John T. Rice Infant and Nursery School

KS1
Curriculum Policy

Aim high and shine

John T Rice Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Curriculum Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within John T Rice Infant School. The policy aims to take into account diversity and provides equality of opportunity. We offer breadth of study, allowing opportunities to learn in a range of different ways and providing children with many different experiences. We also offer depth of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

INTENT

Introduction

The curriculum is all the planned activities which are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage Framework but also takes account of the learning opportunities that children can experience as well as a range of activities that school organises in order to enrich the experiences of our children. It develops the independence and responsibility of all pupils. Our school ensures that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum will develop in order to take account of an ever-changing world. Our school aims to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Values

Our curriculum is underpinned by the principal value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners. We strive to make our children passionate about learning and make their education as meaningful and relevant as possible. Every child is valued as an individual; we aim to nurture well rounded, respected and confident children who will develop skills for life-long learning.

At John T Rice Infant School, our values permeate all areas of school life and are reflected in the school's motto; "Aim High and Shine". We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. Our school values the way in which all children are unique, and the curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual

and moral development of each person, as well as their intellectual and physical growth. The curriculum is organised so that school promotes co-operation and understanding between all members of our community. Each child in the school is respected for who they are, and they are treated with fairness and honesty. School aims to enable each person to be successful and provide equal opportunities for all children in school. The environment is valued, and staff aim, through the curriculum, to teach respect for our world, and caring for it for future generations, as well as our own.

Aims and Values

Aims and Values at John T. Rice Infant and Nursery School

Joining in and 'a have a go' attitude

Open-minded individuals

Honest and kind behaviour

Nurturing, safe environment

Tolerance and understanding

Respect for others

Independent and resourceful children

Confident and happy learners

Exciting, imaginative fun experiences

Interesting and vibrant curriculum

New opportunities

Fun-filled days

Approachable friendly staff

Never give up attitude

Together with parents to nurture children

Skills, knowledge and understanding to prepare children for a bright future.

'Aim High and Shine'

Our curriculum will enable pupils to:

- Feel successful in their learning and become the best they can be.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Become independent learners.
- Know what their strengths are and which areas they need to develop.
- Develop their critical thinking.
- Take risks, make mistakes and persevere.
- To develop their resilience in a happy and safe learning environment.
- To have continuity and progression in their learning.
- Be positive citizens in society.
- Challenge themselves and engage themselves in deeper learning.
- To have respect for themselves and high self-esteem.
- Nurture positive relationships promoting working co-operatively with others.
- Explore their spiritual, moral, cultural and physical development.
- To acquire knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To develop respect for the environment and society.

Equal Opportunities and our Equality policy

John T Rice Infant School believes that all those who work in here - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. Leaders, staff and governors aim that our school is a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

Key Skills

John T Rice Infant School believes the following skills and attributes are key within pupil development, and these are promoted through the curriculum:

- Skills
- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving Attributes
- Try new things
- Work hard
- Concentrate
- Personal Challenge
- Imagine
- Improve
- Understand others
- Don't give up

IMPLEMENTATION

Thematic Approach

At John T Rice Infant School, we value greatly the importance that all subjects play in the development of our children in order to ignite and instil a passion for learning. There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. John T Rice Infant School has therefore developed a thematic curriculum to

deliver the National Curriculum and other aspects of the school curriculum, including RSHE, British Values and SMSC.

Structure

The curriculum has the following structure:

Long Term Planning.

Our planning is broken down into cycles-Cycle A and Cycle B. There is an F2 and a KS1 planning grid which shows the topics in school over the year. F1 also have their own long-term plan. These are all shared with parents on the school's website.

Medium Term Planning.

Each topic has a title and each subject on the planning has an overview that includes the learning objectives and outcomes for each subject. There is also an English Medium-Term plan for F2 and KS1 detailing the Key English texts. Half-Termly curriculum parent grids are sent home and are also made available on the school's website.

The combination of topics planned over the two cycles of planning will teach the statutory programme of study for KS1 on the National Curriculum

English

Where possible, links will be made with literacy genres to topics, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach and deepen learning and engagement.

Maths

Where possible, areas of maths like data handling and measures will be linked to topics where appropriate for pupils and to support Maths's learning.

Science

Science is taught discreetly, but, where possible, areas of Science will be linked to topics where appropriate for pupils and to support Science learning. There is also one investigation per half term.

History, Geography, Design Technology, Art, RSHE

The non-core subjects will be taught discreetly if needed as well as integrated into the topic and will form the basis of much of the cross curricular links.

Music

Music is taught discreetly. Other aspects of the music curriculum are linked to topics such as different types of music, using ICT to create music etc.

PE

PE is also taught discreetly. The school works with Express Coaching who supports the planning and teaching of some of the units of work.

Religious Education

RE is a statutory part of the curriculum. The school follows the Notts Agreed Syllabus for RE.

ICT and Computing

Computing is generally taught as a separate subject area. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work.

IMPACT

Assessment

English and Maths data is inputted and collated on ARBOR at the end of every term. It is analysed by the curriculum leaders and SLT. Non-core subject data is inputted at the end of every term and this information indicates whether pupils are working below standards or at expected standards. This is then analysed by subject leaders.

Role of Subject Leaders

It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school, ensure there is full coverage of the National Curriculum and that a progression of skills and knowledge is planned for. The subject leader writes an action plan each year. This action plan has termly milestones which are discussed and monitored with the curriculum leader.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues.
- Support staff development.
- Keep themself and other staff up to date with developments in their subject.
- Monitor pupil progress and attainment in their curriculum area by carrying out book scrutinies and pupil and staff interviews.
- Map coverage of the curriculum to long term plans.

- Liaise with appropriate bodies e.g. other schools, governors about matters relating to their subject.

Curriculum Communication to parents

Communication with our parents about how their children are performing and what they are experiencing is done in a number of ways:

- The school website, which includes curriculum long term plans, class pages which inform parents what is happening in the wider curriculum.
- The school's Facebook page informs parents of class, whole school and enhanced activities which are taking place.
- Formal reporting to parents at the end of each academic year in the form of a written report.

Enhanced Provision

We aim to enrich our pupil's learning by offering a variety of non-statutory extra-curricular experiences (clubs, visits, sporting events, visiting dance and drama groups, etc.). In addition, we seek to enhance our pupils' learning through developing a positive relationship with the local community by going to allotment, the library and Vicar Water.

Monitoring

The Governing Body is responsible for the way in which the school curriculum is implemented. Named Governors are linked to areas of the curriculum identified in the SIP. The Governors liaise with subject leaders and monitor developments in line with the SIP, through observations and discussions.

The HT and DHT are responsible for the day-to-day organisation of the curriculum. They carry out monitoring activities, which are both formal and informal. The Curriculum Leader (DHT) is also responsible for the whole school having a common understanding of the rationale behind the school's curriculum.

Subject leaders will monitor and evaluate individual subjects within the curriculum for breadth, depth, progression and attainment.

This policy was agreed by Staff and the Governing Body. This policy was reviewed in Autumn 2025 will be reviewed again in Autumn 2027.