

May 2021



Where each child is special and every child matters

Curriculum, Teaching, Learning and Assessment Statement



*We love to learn and our school
is the best school ever!*

Year 2 Child

Intent

Our school curriculum is the embodiment of everything that we believe about education and the holistic healthy development of young children. It enables our children to **achieve** both personally and academically.

Our **ACHIEVE** curriculum ensures:

All children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

Children develop their love for learning in stimulating and safe environments throughout the school.

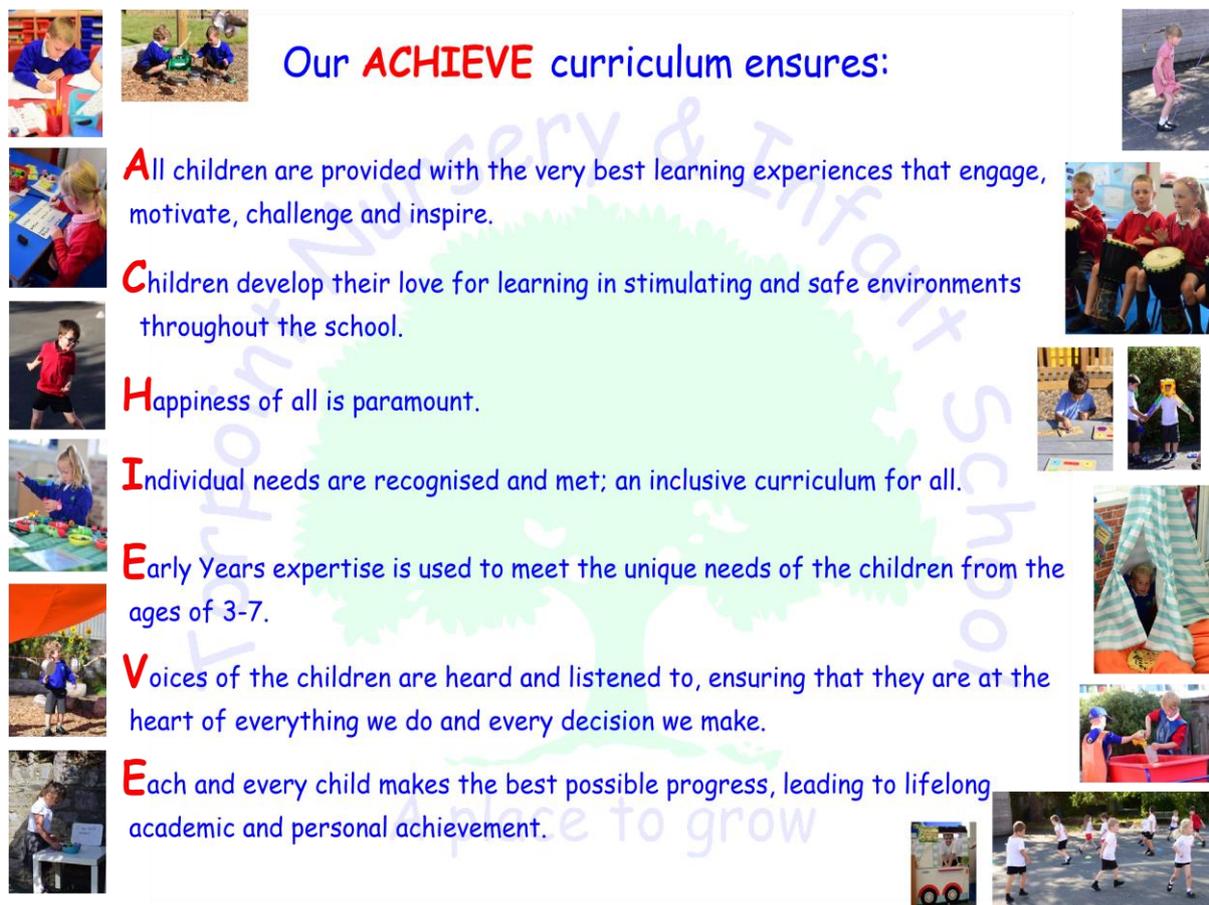
Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

A collage of images showing children engaged in various activities: reading, outdoor play, music, and social interaction. The images are arranged around the text, with some on the left and some on the right. A large, faint watermark of a tree and the text 'Forest Nursery & Infant School' is visible in the background.

