

# All Different, All Equal, All Achieving



## Our Curriculum Intention

At Park Hill Infant School we offer a **broad and fully inclusive** curriculum for all young children. With a high percentage of learners with English as an additional language, we ensure that **reading and vocabulary acquisition** are at the heart of our curriculum and aim for every child to read fluently with strong comprehension skills, developing a **life-long love for reading**. Every child has **equal opportunities** to achieve their full potential in a 'hands on', challenging and stimulating learning environment.

We aim for all our pupils to be able to effectively **self-regulate and manage their feelings** while developing **positive and respectful relationships** with others and **high levels of emotional literacy**. We aim for them to leave us with the knowledge of **how to keep themselves physically and mentally healthy**. We aim to equip the future generation with the **knowledge and cultural capital** they need to succeed as educated citizens in modern day society with sound judgement, demonstrating our '**High 5 Values for Life**' which will enable them to make effective, positive choices and ensure that they have the ability to **keep themselves safe**. Our intention is for every child to leave us as with a **broad interest in the world** around them, and a range of **life-long learning experiences** which will inspire them throughout their future education and beyond to contribute positively and take an **active part in society and within our local context**.

Our curriculum is **ambitious and progressive**; sequenced towards clearly defined end points which challenge every pupil, in every subject. Throughout all subjects we encourage our children to use their '**Super skills for Learning**' to become successful and **independent learners** for life. Alongside this, 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 **memorable, focused and personalised** for our pupils' individual needs.

## Our EYFS Curriculum

In the Early Years at Park Hill Infants School we aim to promote a lifelong love of learning by providing a **broad and balanced curriculum** that is **language rich, practical and enjoyable**. In the EYFS we intend to **embed key skills** and ensure that all pupils develop an appropriate level of **independence** so that every child is **ready and able** to access the planned curriculum in Year One in the following September. The children are given a wide range of **stimulating learning experiences** both **inside and outside** the classroom, which are shaped by their interests and needs.

We plan for all children to develop their **communication and language skills** every day through **play, investigations** and **problem-solving** alongside their peers and with guidance and scaffolding from practitioners.

We intend for our pupils to thrive not only in their next stage of education but into the future as **well-rounded, respectful and kind citizens** who are **understanding** towards **people's differing beliefs and needs**. We aim to equip our children with the understanding and skills to identify and **deal with their personal emotions and feelings** and **promote self-regulation** from the start of the EYFS.





## Using a Growth Mindset

We highly value the use and development of a **growth mindset** approach to learning. This **growth mindset** is based on the belief that basic qualities can be cultivated through our efforts and that our **ability to succeed can be altered** if we **thrive on challenge** and understand that mistakes and failure are a springboard for growth and for **stretching our existing abilities**. Through this, children learn that **talents can be developed** and that **great abilities are built over time** with perseverance. We embed the idea that **mistakes are to be viewed as an opportunity to improve**, develop resilience and to increase **success through raised effort**.

“Having a growth mindset means being positive so I can improve.” Year One pupil



## Mental Health and Well-being

“We do things like balloon breath, and massage to relax. If things go wrong you can do hand breathing”

Year Two pupil

We believe strongly in the **nurture of the whole child** across our school curriculum. Our curriculum incorporates and teaches pupils ways to **ensure that they keep themselves safe and healthy**, including both their **bodies and minds**. Regular time to discuss **worries, feelings and emotions** as well as time for relaxation, including meditation exercises and quiet time for thinking deeply are timetabled in every class and we enable flexibility for class teachers to give focussed **Circle Times** as often as a class requires. Across the school, mindfulness occurs each morning in our **Daily Pause**, and our **PSHE scheme JIGSAW** provides opportunities for **pupils to develop a positive mentality** and time for children to **connect within their class community** and with their **own inner emotions**.



We have a significant focus on **staff wellbeing**. Mindfulness sessions and training have been delivered to all staff, as well as regular ‘1 to 1’s with the Headteacher and receiving bespoke well-being days. These initiatives have a positive effect on staff wellbeing, which in turn ensures the best possible outcomes for our pupils.

## Our Curriculum Delivery

Leaders at all levels ensure that our Curriculum is **engaging and pupil-centred** as well as being **unique to our school** and the **young age** of our pupils. We develop exciting themes and contexts for learning each half term taking suggestions from pupils, and create **Topic Webs** using the **Early Years Foundation Stage Statutory Framework 2021**, objectives from **Development Matters 2020**, and the **National Curriculum (KS1) 2014**, as well as our chosen additional curriculum content. In each subject we have developed ‘**Vocabulary, Knowledge and Skills (VKS) Ladders**’ to ensure the **clear progression** of each concept. From this, teachers **personalise lessons** in order to address the specific needs and gaps in skills and knowledge for individual pupils.

