

All Different, All Equal, All Achieving



Our Curriculum Intention

Park Hill Infant School offers a broad and fully inclusive curriculum for all young children. With a high percentage of EAL, More-Able, and SEND learners we believe that every child should achieve their full potential in a 'hands on', challenging and stimulating learning environment. Our curriculum is ambitious and progressive, sequenced to build towards clearly defined end points for every pupil in every subject. We offer more than just the development of subject-based skills, language, knowledge and understanding; we ensure that our curriculum is developed around the needs and interests of the 'whole child' where all learning is focused and personalised for our pupils' individual needs.

We aim to equip the future generation with the knowledge and cultural capital they need to succeed as educated citizens in modern day society. Our intention is for every child to leave us well prepared with a strong skillset, broad interest in the world, and a range of life-long learning experiences which will inspire them to thrive and be the best that they can be throughout their future education and beyond.

Implementation

Leaders at all levels ensure that our Curriculum is pupil-centred, developed and personalised by the whole school team and adapted each year in order to address the needs and any gaps in skills and knowledge which each cohort requires. Our Curriculum is therefore unique to our school and comprises many different approaches. Pupils begin their journey in EYFS and embark upon a trajectory towards expertise; through a joined-up curriculum. Regular review and assessment is an important part of the process, in order to monitor whether knowledge is retained in the long term memories of the children. Over time all pupils embed and use knowledge from a range of subject areas fluently.

Long term objectives from Development Matters (EYFS) and the 2014 National Curriculum (KS1) are coherently planned by leaders and teachers to ensure sufficient coverage and progression across the Year Groups. Half termly contexts for learning are then developed from suggestions pupils have made in termly curriculum questionnaires. These are monitored by leaders, in order to provide a wide range of challenging learning opportunities which embed skills and understanding sequentially for each subject. All subjects are valued equally and celebrated within the school learning environment. We plan weekly for the wider curriculum, mapping out and connecting all areas of the curriculum alongside the weekly English, Phonics, Maths and Science sessions. Leaders use observation, pupil interviews, book and planning analysis and summative/formative assessment to check understanding and inform further teaching. This information is also used to monitor and plan for enrichment and support for all groups of pupils, including extended challenge for the most-able. Leaders also provide many opportunities for pupils to engage with particular subject areas and experiences such as annual Science Week, Children's Mental Health Awareness Week, Arts Week, Book Week and Humanities Week.

Each context in KS1 begins with pre-learning challenges (Sometimes set as half-termly home learning) ensuring that all learners are engaged, immersed and involved in the context for learning from the beginning. Each half term we also plan a creative 'hook' for each learning context, workshops for parents, and a variety of school trips and visitors. These are adapted in order to meet the needs and interests of each cohort. When beginning a context, pupils present what they already know to their class and from that misconceptions and particular interests and questions are presented on the 'Thinking and Learning Wall' which is referred to throughout the discoveries the class make.

With a vast majority of EAL learners we highly value regular opportunities for speaking and listening, role play, oral rehearsal and pupil presentation. The early acquisition of language is key for our young pupils to become independent thinkers and learners. Talk for Writing, Power of Reading, Jolly Phonics, and Letters and Sounds contribute to the strategies which are used in order to improve language acquisition and confidence. Story and text based planning is arranged progressively to ensure that our Curriculum is connected through literature and that children are exposed to high quality texts, broad and challenging text structures and rich language. Reading for pleasure has a high profile across all areas of learning and alongside phonological awareness, decoding and comprehension, children are encouraged to think as a reader and a writer. We use a wide ranging reading scheme in order to expose all pupils to stimulating texts and to challenge and engage pupils at different levels and with differing interests. Key Maths skills are also embedded through the development of our 'KIRFS' (Key Instant Recall facts) which are learnt in order for pupils to confidently use their number knowledge in a range of deeper contexts. We develop a balance between shallow and deep learning in order for learners of all abilities and backgrounds to access the full curriculum. Pre-learning challenges enhance opportunities for less advantaged / SEND pupils through the promotion of key vocabulary and knowledge early within a context for learning. This is then used as a solid basis for new learning. White Rose is used as an overall sequence of skills progression in Maths, alongside a range of practical opportunities for all pupils to investigate and experience Maths in real life contexts.

