



WOODTHORPE INFANT SCHOOL

Curriculum Policy

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Signed: E Bowler (Head Teacher)

Signed: L Kay (Chair of C & P Committee)

Teaching and Learning at Woodthorpe Infant School

Our entire curriculum is based on our curriculum driver: '**Be Brave**'. This encompasses the ability to be resilient, take risks, be independent and show determination, all of which are fundamental to learning at Woodthorpe Infant School.

We intend to 'be brave' through providing opportunities for all our children to challenge themselves using easily identifiable learning challenges. We will offer a broad and balanced curriculum which gives equal importance to all the foundation subjects. Through lessons, trips, visitors and extra-curricular activities, we will offer a range of fun, engaging and intellectually stimulating activities and experiences.

Our curriculum driver is evident in every lesson and staff and children will be able to explain how they are being brave. To support our curriculum driver, we have five values at Woodthorpe Infant School that are known as our 'learning powers'. These learning powers are about being or showing resilience, respect, reflective, reciprocity and resourceful and are explicitly modelled, taught, and encouraged by staff. Through promoting our learning powers, it is our intention to equip children with learning strategies that will support them to become confident, resilient and lifelong learners.

Our curriculum has been designed around a notion that runs through our intent, implementation and impact – to ensure changes are made to the children's long-term memory. We use a mastery approach to experiencing the National Curriculum that provides a high-quality education to all children, whilst giving opportunities for the children's knowledge and understanding to be deepened.

Our curriculum is implemented in a way we feel will give all children the best opportunity to ensure changes are made to their long-term memory. Not only do we want to deliver intellectually stimulating learning, but we also want all learning to remain with the children as they progress through our school.

Our curriculum, in Foundation 2 provides the children with both a range of familiar topics, linked to their experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider world. We focus on providing skills-based learning experiences, which are revisited frequently throughout the year in line with the children's needs. Input may be through whole class teaching, small group work, work with individuals, adult interactions in play or enhancements made to the continuous provision. The curriculum is designed around a language rich environment and aims to develop the foundations for excellent communication skills. Staff prioritise spending time playing and interacting with children; modelling and embedding key skills, knowledge and vocabulary. We provide a varied and engaging programme of teaching and learning, and our continuous and enhanced provision enables the children to develop and demonstrate the characteristics of effective learning.

In Key Stage 1, we have split our academic year into three terms: autumn, spring and summer, and we have assigned a 'key concept' or 'key area' to each foundation subject for each term. The key concepts/areas are ways of working that are fundamental to each subject. This is best described as 'What makes a/an historian/artist/geographer/musician?' etc. It is through these key concepts/areas that the subject-specific programme of study from the National Curriculum will be taught, including non-National Curriculum content that we feel is important for children living in our community.

Each term the foundation subject content will be delivered through the key concept/area. The following term the content will be revisited through a different key concept/area. This is then repeated during the third term. This interleaving approach allows for all subject-specific content to be revisited several times during the year through different key concepts. Our foundation subject content builds on Year 1 content, in Year 2.

In Science, the Working Scientifically skills are developed through all scientific topics across the year. These skills are taught alongside the substantive knowledge that children acquire, enabling them to think and work as scientists.

Early Reading and Phonics

Our aim is to inspire all children to develop a love of books and reading. All children take home a 'sharing book'. This is a book chosen by the child for their parents to read to them. This reinforces the idea that reading is fun and promotes engagement. Every half term a special 'Book Buzz' event is also organised which again promotes the enjoyment of reading.

We teach phonics and early reading using the 'Little Wandle Letters and Sounds Revised' early reading scheme. Each child on the Little Wandle scheme receives a daily phonics lesson as well as three reading practice sessions per week. In Foundation 2 and Year 1, the children take home a 'Collins Big Cat' reading practice book which is closely matched to their phonic stage and reading ability. In Year 2, the children transition from the 'Collins Big Cat' reading books to colour banded books and receive whole class reading sessions.

We have a carefully thought out 'reading journey' to ensure the children experience high quality texts during English lessons and during daily story times too.

Writing

At our school, children receive a strong writing model through the use of appropriate and inspiring texts. These texts are set out in our reading journey. In 2024-25, we introduced 'Drawing Club' in Foundation 2 and in 2023-24 academic year we introduced 'Talk for Writing'. These approaches enable the children to immerse themselves in a model text and ensure that they write effectively and coherently for different purposes. The teaching of grammar is incorporated into all English lessons and is related to the model text. Good handwriting is modelled by staff, and children are expected to use this consistently in their work across all subjects.

Maths

We take a mastery approach to the teaching and learning of mathematics. Lessons are carefully structured to enable children to develop fluency, reasoning, and problem-solving skills. Each lesson begins with a Flashback 4 activity, designed to help pupils recall and retain prior learning through regular retrieval practice. This supports long-term retention, builds confidence, and helps children develop a mathematical mindset before engaging with new content.

