



Nottingham High Infant and Junior School

Curriculum Policy - Infant and Junior School including EYFS

1. Aims

The school aims to ensure that our curriculum is broad and balanced in order that the needs of all the children are provided for; whatever their gifts and talents. It is also important to recognise that, although the school is committed to providing the valuable opportunities provided in our own curriculum, which has the Early Years Foundation Stage Curriculum and the National Curriculum at its core, it also believes the curriculum embraces all that is learned through school, whether it be in classrooms through formal learning, or beyond the classroom as part of more physical, spiritual or creative learning. We endeavour to make learning enjoyable, whilst providing an environment that promotes pupils' achievement.

Our aims for all pupils from when they join us in EYFS and leave at the end of Year 6 are:

- a. To provide an all-round education, which gives pupils of all needs, abilities and cultural heritage the maximum opportunity to fulfil their academic and co-curricular potential. (*Further information: 'NHIJS Support for Learning Policy' and 'Accessibility Policy.'*)
- b. To provide opportunities for personal and social development across our curriculum and co-curricular provision: ensuring the delivery of Social, Moral, Spiritual and Cultural Education; discreet PSHE and RSE lessons; and the active promotion of 'British Values' and opportunities for SMSC.
- c. To ensure that all pupils acquire and develop academic skills and knowledge appropriate to their ability, develop physical skills and an aptitude in Speaking and Listening, Literacy and Numeracy as well as foster a love of life-long learning.
- d. To provide a wide variety of learning opportunities: aesthetic, creative, environmental, ethical, historical, linguistic, mathematical, physical, scientific, social, spiritual, computing and technological areas. Firstly, by the continuous provision towards the Early Learning Goals in EYFS and then from Year 1 to Year 6 through the teaching of a variety of subjects which become more discrete as the age of pupils rises.
 - Aesthetic and creative (including Art, Drama and Music)
 - Human and Social (including 'Topic' in KS1 and at KS2 Geography, History and Religious Studies)
 - Linguistic (including English and Modern Foreign Languages)
 - Mathematical
 - Physical (including PE and Games, and through an extensive Co-Curricular programme)
 - Scientific (including the Science Curriculum)
 - Technological (including Art and Design, Design Technology and Computing).
 - Ethical, Social and Spiritual (including PSHE, SMSC and promotion of British Values).

- e. To provide a curriculum that is: relevant to the needs of pupils; provides continuity and progression of learning; has intrinsic merit; is sufficiently flexible to allow for future modification and fosters the ability to develop and communicate independent thought and ideas. The Curriculum aims to enable pupils to study a wide range of different subjects and skills enabling them to be “Secondary Ready”.
- f. To reinforce the following features of the School: the vibrant atmosphere within the School as a whole, the support given to students inside and outside the classroom by highly qualified, committed and talented staff and the positive benefits of wide social access and diversity within the School community.
- g. Alongside the commitment to academic excellence, the curriculum should support our strong pastoral ethos to: promote respect and tolerance for the individual and individuality; encourage the development of individual passions and enthusiasms both curricular and extra-curricular; develop the capacity for independent thinking and learning; foster resilience to extremism; develop the qualities of leadership; explore creativity; develop appropriate risk-taking and responsiveness in order that each pupil is prepared for the obligations, challenges and also the opportunities of adult life.
- h. The school also ensures that staff deliver a wide variety of topics employing a wide and varied bank of resources without discriminating unlawfully. In doing this the school aims to ensure:
 - a. it maintains a culture of equality in which students protected characteristics do not experience unlawful discrimination.
 - b. the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Covid 19

During this period of uncertainty, within this document any aspect of teaching may be delivered in school or in a remote format. If individuals or small groups of children need to self-isolate or the school may need to revert to a mix of remote and in school learning or to a fully remote school then separate plans are in place for this that give guidance to staff, parents and pupils. (*Further Information: Self Isolation and Home Learning Guidance*) as per the DfE guidance. We acknowledge that for our youngest learners there will need to be a higher level of support from parents and other carers to aid access to home learning but that should not be a substitute for teaching and that direct teaching via a video meet lessons is a vital part of the education we offer.

2. Curriculum Phases

The Early Years Foundation Stage

The Early Years Foundation Stage covers the period of education from birth to the end of the academic year in which a child reaches five years of age. At Nottingham High Infant School, the pupils will complete this final year of their “Foundation Stage” in Reception Class. The curriculum, by which we mean the learning and development undertaken by every child in this key stage, is planned in accordance with the ‘Statutory Framework for the Early Years Foundation Stage March 2021’ and supplemented by the non-statutory guidance in ‘Development Matters’ July 2021 and ‘Birth to 5 Matters’ March 2021. There are seven clear areas of learning:

- i. Personal, Social and Emotional Development
- ii. Communication, Language
- iii. Physical Development
- iv. Mathematics
- v. Literacy

- vi. Understanding of the World
- vii. Expressive Arts and Design

All areas of learning are important and inter-connected. The first three are the PRIME areas which are crucial for igniting the pupils' curiosity and enthusiasm for learning, and building on their capacity to learn from relationships. Areas four to seven are the SPECIFIC areas, where the PRIME areas are strengthened and applied. In planning and guiding pupil's activities, we reflect on the different ways children learn. The three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and Thinking Critically

(Further information: 'NHIJS EYFS Guidance' Document.)

Key Stage 1: Years 1 and 2

At Key Stage 1, a more formal curriculum is introduced which is divided along more traditional subject lines. Class teachers are responsible for teaching most subjects but subject specialist teachers are employed in Modern Foreign Languages, Music and some Physical Education. The learning objectives of the Key Stage 1 curriculum are based on the 2014 National Curriculum but are not confined by its suggested content. Long and Medium Term plans are set out in Year Group subject Google Classrooms and whole school continuity and progression is monitored by the subject leaders. *(Further Information: NHIJS Subject Guidance Documents.)*

Key Stage2: Years 3-6

At the Junior Section of Nottingham High Infant and Junior School there is a greater emphasis on subject specialist teaching particularly in Years 5 and 6. The subjects taught are: Maths, English, Science, Art & Design and Technology, Humanities, Computing, Music & Drama, Physical Education & Games, MFL and Personal, Social and Health Education (PSHE – which encompasses RSE). Year 6 also have the opportunity to study Food Technology and Philosophy for Children. The learning objectives of the Key Stage 2 curriculum are based on the 2014 National Curriculum but are not confined by its suggested content. Long and Medium Term plans are set out in Year Group subject Google Classrooms and whole school continuity and progression is monitored by the subject leaders. *(Further Information: NHIJS Subject Guidance Documents.)*

3. Class Trips, School Outings and Invited Guests

Class trips, school outings and invited guests provide pupils with invaluable experiences which they cannot always gain in the classroom. This includes both day and residential trips and aims to provide as wide an educational experience as possible.

4. Homework

Purposeful homework is used, age appropriately, to reinforce skills learnt in school, foster a love of learning and a thirst for knowledge and above all to raise academic attainment. The amount and complexity of the tasks set increases according to age. Teaching staff set regular homework, check that it has been done and

assess it critically to direct students towards making further progress. Staff will set all homework on Google Classroom which parents can then access via their child's log-in.

5. Personal, Social, Health, Economic Education (PSHE) and Careers

Throughout their time in the Infant and Junior School the pupils enjoy a comprehensive programme of PSHE which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Deputy Head (Pastoral), the Phase Leaders and the Key Stage PSHE Co-ordinators. PSHE is delivered through a dedicated weekly lesson following the Jigsaw scheme which builds skills and ideas year on year with a whole school focus each half term. The RSE curriculum is delivered mainly through PSHE sessions (some parts in KS2 Science). These themes are further explored during form time and assemblies and reinforced, where appropriate, throughout the curriculum.

Whilst the pupils in the Infant and Junior School do not receive any specific careers advice we try to highlight to the children as many different opportunities as possible. We encourage visits from parents and other members of the community to share their passions and expertise with the pupils and talk about their work.

6. Special Educational/Learning Difficulties and Disabilities

All staff are responsible for ensuring that the learning needs of all pupils are met across all of the curriculum. The Infant and Junior School supports children who have been identified as having special education needs [SEN] and those with learning difficulties and/or disabilities [LDD], referred to as SEND. The School's provision in this respect is coordinated by the Learning Support Co-ordinator in Infant and Junior School who works closely with the Deputy Head [Academic]. *(Further Detailed Information: NHIJS Learning Support Policy.)*

Where a pupil has an Educational Health Care Plan (EHC Plan) [statutory assessment], the Learning Support Co-ordinator will liaise with teachers to ensure that the education received fulfils its requirements. Though it is not the responsibility of the School to review EHC plans annually, the Learning Support Co-ordinator will endeavour to ensure that, for any student with an EHC, their Local Authority has conducted a review. It is the policy of the School that where a pupil has a recognised learning difficulty or disability, the Learning Support Team will include the student's name in the SEND/LDD Register and provides copies of individual student learning support records for subject teachers. These records include Individual Education Plans (IEPs) and Pupil Passports. *(Further Detailed Information: NHIJS Learning Support Policy.)*

Pupils in the Infant and Junior school are not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they are or will be taught. Pupils English ability is assessed on admission but this does not preclude them from needing specific support and careful tracking of progress. Children are identified and tracked by the Learning Support Co-ordinator who is able to guide staff in their 'Quality Teaching First' approach to supporting any learner who may experience delays in learning English or have difficulties accessing the wider curriculum. *(Further Detailed Information: NHIJS Learning Support Policy.)*

7. Gifted and Talented

All pupils in the Infant and Junior School are challenged to maximise their learning across the curriculum and encouraged to understand that learning is limitless. All staff focus on the ability to stretch and challenge the pupils they are teaching and carefully plan opportunities both inside and outside the classroom. Subject co-ordinators are responsible for ensuring that there is suitable planning for our most able learners and that opportunities outside of the classroom are encouraged to further deepen learning or spark interest and excitement. The Learning Support Co-ordinator alongside the Infant and Junior School staff identify children who demonstrate abilities and skills at the very top of their year group and ensure that their needs are catered for.

8. Leadership and Management

The Deputy Head (Academic) is responsible for the Curriculum at Nottingham High Infant and Junior School and reports directly to the Infant and Junior Head on all academic matters. The DH(Ac) has a comprehensive overview across the entire curriculum across all subjects and Key Stages. They are responsible for the sections of the Whole School Development Plan relating to the curriculum at NHJS.

The Deputy Head (Academic) directs and guides the Key Stage Leaders, Heads of Department and Subject Co-ordinators in their leadership and management of the Curriculum. An annual report is submitted which contains a review of the previous Key Stage or Subject Development plan and a new development plan. There are weekly management meetings between the Deputy Heads and the Heads of Key Stages (Phase Leaders) and Learning Support as well as regular meetings with Heads of Department and Subject Co-ordinators.

The Key Stage Leaders, Head of Departments and Subject Co-ordinators, under the guidance of the Deputy Head (Academic), are expected to:

- have a comprehensive overview of their key stage or subject within the Infant and Junior School curriculum.
- lead by example in the way they teach in their own classrooms.
- regularly review long and medium term plans to ensure effective continuity and progression and that the delivery of the curriculum is in line with the agreed aims of the School.
- advise the Deputy Head (Academic) on all matters pertaining to their key stage or area of the curriculum and to bring to their attention areas where any shortcomings impinge on the teaching and learning within the School.
- be involved in the development of School Policies, Guidance and Schemes of Work.
- work co-operatively with the Learning Support Coordinator in providing advice and support for staff.
- prepare, organise and lead INSET, with the support of the Deputy Head (Academic).
- monitor the delivery of their subject by:
 - **Lesson Observations**-to monitor, evaluate and develop the teaching and learning taking place in each curriculum subject.
 - **Work Scrutiny**- to ascertain the level of knowledge, skill and understanding in pupils' work and to evaluate the effectiveness of our Marking Guidance.
 - **Moderation activities**– to ensure that consistent judgements of attainment and progress are made within departments and across all key stages.
 - **Pupil Interviews**-A selection of pupils are interviewed to discuss their views, skills, knowledge and understanding of each curriculum subject.
 - **Evaluation of Assessment Data** - *to better understand individual, cohort and departmental progress.*
- ensure continuity and progression across their subject by forging strong links between the staff of different key stages within the Infant and Junior School as well as with the relevant department in the Senior School.

- use the data collected to inform and write an annual report and development plan for their subject which is linked to the whole school development plan.

9. Assessment, Recording and Reporting

The Curriculum of Nottingham High Infant and Junior School is underpinned by our Assessment, Recording and Reporting practices. These ensure the continuity and effective progress of our pupils in all areas of learning. We aim to:

- Track the progress of all pupils from EYFS to Secondary transfer.
- Use both formative and summative assessment.
 - Formative assessment is used every day to plan the next steps of learning of pupils in all key stages and across all departments.
 - Summative Assessments are used to track the attainment of all pupils at different points in the academic year and monitor progress of pupils and cohorts from year to year and Key Stage to Key Stage. They are used to inform teachers of pupil under-performance and those pupils working at a very high level – they may identify gifted children as well as children with educational needs.
- To record progress against a wide range of learning objectives in all subjects to ensure a holistic picture of a pupil's individual attainment is collected to help maximise learning.
- To analyse the assessment data that we collect to monitor the relative progress of individuals, classes and different groups (e.g. gender or ethnicity) within our pupil body.
- To regularly report the progress of pupils to their parents via termly parents' evenings and written reports.
- Use centrally accessible detailed assessment information to ensure smooth transition from year to year and Key Stage to Key Stage.
- To use evidence from both formative and summative assessments to inform the work of the Learning Support co-ordinator and provide evidence for use in Individual Education Plans where necessary.

(Further Information: NHIJS Assessment and Recording Guidance)

10. Monitoring & Evaluation

Through effective curriculum management, we reflect on how well we are achieving our aims and the processes via which we deliver the curriculum will be subject to ongoing scrutiny. The following questions help to focus our review and evaluation:

- Are pupils actively engaged in and enjoying their learning?
- Are there adequate opportunities for practical work, problem solving and creativity?
- Are individual pupil's needs being met?
- Does planning ensure continuity and progression for individual pupils over time and across the whole curriculum?
- Does the curriculum at Nottingham High Infant and Junior School reflect our stated aims and ethos?
- Does the curriculum meet the particular abilities and needs of the pupils at Nottingham High Infant and Junior School?
- How do the curricular areas relate to each other? Is there a balanced coverage of all areas of the curriculum?