“My teacher gives me feedback on what I did well, then I know what to try next. It helps me to keep learning.” Year One pupil



“I think the work changes and it gets trickier in Geography. I learnt about the equator this year and now I know why it is hot and cold in different places” Year Two pupil

The consistent use of **AFL**, regular review and **formative assessment** is an important part of our teaching and learning process. We begin each session by **reflecting on prior knowledge**, consider what should be the **next step in the learning**, and discuss ‘**What we are learning today**’ (WALT). This is then clearly **explored, investigated and modelled** with **challenges which are adapted** for each child’s specific starting point. The **acquisition of knowledge and skills are monitored closely** throughout each session with **incisive feedback** embedded in all sessions, and regular opportunities for **self and peer assessment** (known as ‘Bubble and Block’). Over time, all pupils demonstrate that they can **apply knowledge from a range of subject areas** fluently, **transfer skills** appropriately, choose and use **effective methods** and **learn independently** across the curriculum. Where pupils require additional support, there are opportunities within every session for **additional guidance and scaffolding** to be given. **Targeted intervention** is planned according to specific pupil need and may involve **pre-teaching, re-capping on prior learning, or consolidating practise** of key skills and knowledge.

## Contexts for learning

Contexts for learning begin with a **creative hook** or **pre-learning challenge** which ensure that all learners are engaged, immersed and involved from the very beginning of a new **theme, topic or story**. Pupils present what they already know to their class, (sometimes this is part of a **home learning project**), and from that, misconceptions and particular interests and questions are presented on the class **'Thinking and Learning Wall'** which is referred to and added to throughout the discoveries the class make. From this the class teachers adapt planning to ensure that the cohort's learning needs are addressed, and plan for additional enrichment and opportunities which will further learning.



## English

We plan frequent **opportunities for speaking and listening**, role play, oral rehearsal and pupil presentation to ensure that language is learnt in multiple and various contexts in order to become memorable. The **early acquisition of vocabulary** is key for our young pupils to become **independent thinkers and learners**. **Talk for Writing**, the **CLPE Power of Reading**, **Reading Eggs**, **Helicopter Stories**, and **Little Wandle for Letters and Sounds Revised** contribute to the programmes and strategies we utilise in order to develop early reading. **Stories are at the centre of our Curriculum** and are chosen to ensure that they **provide links to current issues, events, morals and values across a diverse range of cultures and backgrounds**. We ensure that all children are exposed to the **highest quality, broad and challenging text structures with rich language**. **Reading for pleasure has a high profile** across the school with **inviting book corners, daily story times** and enrichment including **theatre trips, drama and story workshops**. Alongside the **systematic development of Phonics**, children are **taught the skills of decoding and comprehension during daily 'Book Club' early reading sessions** where children are encouraged to **think critically, enjoy stories and engage with texts of all types including newspapers, comics and poetry**.

We use a systematic and **progressive reading scheme** following **Collins Big Cat for Little Wandle Letters and Sound Revised** texts, in order to provide all pupils with **stimulating, decodable reading books at the appropriate level**. These texts are also available through the **e-book library**.



"I love hearing my teacher read us stories, they are so funny! I love Superworm the best" EYFS pupil



## Maths

Key Maths number skills are embedded through the regular practise of our **'KIRFS' (Key Instant Recall facts)** in order for pupils to confidently retain basic number knowledge and be able to apply this in a range of contexts. We utilise aspects of the **White Rose Maths** scheme in our overall sequence and planned skills progression for Maths, alongside strategies and research from the **NCETM (National Centre for Excellence in the Teaching of Mathematics)**. Maths is taught across our school using the **CPA (Concrete / Pictorial / Abstract) approach**. Concrete resources and pictorial representations are used to teach and model concepts and when secure, children learn to use the representation of simple abstract concepts.

## Science and the Foundation Subjects

Across our curriculum we capitalise upon all possible **cross-curricular links**, as these further strengthen opportunities for memory retention. In KS1 all subject areas: English, Maths, Science, PE, PSHE, Music, RE, Art and Design, Design Technology, Computing, History and Geography are taught explicitly within timetabled sessions and we develop any possible **connections across key concepts and themes**. In the EYFS, the **seven areas of learning and development**, (Prime areas: Communication and Language, Physical Development, Personal, Social and Emotional Development and Specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design) are taught throughout the school day within our continuous provision. All subjects are celebrated and Subject Leaders plan specific opportunities throughout the academic year for pupils to engage with particular subjects, such as our annual **Science Week, Children's Mental Health Awareness Week, Arts Week, Book Week, Get Active Week** and **Humanities Week**.