Children also take part in a 'STEM' challenge which connects Science, Maths, DT and Computing skills and encourages investigative reasoning and questioning. Opportunities for pupils to develop their computing skills are integrated and designed to equip children with the understanding and skills needed to live in a technological world with a solid understanding of the need for e-safety.

Leaders ensure that teachers' subject and pedagogical knowledge consistently builds and develops over time, through targeted highly effective professional development. Teachers make daily revisions and adaptations to planning in order to provide suitable and appropriate experiences and challenges for all pupils in order for them to make progress from their own starting points. All members of staff work to ensure that their own spoken and written English supports our young pupils' language and vocabulary acquisition. At the end of a context for learning there is time for reflection. The final learning challenge is often given to the children as a 'key question' which helps them to streamline and review their work and progress.

OUR CURRICULUM VALUES

At Park Hill Infant School, we promote five values (Kindness, Respect, Courage, Honesty and Positivity). Through curriculum planning and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We value the backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. This is particularly important as our school represents such a diverse community with 42 different languages spoken. Our curriculum is also designed to enhance cultural capital for all, with a broad range of opportunities and experiences available, which many pupils may not usually have exposure to. We enable students to develop their self-knowledge, self-esteem and self-confidence and provide equal opportunities for all.

INCLUSION

All pupils at Park Hill Infant School, whatever their previous experience, gender, special need, language, talent or ability will have access to genuine equal opportunities, which will enable them to experience and benefit from all aspects of school life. Our ethos 'All Different, All Equal, All Achieving' applies to everyone in our school community and permeates all aspects of school life. Provision Mapping is in place in each class to ensure that the individual and differing needs of all children are met. Interventions are carried out by senior teachers, class teachers, learning support and specialist teachers depending on the needs and areas of development of individuals. This also includes those who require further challenge and enrichment activities (such as developing 'Sports Leaders' in PE). These opportunities are available to all pupils and are adapted regularly and accordingly. This is also planned for individually for every session by class teachers and supported by subject leaders to ensure that the highest expectations for learning are established within each objective for every ability.

LIFE LONG LEARNING (SUPER-SKILLS)

Children are encouraged to be independent and use our ten "Super-skills for Learning". An effective learner is someone who... makes connections; collaborates; communicates; perseveres; is reflective; is confident; is creative; is a risk taker; is resourceful; is curious. Children are rewarded for using these skills in their learning and are able to recognise these skills both in their own and others' learning.

GROWTH MINDSET

We encourage pupils to develop a 'Growth mind-set' throughout all areas of learning. Through this, children learn that talents can be developed and that great abilities are built over time with perseverance and independence. We embed the idea that mistakes are to be viewed as an opportunity to improve, develop resilience and to increase success through raised effort.

MENTAL HEALTH, MINDFULNESS and WELL-BEING

In order to nurture the 'whole child' across the curriculum our pupils and staff are taught ways to ensure that they keep themselves healthy, (bodies and minds). They have time to discuss their worries and time for relaxation, including meditation exercises and quiet time for thinking deeply. Across the school mindfulness is embedded through curriculum topics and sessions are planned alongside our PSHE scheme 'Jigsaw' which encourages a positive mentality and time for children to connect with their inner emotions. There is a significant focus in the school on staff wellbeing. Regular mindfulness sessions have been delivered to all staff, staff have 1 to 1s with the Head teacher and bespoke wellbeing days. These initiatives have a positive effect on staff wellbeing, which in turn ensures the best possible outcomes for our pupils. Children develop a growth mind-set attitude towards their own learning. Children and staff are encouraged to be resilient, to believe that effort creates success and to think about the ways in which they learn best.

