

## Tuel Lane Infant School Curriculum

### How we believe young children learn.

Talk  
 Look, listen, reach out and touch  
 Play  
 Feel awe and wonder  
 Listen to stories, tell stories, sing songs, run, jump, dance, draw and make  
 Ask questions: what it is, how does it work, why did that happen, where did it come from?  
 Learn about me and you, people and places, now and then, here and there

Intent	Implementation What does learning look like in school?	Impact How will this be measured?
<p><b>Our curriculum will:</b></p> <ul style="list-style-type: none"> <li>• Engage and excite our children so that they want to learn</li> <li>• Introduce rich language and give opportunity and experience to use and understand that language</li> <li>• Provide an education that is rich in knowledge and opportunities to apply that knowledge.</li> <li>• Be planned carefully and sequentially through EYFS and KS1 to ensure knowledge is secure and skills embedded</li> <li>• Make explicit links to the world outside school so children understand the purpose of their learning</li> <li>• Be inclusive; for those who need support and those who need challenge</li> <li>• Develop curious, confident, resilient, independent young learners</li> <li>• Show children how useful and rewarding teamwork can be</li> </ul>	<p><b>Throughout the school we:</b>                      Start from where the children are building on their knowledge and interests to challenge them and take them somewhere new.</p> <p>Adopt a theme-based approach so that children see links between areas of study and have opportunities to apply what they learn in a variety of contexts.</p> <p>Ensure progression through the EYFS and Key Stage 1 making clear and explicit links with previous learning at all stages.</p> <p>Plan opportunities for children to become fluent in the skills and knowledge that will enable them to make good progress throughout their infant education and beyond.</p> <p>Consider the kinds of experiences that children need to have, both to develop their knowledge and to provide developmentally appropriate challenges.</p>	<p>An important source of evidence is from the children themselves through observations of the behaviour and attitudes of children in all areas of the school.                      Subject specific pupil voice work during regular evaluation work.</p> <p>We see the impact of our work in recorded learning. Pupils take pride in their work and can talk about their learning.</p> <p>Assessment is perceptive and teaching agile in response leading to new, secure learning.</p> <p>Pupils’ work is moderated and assessed in line with national expectations. Our school has consistently performed in line with, local and national comparators on a range of measures for reading, writing, phonics and maths.</p> <p>Internal book looks and professional dialogue about all subjects informs teachers and subject leaders</p>

<p>With these principles driving our intent, we want to ensure an education that develops the whole child.</p> <p>We believe the curriculum and should include experiences of our cultural, artistic and social heritage, and encourage pupils to contribute to this legacy.</p> <p>It should enable children to be able to make the very best of their lives, having choice and opportunity in their social and economic situation, contributing to society, and developing a sense of self-worth.</p>	<p>Are flexible with the organisation of learning so that fascinations can be nurtured, and depth of learning provided for.</p> <p>Work from clear objectives when we plan learning sessions and communicate clearly to the children what success looks like.</p> <p>Support the explicit development of good learning habits and the characteristics of effective learning through demonstration, explanations, praise and reward.</p> <p><b>In EYFS:</b></p> <ul style="list-style-type: none"> <li>• We give children time to explore ideas and interests through play and active engagement with the EYFS environment. This involves extended periods of free-flow self-chosen activity.</li> <li>• Teaching assistants and teachers have time to meet and plan next steps for children so they can intervene appropriately to extend children’s development.</li> <li>• Are flexible about the curriculum so that we can capitalise on the educational potential of seasonal or special events and children’s fascinations.</li> <li>• Provide easily accessible and open-ended resources so that children can create the contexts for their own play.</li> <li>• Gradually increase periods of direct instruction that are tailored to the developmental stage of the children.</li> </ul> <p><b>In Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• Some subjects are taught discretely and some through over-arching themes. Themes are carefully chosen and planned in</li> </ul>	<p>about the attainment and progress of children throughout the school.</p> <p>All pupils’ progress and development is discussed in termly pupil progress meetings.</p> <p>There is a rolling programme of subject evaluation work.</p> <p>Staff professional development and involvement in school improvement priorities gives us feedback on all aspects of the school including the curriculum. The leadership team including subject leaders make use of evidence-based research e.g. from EEF to ensure</p>
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	<p>consultation with subject leaders to ensure that they cover the requirements of the National Curriculum while also responding to the needs and interests of each class. We also provide:</p> <ul style="list-style-type: none"><li>• Clear direct instruction in key skills and knowledge.</li><li>• Opportunities to develop fluency in key skills through regular practice, e.g. spelling patterns and phonics, number bonds and tables</li><li>• Clear progression in subject specific skills and knowledge</li><li>• Challenge for children who are ready to develop greater depth in an area of learning, for example, opportunities to explain their working to other pupils, to represent their understanding in different ways, or to apply to new contexts.</li><li>• Support for pupils who need it to master key skills and ideas through the targeted use of both teachers and teaching assistants and a clear 'assess, plan, do, review' cycle for the identification of SEN.</li></ul>	
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