"The variety of work and subjects is engaging and challenging." Year Two parent



## Partnership with Parents

Parents are invited every week to attend **EYFS Terrific Tuesdays, Year One Wonderful Wednesdays** or **Year Two Thrilling Thursdays**, to work alongside their child. We also deliver regular **Curriculum Workshops** for parents in each subject area where the class teachers model a teaching session to parents and give them tips and support to develop their understanding of current curriculum aims and objectives. We also hold **'Monday drop – ins'** for parents to discuss their child's current learning without an appointment. Each half term we invite parents to engage with us in the classroom for a half day **'Curriculum Workshop'** where they have the opportunity to sit in on a classroom lesson and see for themselves **how teachers deliver the current curriculum content**, and how learning routines work for their child in their learning environment. We ensure that each curriculum workshop covers different subject areas so that parents can see how the broad curriculum fits together.

"it's interesting to see how the children are taught, and I will be using this at home to support their reading and writing." Year One parent



**Open Classroom** and **Parents Evenings** are held termly in order for parents to gain **specific individual feedback** about their child's progress and to review their child's learning and next step targets. In addition to this we also run frequent parent information meetings such as **E-Safety Awareness, Promoting Positive Mental Health in Young Children** and **Developing Phonological Awareness**. Every child receives a special **Headteacher's Award** celebrating their successes within our curriculum during their time in KS1 and parents are invited to the **Headteachers Award Assembly** each half term **along with members of the School Governing Board**.



## Collective Worship

We hold a daily act of **collective worship** that lasts approximately fifteen minutes. This may form part of a morning assembly, whole-school or class, and/or a classroom-based reflection time. We conduct worship in a **dignified and respectful** way. Worship time is a **period of calm reflection**, we regard it as a special time, and expect children to behave in an appropriate way. During this time children are **quiet and thoughtful**, to **reflect inwardly** in their own way. We create an **appropriate atmosphere** by using music, and sometimes candles or other special objects or images, to focus the attention of the children. Through our daily act of collective worship, we **reinforce the aims and values** of our school and the concept of spirituality. 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 learn to the natural world**, and take part in **stimulating real life challenges** such as **gardening and building**. We have an **outdoor gardening area**, a **Year One outdoor classroom** as well as a **well-resourced, stimulating 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.



## What is the impact of our Curriculum?

### Monitoring

Leaders at all levels monitor **standards of teaching and learning** rigorously across the curriculum through **regular learning walks, lesson visits, pupil interviews, book and planning analysis** as well as teacher assessment in order to inform further curriculum implementation. Leaders ensure that teachers' subject and **pedagogical knowledge consistently builds** and develops over time, through a programme of **personalised continuing professional development**. Feedback from monitoring gathered is used to forward our curriculum plans and to ensure progress for all.

### Attainment

Our pupil's attainment and achievement by the time they leave us, is **consistently well above the National expectations**. Our pupils become independent, knowledgeable learners who are 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.

In 2019, **94% of our Year One aged pupils achieved the National Phonics Screening Check** benchmark (96% PHI 2018, National 2019 82%). **100% of children entitled to the Pupil Premium Grant reached the benchmark.**

LAST AVAILABLE, PUBLISHED KS1 OUTCOMES:				
Year 2 End of key stage 1 - 2019 results				
	Working at the Expected Standard (or above)		Working at a Greater Depth within the Expected Standard	
	All	Disadvantaged pupils	All	Disadvantaged pupils
<b>Reading</b>	<b>92 %</b>	<b>100 %</b>	<b>55 %</b>	<b>75 %</b>
<b>Writing</b>	<b>94 %</b>	<b>100 %</b>	<b>37 %</b>	<b>33 %</b>
<b>Mathematics</b>	<b>91 %</b>	<b>92 %</b>	<b>47 %</b>	<b>33 %</b>

	EYFS ATTAINMENT % at least expected		
	PHI 2019	(PHI 2018)	National 2019
<b>GLD</b>	<b>73 %</b>	<b>75.6 %</b>	<b>71.8%</b>

### External Validation

"Pupils are articulate and keen to share and explain what they have learnt and what they are learning"

"Pupils learn many facts and were able in discussions to apply these facts in different settings"

"The sequencing of the curriculum enables pupils to build on prior knowledge and develop skills appropriate for their age group"

"There's an obvious continuation and progression of the skills and knowledge of the chosen topic"

"Reading and writing is at the heart of delivering this curriculum and pupils are immersed in opportunities to write for a range of purposes across a range of subjects"

"The school's curriculum is clearly focused on developing reading skills at an early age to assist pupils of all levels"

"Pupils make sustained progress over time and the work in their books is varied"

"Expectations are high in all subjects. The work in books is varied"

**Greenlight International**

"Leaders are reflective... outward looking and keen to create the best possible curriculum for all children and pupils"

"Pupils are exceptionally well prepared for the next stage of their education. (EYFS to Year One and Year Two to Year Three)"

"The curriculum has a clear focus on a sequence of knowledge and challenge for all. It 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 may be disadvantaged"

**Aspirational Education**