PARTNERSHIP WITH PARENTS

'Terrific Tuesday', 'Wonderful Wednesday', and 'Thrilling Thursday' are weekly opportunities for parents to work alongside their children and experience the current challenges their children are working towards. Alongside this we hold 'Monday drop – ins' for parents to discuss their child's learning from the week before. Each half term we invite parents to engage with us in the classroom for a half day 'Curriculum Workshop' where they can learn with their children and have the opportunity to get involved in practical learning in a range of subjects which they can use to give support at home. 'Open Classroom' and Parents Evenings are also held termly in order for parents to gain individual feedback about their child's progress and to review their child's learning in the classroom environment. In addition to this we also run numerous parent information meetings such as 'E-Safety Awareness', 'Promoting Positive Mental Health in Young Children' and 'Developing phonological Knowledge.' Parents are invited to a 'Headteachers Award Assembly' every half term, where our 'Superskills for Learning' are promoted and rewarded, ensuring a whole school community approach.

COLLECTIVE WORSHIP

Through our daily act of collective worship, we reinforce the aims and values of our school and the concept of spirituality. We promote a learning environment in which learners' best efforts are valued. We recognise individual needs by ensuring an inclusive school community. We help children to develop positive attitudes and to develop respect for self and others. We ensure children develop an understanding of the world in which we live, alongside an appreciation of diversity in race, religion, culture and beliefs.

OUTDOOR LEARNING

Throughout the school we utilise opportunities for outdoor learning wherever possible so that children can explore the outdoor environment, link what they are learning to the natural world, and take part in stimulating real life challenges such as gardening and building. We have an outdoor gardening area 'Cotelands', Year One outdoor classroom and EYFS outdoor learning environment which are in use throughout the year. In addition we make regular enhancements to our playground space, responding to pupil and parent voice.

IMPACT

Our pupil's attainment and achievement is consistently well beyond the national expectations (see tables below) and our pupils become independent, knowledgeable learners, well prepared for their next step in learning. Book analysis shows an excellent quality and breadth of learning across the curriculum for all groups of pupils. Every pupil leaves us with a rich and wide range of experiences and memories which will impact on their future enthusiasm for life-long learning.

KS1 OUTCOMES

Year 2 End of key stage 1 - 2019 results

	Working at the expected standard (or above)		Working at greater depth within the expected standard	
	All	Disadvantaged pupils	All	Disadvantaged pupils
Reading	92%	100%	55%	75%
Writing	94%	100%	37%	33%
Mathematics	91%	92%	47%	33%

YEAR ONE PHONICS SCREENING CHECK OUTCOMES

Phonics Test: In 2019, 94% of our Year One aged pupils achieved the benchmark of 32, (96% PHI 2018, National 2018 83%). 100% of children entitled to the Pupil Premium grant reached the benchmark.

EYFS ATTAINMENT

	% at least expected		
	PHI 2019	PHI 2018	National 2018
GLD	73%	75.6%	71.5%

Our Children say.... "I learn fun and exciting things"

"the learning gets so much harder every year."

"I am proud of the work I produce because I try my best and give it 100%."

"Having a growth mind-set means being positive so I can improve."

"I think the work changes and it gets trickier in Geography. I had to learn about the equator this year but I didn't know that was why it was hot and cold in different places last year when I learnt about the UK"

"It gets harder in Maths... it's not just numbers, I have to do investigating too."

"when I was learning something in mathematics, I could write the numbers, but my English helped me write the numbers in words."

"Leaders are reflective... outward looking and keen to create the best possible curriculum for all children and pupils. The revised curriculum has a clear focus on a sequence of knowledge and challenge for all. The curriculum is broad and balanced and providing a systematic approach to children and pupils' acquisition of knowledge. There is a clear focus on high expectations and aspirations for all pupils and the development of 21st century skills. The curriculum is enriched through a wide range of activities both in and outside of school which provide 'cultural capital' for all pupils including those that maybe disadvantaged." –

Aspirational Education 2019