

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 promote diversity and follow the ethos '**All Different, All Equal, All Achieving**'. This applies to everyone in our school and permeates all aspects of school life, as it is central to us building a tolerant and inclusive-minded community.

Our pupils are taught to effectively **self-regulate and manage their feelings** while developing **positive and respectful relationships** with others and **high levels of emotional literacy**. Our intention is for every child to leave us with the knowledge they need in order **to keep themselves physically and mentally healthy and safe**. We aim to equip our pupils with the **knowledge and cultural capital** they need to succeed as educated citizens in modern day society with sound judgement, demonstrating our '**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 aim is for every child to leave us at the end of KS1 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**.

Our curriculum is **ambitious and progressive**; sequenced towards clearly defined end points which challenge every pupil, in every subject. Throughout all areas of learning, we encourage our children to use our '**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 Curriculum Values

At Park Hill Infant School, we promote **five values for life** (Kindness, Respect, Courage, Honesty and Positivity). We consistently promote tolerance and respect for all cultures, faiths and lifestyles, and these areas are embedded across all areas of the curriculum. We value the backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore all cultures. Our school represents a multicultural, diverse community with **over 77% of our pupils speaking more than one language** at home, and **over 46 different languages spoken**.

Our EYFS Curriculum

In the Early Years at Park Hill Infants School we promote a lifelong love of learning by providing a **broad and balanced curriculum** which is **language rich, practical and enjoyable**. In the EYFS we **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**.

Direct, focused phonics is taught every day in Reception following the **Little Wandle for Letters and Sounds SSP**, and we ensure that **all children are taught to read** as early as possible, regardless of their background. 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 far 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.



How do we implement our Curriculum?

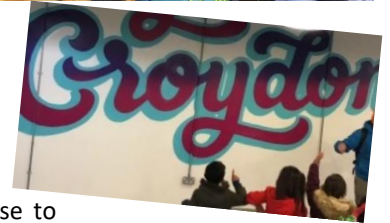
An Inclusive Curriculum

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. Personalised provision, depending on individual needs is in place across each class to ensure that all children can access learning at an appropriate level. We ensure that pupils receive targeted support and intervention at the earliest opportunity so that they do not fall behind. This includes those pupils who benefit from extended challenge and opportunities to receive further enrichment. This enrichment varies across the curriculum subjects, for example in PE where pupils undergo a training course to become school 'Sports Leaders'. Additional opportunities are available to all pupils and are reviewed and adapted regularly to ensure that every pupil is provided with an engaging and stimulating curriculum. Pupil voice and parent involvement are incorporated in the choices being made for individual pupils.

The Inclusion team provide additional support and guidance to school staff and parents in order for the best plan to be put in place for pupils with SEND and specific needs. Support for pupils is planned for every session by class teachers with support from subject leaders and senior leaders to ensure that the highest expectations for learning are established within each objective for every ability. Planning is flexible and adapted wherever necessary.

Our curriculum is designed around our young children and the local context in order to enhance cultural capital for all. We expose children to diverse ideas, concepts and literature which include a broad range of communities and link our curriculum to global issues. This enriches students' knowledge and understanding of the world, making them sensitive to differing perspectives. We include a broad range of topics and contexts throughout our long-term curriculum in order to engage pupil interest, and plan for progression in key knowledge across all subjects which is embedded and revisited wherever possible.

Within our curriculum we support pupils to develop their own processes for self-regulation so that all pupils have the tools and ability to control their behaviours and emotions in response to particular situations. All staff in our school promote this through a variety of different techniques – known as co-regulation. Staff make connections with pupils, show empathy, use mindfulness strategies, set clear routines and boundaries and give appropriate and timely positive praise.



Our Super-skills for Learning

We encourage all pupils to be independent and develop habits to become resilient life-long learners. Our ten Super-skills for Learning are a basis for children to identify which skills an effective learner needs to have and they are taught to recognise these areas in both their own and others' learning. The Super-Skills include being; creative, confident, curious and taking risks, as well as being able to; make connections, collaborate, communicate, persevere and be reflective. Where pupils demonstrate these skills in their daily learning they are celebrated in our weekly 'Stars of the Week' Celebration Assemblies.

"I was a risk taker when I went swimming, it was a bit scary at first but I persevered and now I feel confident!"
Year Two pupil



"When I was learning something in mathematics, I could write the digits, but in English I learnt to write the numbers in words."

Year One pupil

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) Progression 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 (assessment for learning), 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

Our half termly contexts for learning begin with a creative hook or pre-learning challenge which engage pupils, immersing them in the learning topic or theme from the very beginning. 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 planned for and presented on the class 'Thinking and Learning Wall' which is referred to and added to throughout the discoveries the class make. Class teachers adapt planning to ensure that the class and 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 and language is key in order for our young pupils to become independent thinkers and learners. Talk for Writing, the CLPE Power of Reading, 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, a well-stocked library, daily story times and enrichment including theatre trips, drama sessions, story workshops and our annual 'Book Week'. Alongside the daily sessions focusing on the systematic development of Phonics, children are explicitly taught the skills of decoding, prosody and comprehension during daily 'Book Club' early reading practise sessions where children are encouraged to think critically, enjoy stories and engage with texts of all types including newspapers, comics and poetry.



We use Little Wandle for Letters and Sound Revised decodable reading books, in order to provide all pupils with stimulating texts at the appropriate phonic level.

"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

We capitalise upon all possible cross-curricular links, as these further strengthen opportunities for knowledge 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 special classroom mornings: EYFS Terrific Tuesdays, Year One Wonderful Wednesdays or Year Two Thrilling Thursdays, to work alongside their child. We also have impromptu 'Monday drop – ins' for parents to discuss their child's current learning without an appointment.

"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

We also deliver regular half day 'Curriculum Workshops' for parents in different subject areas where the class teachers model a teaching session to parents and give them tips and support in order to develop their understanding of current curriculum aims and objectives.

Termly 'Open Classroom' and Parents Evenings are held in order for parents to gain specific individual feedback about their child's progress and to review their child's classroom 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 Headteacher's Award Assembly 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 impact does our Curriculum have?

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 pupils' 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.

External Validation

LAST 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
Reading	92 %	100 %	55 %	75 %
Writing	94 %	100 %	37 %	33 %
Mathematics	91 %	92 %	47 %	33 %

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

"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