As each child joins our school family he or she is embarking upon the first part of "formal" education and we want this to be a very happy and fulfilling journey for both parent and child.

As a Nursery and Infant school, we cater for the very specific needs of the youngest children; ages from 3-7 years. Our early years expertise means that everything we focus upon enables each child to become a successful learner, a happy, resilient and confident individual and a child who is ready to become a responsible member of our society.

May 2021



All children have to study the curriculum created by the Government but this forms only part of the learning which children will undertake whilst they are with us. We ensure that our children learn what we are legally required to teach but in a way that is accessible and appropriate for them.

We do not follow any published scheme of work but rather have written our own curriculum which has clear progression and the flexibility to enable staff to select content that meets the needs of learners at that time.

Children in our Nursery and Reception classes follow our EYFS curriculum which is underpinned by the Early Years Foundation Stage Statutory Framework alongside Development Matters.

In Years 1 and Year 2, children study a coherently progressive curriculum which is ambitious for all children; objectives for each curriculum area are taken from the National Curriculum.

In addition, we follow the Locally Agreed Syllabus as prescribed by Cornwall SACRE for our RS curriculum.



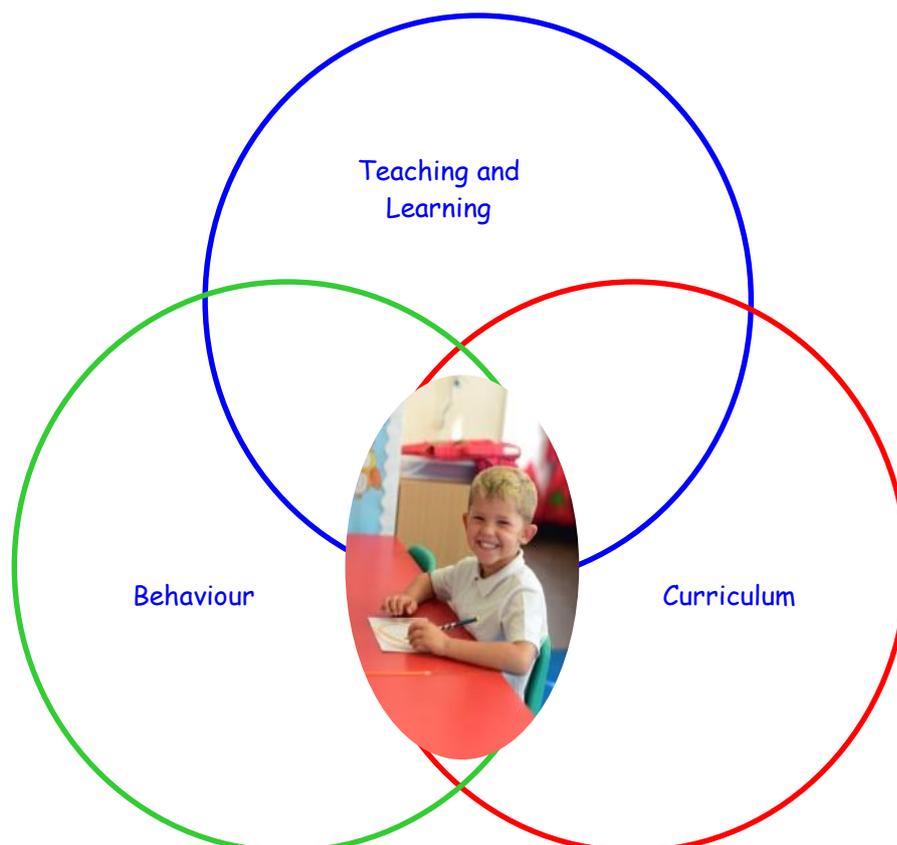
Reading is at the heart of our curriculum and as children move through their education we strive to enable them to develop as confident and independent readers, supporting them to foster an interest in words and a love of reading.

Our holistic curriculum looks beyond the academic aspects of the national curriculum. We have a strong PSHRE Programme of Study and the personal development of all children is also a key strength for the school and this is delivered through our SMSC work as well as the many and varied opportunities that the children have beyond any statutory curriculum.

