



September 2019

## Our Curriculum Rationale

### Our Vision

We are committed to providing a fun, happy, safe and nurturing environment, where children are inspired through a rich and varied curriculum, to become proud and successful learners.

Like fingerprints, no two children are alike. By valuing each individual child and celebrating their successes, we provide space to imagine, to unlock new ideas and to learn without limits. With time to explore and discover, children embark on a learning journey towards achieving their potential.

Through equipping children with skills and resilience, they develop confidence, curiosity, perseverance, courage and a thirst for lifelong learning.

### Our Curriculum Intent

At Chandag Infant School we are: skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, theologians, athletes, dancers, designers and technologists, inclusive and diverse. We want our children to have no limits to what their ambitions are and we want them to embody our core values. Our curriculum is carefully crafted so that our children develop academic and social skills, as well as **cultural capital**.

Our curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient. We strive for academic excellence and want our children to have high aspirations.

We encourage our children to celebrate success and through a Growth Mindset approach, to overcome challenges, act on feedback and develop the Successful Learning powers of resilience, reciprocity, reflection, responsibility and resourcefulness. We want to equip them with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing strong SMSC opportunities, with British Values and our core values placed at the heart of everything we do. We enrich children's time in our school with memorable and magical experiences in the form of focussed curriculum days or weeks. We firmly believe that it is not just about what happens in the classroom, it is about inspiring our children and instilling an awareness of the part they play in local and global communities.

### Our Curriculum Implementation

Our curriculum has been carefully built and the learning opportunities for each year group crafted to ensure progression and practice in terms of embedding key learning, knowledge and skills. Subject leaders, are developing subject specific characteristics and key vocabulary (E.g. As Geographers we.....+ key vocabulary for each unit) which we will expect the children to demonstrate in each discrete subject area. These characteristics will underpin all work in these subjects and form a focal point for Learning Journey displays in the classrooms.

We have six school values which permeate all aspects of life at Chandag Infant School. These values are **Trust, Respect, Kindness, Courage, Cooperation and Creativity**. Each term is allocated to one of these core values and these are explored as a whole-school theme. Weekly themes, under the core values umbrella theme, form the focus for our SMSC learning and assemblies. For example, our children explore themes such as 'NSPCC Speak Out, Stay Safe', 'Share Aware Online Safety' and 'Different Families, Same Love'.

Thematic planning in Years 1 and 2 has been matched to the children's interests and this is revisited annually with the new cohort. We encourage a **culture of curiosity** and start topics with a knowledge harvest; asking the children what they want to learn. This ensures that the term's unit evolves and stays relevant for those pupils.

Careful timetabling ensures full coverage of our curriculum. Subject leaders know that the scheme of work is being followed by referring to the Yearly Overviews, work sampling, carrying out learning walks and listening to learners. Our topics contain **Wow starters** and '**Time to Shine**' for each pupil, either during or as a Fab Finale to topics.

Topic work is collated in our '**Being** Books.

## **Our Curriculum Impact**

We use formative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able.

Staff annotate planning to systematically assess what the children know as a unit of work progresses and use this to inform their future planning. These formative notes then inform summative assessment judgements for each topic in every foundation subject area (and Science).

Summative Assessment takes place 3x year for Reading, Writing, Maths and Phonics and 1x year for Foundation Subjects + Science. Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle.

Pupil Progress Meetings (PPMs) take place following each main Core assessment point, providing class teachers, SLT and Governors with an accurate and comprehensive understanding of gaps that children have in their learning so that catch up interventions can be planned. These are time limited, with clear entry and exit criteria and overseen by the Inclusion Leader.

We set out actions for our School Improvement and Self Evaluation cycle 3x year on the Raising Attainment Plan (RAP). This identifies when monitoring is undertaken in all subject areas. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice. Staff are given a notional time allowance towards completing these tasks.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.