

# Trewirgie Infant School Curriculum policy 2020-2021



Approved by: Full Governors

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2020

Next review due by:

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## Our Curriculum Intent

### We care, we help, we succeed

At Trewirgie Infant and Nursery School we want all of our child to learn to care about themselves and others. We encourage them to share their thought, ideas and feelings so we can support them to succeed to be healthy lifelong learners who are emotionally and mentally strong. Our aim is to inspire and educate our children in a happy, safe and enjoyable environment. We want our children to develop life skills, to be independent and creative thinkers and to be socially confident through education and into their adult lives. Helping them to develop respect, self-esteem and an ability to value themselves and others in order to make positive life choices for themselves.

Our curriculum is planned carefully to follow the National Curriculum objectives but always with our children and our school's locality at its heart. We provide a creative curriculum framework in which children can develop an understanding of their own skills, expertise and knowledge allowing them to explore and build upon these as a process of self-development. It is designed to be broad, balanced and relevant to the experiences and needs of our children. It is structured to allow a progression in the acquisition of skills, knowledge and understanding for our children to succeed in a changing world. All children will have opportunities to experience all areas of the curriculum. Building upon the knowledge and skills learnt and developed in Nursery and Early Years throughout their journey into Key Stage 1. Our school planning demonstrates this progression clearly.

Whole school planning



Subject Leaders ensure there is a clear sequence of building knowledge across year groups, keeping or school demographic at heart and breaking it down to composite knowledge.



Teachers adapt plans into smaller steps with individual class and child needs.

The children and our community shape the way we have decided to create our curriculum. We recognised that our children needed a curriculum that is interesting, creative, intriguing and a fun experience. Each year group and class adapt their own planning to meet our children's real life needs and their starting points. All staff set high expectations for all children. They use appropriate assessments to set ambitious but achievable targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers plan lessons so that children with Pupil Premium, SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving at their level.

Teachers take account of the needs of children whose first language is not English. Lessons are planned so that teaching opportunities are there to help those children to develop their English, and to support them to take part in all subjects.

Our Curriculum vision and intent is clearly communicated throughout our Trewirgie Infant school community. The staff decide on each termly theme that the curriculum objectives thread through. In each class, the teachers clearly identify the Learning Objectives for each lesson and identify cross-curricular links with the children. Weekly staff meetings always have a curriculum subject allotment, to discuss different areas of need or development. The Governors are updated and aware of the school's vision and developments, which are communicated in governors' meetings. At the beginning of every term, each year group will publish their topic planning map on the school's website. This communicates to parents what their child will be learning in each topic that term.

To celebrate the topic work the children are producing in school, the class teachers are sending home regular pictures of work and displays along with a weekly class email detailing the class learning for that week and the following week. This support from home will strengthen the child's understanding and learning in school.

#### Covid Recovery Curriculum

Supporting our children's mental health and emotional wellbeing has always been a major priority for our school. Since lockdown we have woven wellbeing into our way of life at Trewirgie. We introduced the emotion strips as an emotional toolkit to enable the children to recognise and communicate their feelings. This was incredibly successful, so we decided to keep that action in place.

During the Covid-19 lockdown, our school provided quality education and fun learning based around the interests of the children but still ensuring a broad and balanced curriculum. Our planning shows that we still taught phonics, writing and maths during the mornings, followed by a topic-based lesson in the afternoon. Our home learning packs reflected the learning we were delivering in school to ensure that all children were having equal access to the curriculum and the activities we were experiencing at school. After speaking to parents during lockdown, we altered some of the activities, so they were more inclusive of real-life learning experiences. This supported our parents to have more fun whilst being a home school parent.

In September, we allowed our children to settle back into routines, structure and boundaries in a safe and welcoming environment. Our classrooms are more immersive and engaging with exciting reading areas to stimulate their imaginations.

Our curriculum has continued to change in its flexibility to suit the needs of our children and their ability to access the learning planned. This has meant that, topics have been blocked to support the embedding and consolidation of the topic content. In addition to this, topics such as Science, Art,

Music, DT and ICT have been focussed on these were the topics the children were academically ready to learn. More challenging topics like Geography and History are scheduled for the spring term, when the children are academically ready to learn and engage with the complex themes within these areas.

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## 1. Curriculum aims

Here at Trewirgie Infant School, we aim to nurture and prepare children educationally, socially, morally and physically for their continuing education into the next phase and beyond into citizenship. Therefore, our core aims are:

- To provide the concepts, skills and attitudes embodied in the National Curriculum as building blocks for the educational development of our children.
- To provide each child with a safe, stable and consistent environment that can help them develop respect, self-esteem and an ability to value themselves and others.
- To develop the children's own moral values and spiritual awareness to make positive choices throughout their lives.
- To provide a broad and creative curriculum framework in which children can develop an understanding of their own skills, expertise and knowledge allowing them to explore and build upon these as a process of self-development.