The way in which our curriculum is planned, the organisation of each day and the methods that our teachers use are all in response to our knowledge of how young children learn best. We keep up to date with research and, when appropriate, we put this into place in what and how we teach.



We use the children's previous knowledge, their curiosity and their fascinations to build learning that is led by the children and which fires their imagination. The visual representation below shows how we believe that placing the child at the heart of all we do, surrounded by the most effective teaching and learning of a progressive, relevant and challenging curriculum will enable the highest standard of behaviour. Each of these three elements impacts upon the other and to achieve the highest standard in each individual aspect, we must achieve the highest standard in them all.



We make sure that we start with the interests and fascinations of the children...what do they know and what do they want to find out about?



Our focus is upon ensuring the best progress for each and every child. This means that there is an emphasis upon children developing and improving skills, knowledge and understanding, whilst recognising that there is a need for appropriate consolidation and practice. Most importantly, we develop children's independent skills so that they can apply what has been learnt in a variety of different situations and with skills, knowledge or understanding used in different combinations.

We know that children learn best when there is a consistency and continuity in our approach. Our staff have common expectations of practice, understand the rationale behind how we work and challenge and support each other to ensure that high standards are in place throughout the whole school for each and every child.

We believe that our children are entitled to high quality teaching that brings out the best in their academic and social attainment.



"Teachers are enthusiastic and have high expectations of the pupils in their class. This enthusiasm transfers to the pupils who say they enjoy learning because lessons are so interesting.

Ofsted Report - April 2015



All children in our school will:

- Be engaged in an active curriculum by doing, thinking, explaining, exploring and experimenting, constructing, combining ideas and developing different ideas, reflecting, questioning and responding to questions, discussing, investigating and being curious.
- Plan and evaluate their own and others' learning.
- Develop their creativity and imagination.
- Note similarities, identify differences and see patterns across all aspects of their learning.
- Be able to recall their learning thus enabling connections between prior and current knowledge and skills.
- Be provided with 'real life' experiences which make learning memorable.
- Understand that hard work brings results and that making mistakes is how we learn and so we must persevere.



We offer equal opportunities for all of our children whatever their age, gender, ethnicity, ability, educational needs or background. We believe that every child has unique characteristics, abilities and learning needs. We are flexible and creative in how we adapt our curriculum to meet the needs of all children and ensure the highest achievement for all.

Implementation

Whilst acknowledging the current national curriculum we have worked carefully to develop a creative and focused based approach to learning which is not merely based upon children acquiring content but rather in developing the long lasting and transferable skills, attributes and attitudes that each child needs to become a lifelong learner and equip them for a rapidly changing world.



**"Pupil's learn equally well inside and outside.
The wildlife area, as well as other areas
outside the classroom, is used successfully to
promote and stimulate learning."
Ofsted Report- April 2015**



In our school the intent of our curriculum can be seen in practice across the school; observers will see:

- Children's learning that clearly links towards the specific end points identified in the school's curriculum.
- Staff with knowledge and expertise in the subjects that they teach.
- Staff who practically implement their understanding of child development.
- Children recalling and applying what they know to current learning and in a range of contexts.
- Independent and guided practice of new knowledge and skills so that they can be recalled automatically.
- Learning environments which enable children to gain confidence in themselves as independent learners, explorers, discoverers and critical thinkers.
- Learners who are engaged in open ended learning situations which enable them to show independently, what they have learnt.
- Learning activities that are designed and arranged to help all learners, through appropriate scaffolds and challenges.
- Learning activities that are ambitious and carefully selected to remove barriers and 'lift the lid' to maximise children's learning.
- That we endeavour to place learning in every day contexts with realistic experiences that involve children in making decisions about their own learning.
- Teachers who use day to day assessment effectively to address misconceptions and accurately identify next steps.
- Reading is prioritised with focused daily teaching of reading and phonics. Children are explicitly taught to apply reading across the curriculum.
- That we fit the curriculum to the child and not the child to the curriculum.



How do we fit the curriculum to the child?

