield Junior School to ensure the school's curricula are sequential and provide adequate progression for children moving from Key Stage 1 to Key Stage 2.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of the curriculum and in particular the subject they lead at Forefield Community Infant and Nursery School.
- Liaise with Curriculum Lead to develop the delivery of their subject across the school.

## **10. Equality Statement**

The curriculum at Forefield Community Infant and Nursery school adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. At Forefield we recognise

that equality should reflect the individual needs of the child and not be a 'one size fits all model'. As a result, equality of opportunity may look different for each individual child in our school dependent on their personal needs.

Curriculum mapping and monitoring ensures cultural diversity is woven through all subjects in our curriculum. We are an inclusive school and take all reasonable steps to ensure all children access all subjects within the curriculum, however we do recognise our responsibility to ensure children develop robust knowledge and skills in early reading, writing and mathematics. If children do miss any lesson, for example through intervention or delivery of a speech and language programme, all reasonable steps will be taken to ensure children do not miss out on learning in foundation subject lessons. These steps will include flexible and rotating timetables to ensure the same lessons are not missed, small group catch up lessons to cover missed content, and a continuous provision approach which allows children to reinforce and revisit taught knowledge throughout the school day.

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**Curriculum Lead Sept 2021**