



## **Vision and Values**

**We believe** in bringing out the best in everyone.

**We want** all our children to be curious, confident learners who can communicate effectively.

**We want** all children to be;

- Articulate, using a rich vocabulary
- Independent, active learners who are self-motivated
- Happy, with a love of learning
- Resilient problem solvers
- Respectful members of the community, with high standards of behaviour

**We offer** high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

**We value** six fundamental characteristics of learning that encourage the children to be the very best version of themselves.

These are our **Hartford Heroes** which focus on:

- aiming high
- involvement
- perseverance
- problem solving
- reflection
- teamwork.

## **Curriculum Intent**

At Hartford Infant School (HIS) we have a bold and engaging curriculum that develops the following **core skills**:

- Curiosity (question, observe, enquire, understand)
- Confidence (resilient, independent, reflective, self-motivated, problem solver, resourceful, self-regulate)
- Communication (read, write, represent, reason, speak, listen, present, collaborate)

We deliver a **skills-led curriculum**, which is underpinned by **knowledge**. We teach the foundations children need in order to make connections across year groups and subjects, which will allow them to be successful citizens. We believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences and barriers into account. We aim for all pupils to develop the skills and knowledge they need in order to succeed across the



curriculum and reach their potential. We will provide an engaging and accessible curriculum, relevant to our community, promoting our school vision and values, in order to develop a lifelong love for learning.

We teach English, maths, reading and phonics skills as discrete, individual subjects, in addition to RE, PE, PSHE and Forest School. Our whole school enquiry encompasses science and the following foundation subjects: Art and Design, Design technology (DT), Geography, History, Computing, Music. These skills are carefully mapped out each term and across year groups to ensure clear progression, building on prior learning and are highlighted in our **HIS Skills Progression** document.

We have a three-year cycle of whole school themes (**HIS long term Enquiry Plan**) to enable pupils to develop a wealth of cross curricular knowledge, linked directly to the skills delivered. Learning at Hartford Infant School is pertinent to our children and ensures deep coverage of the National Curriculum and EYFS curriculum. We focus on **Oracy** and provide enriching and memorable experiences for our children in their community and beyond. Each term our whole school 'sparky start' generates curiosity, enjoyment, motivation and engagement, leading into two distinctly different enquiries in which we teach skills and link our knowledge. Each enquiry is completed with a shared event to summarise the skills learnt and knowledge obtained.

### **Implementation**

See **HIS Skills Progression Document** and **HIS Long-Term Enquiry Plan**.

### **Impact**

At Hartford Infant School, teachers know their class well and are confident about pupil outcomes for enquiry. They can discuss pupil knowledge and skills, and carefully plan support and challenge within enquiry time. At the end of every half term, there is a planned outcome in which children can showcase the skills and knowledge they have learnt to assess what has been taught, and this is shared with parents in our 'work share' events. Teacher assessment of these outcomes is used as a basis for planning new enquiry topics, which follow our HIS long-term enquiry plan (knowledge) and our Skills Progression document (skills). For those children working below expectations, support is put in place by class teachers and may include extra-curricular clubs or tasks, support from our SENCo and nurture team or additional classroom support when topics are revisited. During enquiry sessions, children are asked to articulate the skills they have learnt and knowledge obtained, linking this to prior learning using key sentence stems. In addition, subject leaders include a pupil voice during monitoring work across the year and each term, children are given the opportunity to discuss the skills and knowledge learnt in our whole school 'big conversations' which provides additional evidence of the impact of our teaching.

### **Assessment of maths**

Half termly assessments, created by teaching staff alongside the maths leader, are used to assess key concepts and application of skills/knowledge based on end of year expectations (EYFS/KS1 NC). This is used to plan further strengthening activities for those children who have not yet mastered key concepts and to deepen understanding for those children who have. During termly parent consultations assessments are used to inform parents of next steps for their child. These maths assessments are also used when making termly summative maths judgements, alongside books and Tapestry evidence. Attainment and progress of maths is carefully tracked across terms using target Tracker and careful intervention is implemented for those pupils falling behind expectations.

### **Assessment of English**

Each half term, children are given opportunity to write independently in English to share the knowledge and skills learnt and this often links to our whole school enquiry. Teacher assessment of this writing, in addition to everyday formative assessments, is used to plan future teaching and learning in English. Detailed running records are kept to support with teacher assessment of reading, in addition to records of phonics and Common Exception words to track progress of expectations. In addition, in KS1 we use PM benchmark



to assess children's word and comprehension reading across the year to support our reading judgements. Tapestry is also used during guided reading time to record children in reading. In Year 1, children also participate in Phonics Screening Checks in preparation for this statutory end of year check, and targeted support is put in place where required. Attainment and progress of reading and writing is carefully tracked across terms using target Tracker and careful intervention is implemented for those pupils falling behind expectations. During termly parent consultations assessments are used to inform parents of next steps for their child.

#### Assessment of Science

Scientific skills and knowledge of science is assessed using teacher assessment each half term. In addition to observations on Tapestry, class discussions and written recording of science in enquiry books, mini quizzes are also used in KS1 to assess knowledge of specific topics in science, e.g. plants. All information is used to inform termly teacher judgements of science on Target Tracker. Science statements for knowledge and 'working scientifically' skills are highlighted according to how well a child has mastered this and appropriate support/challenge is put in place when revisiting this topic across the year. At the end of the year, a summative judgement of science is made using Target Tracker which is shared with new teachers and parents.

#### Assessment of PE

Each half term, teaching staff assess children's progress towards National Curriculum expectations for Physical Education (PE). This is analysed by the PE leader and staff put in place relevant support or challenge accordingly within the PE lesson. iPads are used as a tool for assessment by teachers, including peer and self-assessment and provide a record of progress across the year.

#### Assessment of RE

Religious Education (RE) is assessed at the end of each Key Stage and reported to Cambridgeshire County Council. Teacher assessment is used as a basis for this assessment, using evidence from RE Theme days of responses to the 'big questions' taught.

#### **The following policies should be read in conjunction with this policy:**

- Marking and feedback
- Assessment
- Teaching and learning

#### **Monitoring**

Individual subject leaders keep a log of actions undertaken to monitor teaching, learning and outcomes for their subject, which is shared with the Curriculum leader to plan for continued improvement. The Curriculum Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting regularly to the Governing Body.

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