In pursuit of these aims we will endeavour:

- To encourage parents to be active partners in their children's education through parent forums and inviting them into the classrooms and supporting the children on trips.
- To develop lively, enquiring minds in our children in readiness for increased independent love of learning and self-directed aspirations.
- To instil a love of learning by creative, fun, exciting and child-centred lessons that take the children on their own learning journeys, inspired by their own values and ideas.
- To foster self-reliance and readiness to learn by listening to every child and knowing their needs.
- To provide a safe and stimulating learning environment that brings a child's curiosity and imagination to life.
- To encourage our children to act kindly and with respect for themselves and one another.
- To develop an understanding of the past and our local history which will help them to live successfully in the present, and to plan intelligently for the future.
- To develop the ability to work together as a team and as a part of the Trewirgie Infant school family.
- To encourage children to value the views of others and to be able to discuss their feelings through restorative practices.

Our curriculum is designed to be broad, balanced and relevant to the experiences and needs of our children. It is structured to allow a progression in the acquisition of skills, knowledge and

understanding. All children will have opportunities to experience all areas of the curriculum. Starting with the learning and development of our youngest children in Early Years throughout their journey in Key Stage 1.

## Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Headteacher

Mrs Callow is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for children with different abilities and needs, including children with SEN.

### 3.3 Other staff

Mrs Callow and the Senior Leaders will monitor curriculum delivery and planning carefully. Mrs Clarke as Curriculum lead will work closely with Mrs Callow to ensure planning and delivery is of a high and consistent standard across the whole school from EYS throughout KS1. All staff will ensure that the school's curriculum is implemented in accordance with this policy.

Subject responsibilities are allocated to the following staff;

Mrs Clarke- KS1 co-ordinator, Curriculum Development and Music

Mrs Bateman- DDSL + SENDCo

Mr Ford-Maths

Miss Fowkes-ICT + Pupil Premium

Mrs Johns-Geography

Mrs Lawrey - History

Mrs Huddleston- Science

Miss Nugent -DT

Mrs Kaasjagar-Art

Miss Alston - RE

Mrs Montgomery-Smith - EYFS co-ordinator and Reading lead

Miss Kelly – Writing & Oracy lead

## 4. Organisation and planning

Our curriculum is thoughtfully planned out so that it has the heart of our children's needs driving it. As a staff, we agree a termly theme to excite the children and then carefully plan our topics to complement our Year group specific texts. This means that our planning is both cross curricular and year group specific.

- Every subject is closely planned from the National Curriculum objectives. Each subject is mapped out across year groups to ensure progress and progression of knowledge and skills to ensure children build upon prior information. Teachers plan and deliver, clearly sequenced lessons towards an end learning outcome. For RE, we follow and use the Cornwall agreed syllabus.

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See our EYFS policy for information on how our early years curriculum is delivered.

## 5. Inclusion

Trewirgie Infant & Nursery School is a fully inclusive school, with every child's individual needs at its heart. We consider that all children have individual needs, however there are some children that may need more support and additional interventions to ensure they achieve their full potential. We work together with parents, and if needed any outside agencies to meet an individual's needs. This enables us to target support and interventions effectively so we can work together to focus on specific learning targets and needs.

As a fully inclusive school we use a graduated approach to SEN in which every child has access firstly to high quality class room teaching, then should they need it small group work opportunities and/ or individualized teaching programs and interventions. This is delivered by our team of dedicated and well-trained staff, who remain committed to ensuring all children have access to a stimulating and varied curriculum. At Trewirgie Infants we believe in supporting the 'whole' child so interventions are not only academic, but also based upon supporting children emotionally.

Our SEN policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious but achievable targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help those children to develop their English, and to support them to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

## Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- school visits
- Governor meetings

- Curriculum planning scrutiny's

All subject leaders and Mrs Clarke as Curriculum Lead will monitor the way their subject is taught throughout the school by: Subject Leader audits, planning scrutiny's, learning walks, book looks and pupil conferencing.

Subject leaders have responsibility for monitoring the way in which resources are stored and managed within their subject, but all staff are accountable to plan carefully from the NC objectives using exciting and creative resources, at times resources themselves.

This policy will be reviewed every academic year by Mrs Callow, Mrs Bateman, Mrs Baker, Mrs Clarke and Chair of Governors. At every review, the policy will be shared with the full governing board.

### [Links with other policies](#)

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy