

Hartford Infant School Curriculum Policy



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.

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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.

SEND Learners

At HIS we will provide a secure and accessible environment, within which all our children can flourish. Teachers will have high expectations for all children and will meet individual needs as they arise. This bespoke provision may mean making changes to the environment, methods of communication or resources utilised. Staff will be deployed to support children in the most appropriate manner and outside agency advice will be followed. In our lessons we will help pupils develop the skills and knowledge needed to succeed across the curriculum and reach their full potential. Our teachers recognise that children all begin at different starting points, each child's progress is unique will be tracked rigorously and celebrated. Our children will become, to the best of their ability, inquisitive and independent learners, prepared to challenge themselves and try new experiences on their journey. All staff will work with rigour and determination to prevent any form of learned dependence. All children will demonstrate tolerance towards each other and be inclusive of all groups within their learning, play and social time.

Individual Subjects:

Core subjects:

All of the core and foundation subjects outlined below will incorporate **oracy**. In our lessons, we will encourage effective questioning, active listening and constructive peer discussions using sentence stems with Makaton to ensure they are rich in talk. Our children will be able to share their thoughts articulately both orally and in written formats.

In **English** we will provide for the language development of pupils and will develop their ability to use language to think, explore, recognise and communicate their ideas. In our English lessons we will use high-quality core texts to inspire a love of literature. We will teach children specific oracy, reading and writing skills which are then embedded across the curriculum throughout the day. Our children will be literate so that they can communicate their ideas and emotions to others effectively.

In **maths** we will support the aims of the National Curriculum by teaching mathematics through a problem solving, fluency and reasoning approach that will develop self-confidence and resilience in children. In our lessons we will support children to develop mathematical understanding in small and coherent steps using a concrete, pictorial and abstract approach. We will build on and make connections with previous learning, use appropriate mathematical structures and models to support understanding. We will

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introduce and reinforce mathematical vocabulary and teach children how to explain how they know in full sentences. Our children will gain a secure, deep and long-term understanding of mathematical concepts and thinking, be capable of solving deeper and sophisticated problems or if necessary, given time and additional support in order to strengthen their understanding.

In **science** we will foster children's innate sense of curiosity to learn about the world around them. In our lessons we will cover the topics materials, plants, humans, animals and habitats. These are visited twice a year, to allow for coverage, progression and to ensure misconceptions and gaps in learning can be addressed. Working scientifically is woven within our weekly science lessons. Our children will be curious, observative, and reflective.

Foundation subjects:

In **art and design** we will study a different artist each term, carefully chosen to suit the age of our children, the community in which we live and the skills we wish to teach. In our lessons we will focus on one of the key elements, painting, drawing or sculpture but we will always begin each unit with an observational drawing session. Our children will develop a wide knowledge and skills set, which they will be encouraged to practise throughout the year, using our artist studios.

In **computing** children will learn to use technology for both learning and pleasure. In our lessons we will cover the topics programming, digital literacy, understanding technology and e-safety. These topics will be visited each term but with a different focus. We believe the order in which we teach these is progressive, and e-safety and understanding technology are woven into each computing lesson across the term. Our children will be equipped with the foundational skills needed to help them become capable users of modern day technology both now and in the future.

In **design and technology** we will give children the opportunity to learn, practise and develop the skills of designing, making and evaluating. In our lessons we will teach children the skills to confidently create purposeful products from textiles, food and card. Our children will develop a wide knowledge and skills set, which they will be encouraged to practise throughout the year, using our construction areas.

In **Forest school** we will promote imagination, independence, perseverance, risk taking and confidence through a child centred and holistic approach to learning. In our lessons we will, where possible, link activities with our whole school themes, building on cross curricular knowledge and skills across the year, whilst studying seasonal change and site variation. Our children will safely develop their love and understanding of the natural world, as confident and curious individuals.

In **geography** we will develop children's curiosity and fascination about the world and the people within it, whilst teaching skills that will allow them to build upon this knowledge in the future. In our lessons we will teach a progression of geography concepts, skills and knowledge across the year starting within our local environment and community in the autumn term, leading to the United Kingdom and then the wider world. Our children will make connections and build upon the knowledge and skills taught whilst becoming curious about world they live in.

In **history** we will inspire children to want to know more about the past, develop an understanding of the passing of time and how this has changed the world they live in, whilst also developing the skills and passion needed to build upon this knowledge in the future. In our lessons we will teach a progression of history skills and knowledge through a chronological approach, going further back in time as the academic year progresses. Our children will make connections and build upon the knowledge and skills taught, inspiring them to be historians of the future.

In **music** we will promote enjoyment and confidence through a love of music in all children. In our lessons we will encourage children to sing songs, explore and compose sounds musically, listen to and understand live and recorded music and play tuned and untuned instruments. In our singing assemblies we will collectively sing seasonal songs

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each week. We will share music and singing with the wider community by inviting our local church to join in with Harvest and parents to enjoy our Christmas, Easter and Summer performances and events. Our children will be able to appreciate and understand the different dimensions of sounds, be confident when performing to an audience, use musical instruments to compose and express themselves through music.

In **PE** we will expand our children's knowledge and understanding of both the physical and mental health benefits PE has on their daily lives. In our lessons we will develop the children's physical skills, motivation, perseverance and confidence through games, gymnastics and dance to help our children to achieve their goal. Children will be given the opportunity to participate in competitive activities across the year. Our children will have the foundations to build upon their passion and lifelong engagement of healthy, active lifestyles.

In **Personal, Social, Health and Economic Education (PSHE)** we will deliver an engaging curriculum which enables our children to become physically and mentally healthy, independent and responsible members of society. In our lessons we want our children to understand and gather the necessary skills to navigate the challenges they face in growing up and to develop their sense of self-worth. Our children will be the best version of themselves and play a positive role in the school and wider community.

In **RE** we will learn about Christianity, Islam and other principal religions in local, national and global contexts, through balanced and well-informed lessons using the Cambridgeshire RE Agreed Syllabus. In our whole School RE theme days children will ask and be asked challenging questions - about religious life, belonging, special books and religious people. They will learn to listen to, challenge and respect the ideas of their peers and others. Our children will develop their sense of identity and belonging and enable them to flourish individually within their communities and as respectful citizens in a diverse world.

Implementation

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 Progression** document. Our half termly **enquiry organisers** detail the knowledge and skills to be taught within the subjects taught, building on from prior learning.

We have a three-year cycle of whole school themes (**HIS long term Curriculum Plan**) to enable pupils to develop a wealth of cross curricular knowledge, linked directly to the skills delivered, and promote our school vision and values. 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 half term our whole school 'sparky start' generates curiosity, enjoyment, motivation and engagement, leading into our 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.

See **HIS Progression Document** and **HIS Long-Term Curriculum 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 recorded on our half termly **enquiry**

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organisers and is used as a basis for planning new enquiry topics, which follow our **HIS long-term enquiry plan** and **Progression document**. 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

End of unit 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 (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 **Insight** 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. There are also further opportunities to share their knowledge and skills learnt through a written piece in enquiry. Teacher assessment of this writing, in addition to everyday formative assessments, is used to plan future teaching and learning in English. Our HIS Marking and Feedback policy provides further information. 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, we sometimes use PM benchmark to provide additional reading evidence across the year to support our reading judgements. All children in KS1 have a reading exercise book to record written response to texts. Tapestry is also used during reading time to record children. In Year 1 (and Year 2??), 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. This also applies to Year 2 pupils retaking the check. Attainment and progress of reading and writing is carefully tracked across terms using **Insight** 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 and recorded on our **enquiry organisers**. In addition to observations on Tapestry, class discussions and written recording in science 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 **Insight**, 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 Insight which is shared with new teachers and parents.

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Assessment of PE

At the end of every PE unit of work, teaching staff assess children's progress towards Early Years/National Curriculum expectations for Physical Education (PE) and Physical Development (PD). To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each unit of work on which to record children falling below expectations. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation. 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. Achievements in PE are celebrated with parents using Tapestry.

Assessment of PSHE

PSHE is taught and assessed in accordance with the Cambridgeshire Primary Personal Development Programme. Teachers will assess children's knowledge, skills and understanding through discussions, open ended questions or recorded work as part of our half termly or end of unit 'tasks'. To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each unit of work on which to record children falling below expectations. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation.

Assessment of RE

RE is taught and assessed in accordance with the Cambridgeshire Agreed Syllabus. Teachers will assess children's knowledge and understanding of Religious Education through discussions, open ended questions or recorded work during our whole school RE theme days. These achievements in RE are celebrated with parents using Tapestry. To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each unit of work on which to record children falling below expectations. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation. It is recognised that there are some areas important to RE which may not be appropriate to assess objectively, for example, a pupil's own personal beliefs. Religious Education (RE) is also assessed at the end of Key Stage1 and reported to Cambridgeshire County Council.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities. At Hartford Infant School we have high expectations of all pupils and of all groups of pupils. We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified. We recognise and value all forms of achievement.

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

- Marking and feedback
- Assessment
- Teaching and learning

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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.

Written: September 2019, updated September 2020, updated July 2021

Ratified by standards Committee: