



GROWING AND LEARNING TOGETHER.....TO BE THE BEST WE CAN BE

OUR CURRICULUM

CURRICULUM INTENT

At Stoke Park Infant School we believe that every child should have the opportunity to be the best they can be and to grow and learn together. This is achieved through an Enquiry Led approach that is Inspiring, Challenging, Engaging and encourages Enjoyment.

Our curriculum is underpinned by our school vision, ethos and values. We recognise that every child is unique and that the curriculum should develop their learning, well-being and health. Our curriculum aims to provide the children with the knowledge and skills they need to learn, but also to develop their behaviours for learning through our Rangers skills (resourceful, adaptable, naturally curious, enthusiastic and resilient and safe learners.) These will help them to adapt and change for the ever evolving world.

Aims of our Curriculum

- ❖ We deliver the Early Years Foundation Stage Curriculum and the National Curriculum
- ❖ Children are at the heart of everything we do
- ❖ Is Ambitious, Inspiring, Challenging and Engaging for all
- ❖ In Early Years the curriculum is underpinned by the characteristics of effective learning
- ❖ In Key Stage One it is Enquiry Led and gives the children the skills to obtain knowledge and understanding
- ❖ Supports our children in developing their RANGERS skills
- ❖ Builds on prior learning and leads to future learning
- ❖ Gives the children the opportunity to incorporate outdoor learning into the curriculum
- ❖ Ensures the children have a rounded education based on sound pedagogy, through a range of topics and experiences in a rich environment
- ❖ Offers a safe, warm, inclusive and celebratory environment where everyone is valued and respected
- ❖ Our curriculum is adapted to the cultural capital of our community



CURRICULUM IMPLEMENTATION

Our Early Years curriculum is based on the characteristics of effective learning. In the EYFS We believe that it our job to create a nurturing, inviting, engaging and inclusive environment that focuses on the holistic child allowing them to feel valued as individuals. Through the seven areas of learning, we plan and provide opportunities for the children to explore their own interests, as well as plan activities and teach key skills which will excite, engage and develop the whole child and prepare them for the transition into Key Stage 1.

The Key Stage one curriculum builds on the firm foundations of the Early Years. Continuing to build on the Characteristics of Effective Learning. We use a thematic approach and this is rooted in skills and knowledge that are progressive. It has been developed so that all children can be Inspired, Challenged, Engaged and Enjoy both their academic and personal development.

We aim to do this by basing the learning around an enquiry approach – this may be a question posed and the children then ‘find out’ the answer to this enquiry through their learning. The aim is to inspire the children to want to learn and engages their enthusiasm and interest. In the Early Years the learning is based on children’s interests that build and develop their skills through a mixture of teacher directed learning and then applying their skills through child initiated activities. Although all subjects are taught as separate subjects the theme helps scaffold the learning and give purpose.

We also use the six key strategies in our learning to help children remember more and make connections with their learning. These are based around the ‘psychology of cognition’ using the research by Yana Weinstein and Megan Sumeracki. The six areas to support children’s learning are Spaced Learning, Dual Coding, Concrete Learning, Retrieval Practice, Elaboration and Interleaving.

We are also a P4C school and carry out philosophical enquiries across the whole school. This encourages the children with deeper thinking skills and develop skills in reasoning and debate. The key aims of P4C are development of thinking skills (cognitive development), development of philosophical concepts e.g. fairness (big issues that concern humanity), development of values – what kind of person do I want to be and what kind of world do I want to live in? (ethical development). This is done through the 4C’s of an enquiry, It is CONCEPTUAL – includes a big idea or concept. It is CONTESTABLE – allows for more than one valid point of view. It is CENTRAL – important in the lives of the children. It is COMMON – a shared issue among the children

Our curriculum is enriched by planned trips, visitors to the school, charity days, book week, friendship week and other events.

The school also participates in the Forest School approach and outdoor learning. All the children in take part in Forest School activities on a regular basis and this also supports the curriculum of the school as well as developing physical and mental well-being.

Our curriculum:

- Begins with and builds on the characteristics of effective learning
 - Playing and Exploring
 - Finding out and exploring
 - Playing with what they know
 - Willing to have a go
 - Active Learning
 - Involved and able to concentrate
 - Persevering
 - Enjoy and achieve
 - Creating and Thinking Critically
 - Having own ideas
 - Making links
 - Choosing how

Our Curriculum Values

Our learning values are fostered through our RANGER skills and our Rules. These help our children to become better learners and help them develop life-long learning skills and habits. This approach is also linked with Carol Dweck's growth mind-set model which encourages the children to persevere even when things are challenging.

We are Respectful

We are Kind

We are Hard-Working

Challenge Spider

Co-operative Ant

Busy Bee



CURRICULUM IMPACT

Through our curriculum we endeavour to create resourceful, resilient, adaptable and enthusiastic learners who are ready to begin their next stage of their learning journey. We monitor our curriculum to ensure high quality practice that provides a strong foundation for our children to build upon in key Stage 2 and beyond.

As a result of our curriculum, the standard of behaviour around the school is good and this is as a result of children enjoying their learning, having confidence to try and being active participants.

There are opportunities in our curriculum for children also share their learning with parents through class and year group assemblies, pupil led conferences, bring a parent to school mornings, stay and play sessions, stop and stay reading and other events.

Through our curriculum children also feedback their views regarding their learning experiences through pupil conferencing and pupil surveys.

As a staff we monitor and evaluate the quality of learning experiences our children have through book scrutinies, learning walks, pupil conferencing, pupil progress meetings, subject leader meetings and staff meetings. Governors are also invited to take part in evaluating the curriculum.

The impact of curriculum is checked by the following:

- ❖ Children develop their RANGER skills and apply these consistently through their learning experiences
- ❖ Children are actively engaged in their learning
- ❖ Children are remembering and making connections with their learning
- ❖ They are successful and engaged learners and their outcomes are strong

- ❖ The children feel safe in school and they are valued and listened to
- ❖ Ongoing assessment and data checks to ensure progress for all children
- ❖ Continuing CPD to ensure the school is abreast with change and is open to new ideas
- ❖ Adapting and improving our curriculum by listening to others