



Old Basing Infant School

Our Curriculum

UNCRC Article 12 – Every child has a right to have a say in all matters affecting them and to have their views taken seriously.

UNCRC Article 28 – Every child has the right to an education.

UNCRC Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human right, as well as respect for their parent, their own and other cultures and the environment.

INTENT

At Old Basing Infant School our curriculum is designed to ensure the engagement and interest of our children. Through our school and British values and our commitment to children's rights we have developed a provision which meets the needs of all children whatever their age, gender, faith, ethnicity, sexual orientation or disability. Our curriculum complies with our duties under the Equality Act 2010 as it is accessible to all and ensures pupils at all stages of development are helped to achieve their learning goals and next steps.

At the heart of our curriculum we believe that children must have a say if we are to ensure all children are engaged and excited by the learning they are offered. We intend that our curriculum will educate the whole child, giving them an education that explores academic, creative, physical, spiritual, moral and cultural learning in order to ensure the children become active and valuable members of our society.

We want our children to seek out challenge and to know that effort and commitment is valued and will help them to be successful in every area of their lives as well as in their learning at school. Our goal is for children to respect their right to learn, to be fully engaged in school life and to have a love of learning for life.

We are ambitious for our children and we aim to meet the needs of all. We are inclusive in our teaching and we strive to develop and adapt teaching and learning to match children's differing needs. The needs of individuals and small groups can be met within the environment of high quality, reactive teaching. Where interventions are used these are targeted, proven interventions which help to move children closer to achieving at least in line with the expectations of their year group.

IMPLEMENTATION

Our curriculum is based on a progression of skills that children need to acquire and master in all areas of their learning. These skills are taught sequentially to ensure children are ready for future learning. We deliver the Early Years Foundation Stage Curriculum and the National Curriculum 2014 with all subjects taught, alongside the Rights Respecting and personal and social development curricula, with breadth and

depth for all. We use a topic based approach that allows children to apply their skills across the curriculum in order to strengthen learning and develop deep understanding of concepts.

The vital importance of children acquiring the basic skills for reading, writing and numeracy by the time they leave our school at the end of Key Stage 1 is a key focus for us. We aspire for all our children to be at least good readers who enjoy reading a wide range of texts and who are able to access their future learning when they leave Old Basing Infant School at the end of Year 2. The teaching of phonics from Year R to Year 2 is a crucial element of our reading curriculum with a clear structure in place to support learning at the different stages of phonemic knowledge acquisition. Phonics is taught daily with a mixture of streamed and whole class provision dependent on the needs of the groups through the year. We use Jolly Phonics and Monster Phonics as the main schemes to support phonics teaching and learning with support from Letters and Sounds, Education City and Phonics Play to ensure breadth, depth and variety in the learning.

Our curriculum implementation begins with the child. From the beginning of Year R through to the end of Year 2 we encourage and expect children to be making decisions about their learning. By opening up topic conversations to children we are able to ensure topics and hooks for learning are engaging to them and that they are interested to learn more. By allowing children the opportunity to engage in campaigns which interest them, and which may be local or global in nature, we are supporting children to recognise they have a voice and can make a difference when they engage with society. We ensure our curriculum is flexible to respond to the needs and interests of children whilst also having a deep and cohesive understanding from our teachers in the underpinning skills that children are expected to develop across all areas of the curriculum.

As they learn each day, week and term, children are encouraged and expected to challenge themselves and to seek new learning. The children are expected to respect their right to learn and to recognise the responsibility they share with their teachers to ensure their learning progresses.

Teachers are supported to develop good subject knowledge as subject leaders and as class teachers, with collaborative work, internally and externally, supporting them to improve and acquire new skills in their teaching of the wide variety of curriculum subjects. In order to ensure the best provision each year group works collaboratively to plan and implement learning for the children, ensuring teachers learn from each other and support the best provision.

Assessment is a key part of our implementation of the curriculum. Teachers are assessing reactively in lessons to ensure children are getting the learning they need at the moment they need it. Responding to children's reactions to their learning on an individual lesson basis as well as over time, helps to ensure the learning is accessible and relevant to the children.

Children are given opportunities to explore campaigns on issues of relevance and importance to them. These are usually linked to the rights of children or global issues such as environmental concerns. Through campaigns children are encouraged to get their voices heard, to petition organisations and individuals and to develop empathy for the issue. Children are also given responsibilities within school to help them develop important community values. The Pupil Council, The Fair Trade Group and the Eco-Warriors all work to ensure children are heard, engaged, active and responsible members of our school community.

We provide children throughout their time at Old Basing Infant School with a range of enrichment opportunities. Throughout each school year we include a range of 'Specialist' weeks, such as Science Week, Rights Respecting Week, Maths Week, which give children opportunities to explore an area of learning in depth and in new and exciting ways. These weeks are often supported by external specialists to give the children access to new ideas and creative ways of working. We also ensure each year that children receive access to new areas of physical activity that might not ordinarily be part of the school curriculum by employing specialist coaches to teach the children and to skill the teachers to continue to use these sports after the specialist provision has ended. We offer extended provision to children through a range of sports and other after school and lunchtime clubs. Instrument lessons in violin are available alongside provision for children to learn as part of a 'rock band'. These are provided by external specialists

and are accessed by children at the parents' request. The school supports disadvantaged children to access the enrichment activities.

To ensure the quality of provision across the school, subject leaders and the Leadership and Management Team carry out a range of monitoring, evaluation and review activities across each year. We have high expectations of the quality of teaching in order to provide the high quality of education we want for every child.

IMPACT

We strive to ensure every child has every opportunity to reach at least the age related expectations in whichever year they are learning. Our outcomes have been consistently above the local and national percentages for attainment at EXS+ and GDS at the end of KS1 across Reading, Writing and Maths. Our EYFS outcomes are also above the local and national figures in all areas and for the percentage of children attaining the GLD.

Children leave our school with well-established basic skills in English and Maths and with a keen interest and desire to learn. They are motivated and independent, being able to take responsibility for their learning and to want to keep doing better. They enjoy challenge. We aim for our children to be academically, emotionally, and physically ready for the next part of their learning journey.

Our children are proactive and engaged with their learning and more widely with local and global issues. They want to have their voices heard when they have opinions on important issues. They are respectful, creative, resilient, inquisitive, aspirational and resourceful. We ensure children have a good understanding of these values alongside their understanding of their rights and the British Values. Children are able to link these ideas and understand that school values, children's rights and British Values are co-dependent and linked. Their understanding of these helps to develop their character to be positive members of their wider communities.

Our children are respectful and exceptionally well behaved both whilst in class and learning and throughout their time in school. All interactions show mutual respect and clear understanding of the shared values and expectations we have. Children work actively to show the best of themselves. They collaborate effectively and work together to support each other, their learning and their behaviour.