

Booker Avenue Infant School



'Working together, learning together'

Curriculum Vision and Policy

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1. Introduction

At Booker Avenue Infant 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 Booker Avenue Infant School a broad, diverse and ambitious 'Literacy Based' curriculum. The curriculum is based upon high quality Literacy texts that places Reading and Writing at its very heart. We have designed this in such a way that it entwines all areas of the curriculum and progresses coherently throughout each year group. Children 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 Booker Avenue Infant School, we deliver a high-quality purposeful curriculum. We recognise that without the core skills of reading and writing children will not succeed in any other areas of the curriculum. We have therefore designed a bespoke, Literacy based curriculum that endeavors to foster a love of reading and writing alongside developing lifelong skills through a broad and knowledge rich curriculum.

Our curriculum centres around engaging and vocabulary rich texts. The texts chosen provide rigour, scope and sequence across all year groups and allow for a wealth of writing opportunities across all areas of the curriculum. We believe that Oracy is the fundamental key to achieving success and that spoken language underpins the development of reading and writing. As a school we value Oracy as an integral part of how we provide an effective education. We want to develop

'word rich children' where ambitious vocabulary is taught explicitly with a focus on developing and extending children's vocabulary whilst also creating deep levels of understanding and an appreciation of words. Our topics are carefully planned to intertwine with our Literacy focus so as to structure the most engaging and inspiring curriculum for our young learners. Topic planning is designed through units of work that support the delivery of each subject area. 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 Booker Avenue every lesson is an important and valued building block of our progressive curriculum.

Each subject is meticulously planned with knowledge outcomes in each subject at least meeting EYFS and National Curriculum expectations. Foundation subjects build and develop knowledge from EYFS 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 are working closely with subject leads at Booker Avenue 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 ambitious curriculum, children are encouraged to use their Oracy skills 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 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. We aim for all children to leave Booker Avenue 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.

3. Implementation

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. Here the focus is on Communication and Language and developing strong foundations across all seven areas of the curriculum through the use of ambitious language, high quality questioning and individualised learning steps. To immerse children into new topics and associated learning, teachers will plan visits, visitors or special 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.

At Booker Avenue Infant School foundation subjects are taught in Key Stage 1 as individual disciplines i.e. History, Art, driven by high-quality texts. 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.

To enhance our bespoke Curriculum we use schemes to support specific subjects. These schemes have been carefully chosen through research and developed and adapted in order to fully meet the needs of our school and achieve the best outcomes for our children. Schemes used include Jolly Phonics/Jolly Grammar, Maths Masters, Champions PE, Kapow, Sing Up and Model Music Curriculum.

To ensure the best possible outcomes for all children at Booker Avenue, subject and senior leaders regularly monitor progress and attainment of children. As a result, curriculum delivery of some subjects may use different approaches, for example grouping children according to phonic ability, next steps and gaps in learning has proven to be extremely successful in the delivery of our school phonic program. 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.
- Are confident to express their own ideas in a respectful, supportive environment.
- Use a wide range of extended and ambitious vocabulary.
- Make links in knowledge they have within and across subjects.
- Are confident in their knowledge within each subject and see themselves as geographers, historians, musicians, athletes, 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 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 Booker Avenue Infant School 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.

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 Literacy and Maths, children's knowledge is assessed both informally through ongoing teacher assessment, and through more formal assessment activities e.g 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.

Throughout the year, subject leaders track progress using the Tapestry program. This enables them to identify areas of weakness and put in place the necessary adjustments to the curriculum, in order to ensure all children meet their full potential.

6. Reasonable Adjustments

Within our curriculum, teachers will make reasonable adjustments for all children through adaptive teaching styles and techniques, 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 Booker Avenue Infant School we provide a range 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 including Multi-sports, Dance, Maths, Choir, Percussion, Recorder and Eco clubs. Additionally, the curriculum is enhanced by weekly specialist teacher for Spanish.

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 using the Tapestry program, and other additional tools.
- 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 Booker Avenue 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 Booker Avenue Infant School.
- Liaise with Curriculum Lead to develop the delivery of their subject across the school.

10. Equality Statement

The curriculum at Booker Avenue Infant 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 Booker Avenue Infant School we recognize 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. We make it our priority to ensure children develop robust knowledge and skills in early reading, writing and mathematics. Staff work closely with the school SENDCo to identify gaps or barriers in learning and steps are put in place to ensure these children are given the best opportunity to reach their full potential. These steps will include flexible timetables, small group interventions and adaptive teaching and learning resources.

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