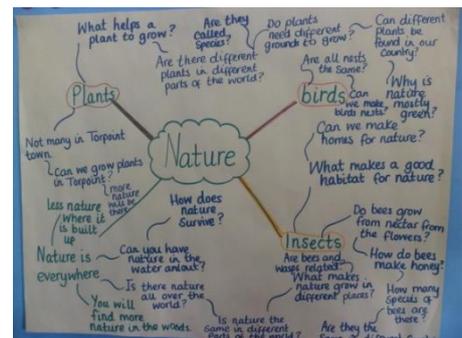
WOW moments

- Each theme is introduced to the children through a Wow moment which is led by the Magic Wand. These Wow Moments are a hook for learning which inspire and engage the children.
- It is up to the class teachers in a particular year group to decide upon the appropriate Wow moment.
- The Wow moment leads to the creation of a Mind Map by the class.



Mind Maps

- These are created with the class and the children share what they already know (thus prior learning and knowledge is clearly identified and acknowledged) and what they want to find out about. They pose challenging questions which can be philosophical or linked to information, knowledge or skills.
- The mind maps also allow our young children, who tend to be highly visual learners, a way of harnessing their creativity and spontaneity and capturing their thoughts in a meaningful way.
- The mind map stays in the classroom and, as questions are answered, this is marked on the mind map.
- Additional questions are also added to the mind maps if posed by the children.



Ensuring that we teach the EYFS and National Curriculum

Once the theme has been introduced and a mind map has been created, it is then the responsibility of the class teacher to:

- Identify the areas of the curriculum that the children's ideas can cover and which need to be covered;
- Distinguish between those areas of investigation identified by the children which are "subject rich" and those which, whilst still something that the children will investigate, will be a much briefer visit.
- Rigorous planning and recording formats ensure full, broad and balanced coverage with progression clearly identified.
- All Subject Leaders monitor the coverage, knowledge and skills taught within their area /s.
- The Curriculum Leader has an overview of the work being covered by all year groups and classes.
- Curriculum and process overviews are monitored and scrutinised.
- Evidence of children's work in books, including Learning Journeys, is monitored.
- Discussions with teachers and children about what is being taught and what has been learnt happen on a regular basis.
- Staff Meetings are held in which staff share work they are doing and coverage of the curriculum.
- Our themes are used to enable children to practice and improve upon basic skills in Mathematics and English through relevant and meaningful contexts.



Assessment

Assessment and feedback are fundamental to enable children to make the very best progress possible. All teachers and teaching assistants follow our Assessment, Marking and Feedback policies and a wide range of datum is used to inform 'next steps' in learning for groups of children and for individuals.

'Two stars and a wish' is used to celebrate what a child has done well and to identify next steps for that child. Children are frequently involved in identifying these themselves.

Timely and accurate assessments are used which are sharply focussed upon learning which ensure that all tasks set are appropriate to each child's ability and needs. Effective oral and written feedback to children ensures they can celebrate what they have done well and have a very clear picture of what they need to improve upon. Much of this assessment and feedback is undertaken orally with the teacher and the child together.

Summative assessments in core and foundation subjects are completed on a termly basis and are used to inform teaching and learning ensuring progress for all children across the school.



Behaviour

The outstanding behaviour of our children means that time is not lost by children and teachers having to deal with unacceptable, including low level, behaviour. Children are enthusiastically on task. We have a comprehensive positive reward system with clear and appropriate sanctions in place across the school.



Impact

The impact of our holistic, creative curriculum on our children is clear; progress, sustained learning and transferrable skills. At the end of Key Stage One, children leave Torpoint Nursery and Infant School with a thirst and love for learning and are equipped with skills to enable them to become successful in the next phase of their education.

Our curriculum ensures each child becomes:

- A successful reader who has a love of books and reading and can use reading across the curriculum.
- A flourishing learner, who enjoys learning, makes progress and achieves across the curriculum.
- A confident individual who is able to live a safe, healthy and fulfilling life.
- A responsible citizen who makes a positive contribution to society and who understands his/her responsibilities as well as his/her rights.

School data outcomes are evidence of the impact of our curriculum on children's attainment. Children attain well above other schools nationally across the curriculum areas

These strong foundations ensure all children are ready for the next stage of their education and are prepared to be successful, lifelong learners.