Alongside daily maths lessons, pupils also participate in the Mastering Number programme. This provides focused teaching to strengthen children's number sense and fluency with number facts. Through regular, engaging practice, pupils develop a deep understanding of number relationships, enabling them to reason confidently and apply their skills across the wider mathematics curriculum. Mathematical vocabulary is also developed using a stem sentence which is used to reinforce learning. Daily guided practice enables us to immediately assess how each child's learning is progressing within a lesson and enables us to provide support where it is needed. Children are not target grouped for maths. Our learning challenges ensure that the children have daily experience of fluency, reasoning and problem solving and that they are being brave and challenging themselves appropriately.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Planning

Teachers work together to plan the content in each subject, following the National Curriculum and Early Years Foundation Stage Framework. Subject leaders have identified the disciplinary and substantive knowledge for their subject, which is progressive from Foundation 2. This ensures prior learning is deepened and revisited as children progress through school.

All class teachers are responsible for weekly planning based on the agreed overviews. Weekly planning will identify the main learning content, how this will be taught and any activities or challenges.

Assessment

Assessment for learning is carried out by the class teacher daily and informs future planning. It involves identifying children's progress against learning objectives and ensuring understanding is embedded. We believe in formative on-going assessment and do not wait for formal assessments before we take action to support the children.

There are 6 summative assessment points for our early reading scheme, Little Wandle. The children are assessed rigorously to ensure that they are making progress, to match them to their reading book, to plan next steps and to ensure that they are given targeted interventions to prevent them from falling behind. All phonics assessments are recorded on our assessment tracker and analysed by class teachers and SLT.

We use three summative data collection points during each academic year at the end of each term, for each subject. Progress in all subjects is tracked. For science and the foundation subjects, this is done against our knowledge and skills progression documents. As a school, we understand that deep learning takes place when subjects are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills in new and non-routine ways. New learning will be taught all the time whilst revisiting existing learning. In this way, learning will take place over an entire year (core subjects) or key stage (foundation subjects) enabling the children to revisit learning regularly whilst adding new ideas, knowledge and skills. Our ongoing assessment and knowledge of the children in our classes will ensure that we are fully aware of the children's progress.

Year 1 phonics screening assessments will take place in June for Year 1 pupils and those in Year 2 who did not pass the previous year.

Formal, summative assessments are carried out at the start of F2 and at the end of the Key Stage 1. Reporting procedures are in line with the government regulations. Parents receive an annual written report and are invited to two parent consultations throughout the academic year.

Recording

In Foundation 2, children have English exercise books to record their work in as well as a Learning Journey displayed in each classroom. This evidence is transferred to a floor book, at the end of each half term.

In Key Stage 1, children have their own English and Maths exercise books to record their work in. For art the children have a drawing/art book. KS1 classes have a curriculum book where they record science and foundation subjects. Year 1 use a floor book in the autumn term. Emphasis is placed on the teaching and learning rather than the recording of learning.

Inclusion

At Woodthorpe Infant School, we have high expectations for all our pupils. We make appropriate adaptations to overcome barriers to learning and ensure all pupils have full access to the National Curriculum and thrive from their starting points. We intentionally plan for the success of all students, minimising the barriers that pupils may face in accessing and engaging with the curriculum. We use a range of approaches to build on the starting points of children with special educational needs

and disabilities (SEND) to ensure every child reaches best possible outcomes in all areas of learning and development.

All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Our approach to learning fosters perseverance, inspires curiosity and nurtures self-belief for all our pupils. Additional support is provided to enable all children to acquire key knowledge and grow their skills. Provision adaptations are made according to our philosophy of 'knowing the child' so that we promote a love of learning (even when it is challenging) through purposeful, modelled and scaffolded opportunities to meet every child's individual needs, pastorally and academically.

Some of the children in the school will require more personalised or different provision, known as SEND support. This will be put in place in discussion with parents/carers and the child. Adaptations may include additional work with a child on a small group or 1:1 basis to carry out specific interventions or implementing personalised learning to support a child to meet their individual targets.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

The Role of Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. They will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role, in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Role of the Head Teacher

The headteacher is the curriculum lead and is responsible for ensuring that this policy is adhered to, and that:

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

The Role of Subject Leaders

Subject leaders will monitor the effectiveness of the teaching and learning in the subject they lead. They will also provide support, advice and professional development opportunities to the staff teaching their subject. This will be done through:

- Providing support for all staff in the planning and teaching of their subject.
- Ensuring current developments in their subject are passed on to staff.
- Regularly reviewing the resources in all year groups and purchasing new equipment in consultation with staff.
- Undertaking 'Monitoring Summary Reports' (MSRs) for their subject and feeding back to staff.
- Identifying the school's and individual training needs.
- Providing CPD for all staff.
- Organising the data collection points.
- Working with the Head Teacher to monitor and evaluate.

The Role of Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Monitoring and Evaluating

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through governor visits and 'Curriculum and Pupils' committee meetings.

Ongoing monitoring and improvements to our curriculum takes place through regular MSRs by subject leaders and the Head Teacher. These are timetabled visits, which all staff are aware of, that allow for dialogue to take place between the class teacher,

subject leaders and children in the class around the quality of teaching and learning in that subject and the progress being made. Teachers and children will have the opportunity to tell subject leaders what they have been teaching and learning, and how this links to the work they have produced.

The curriculum is also evaluated through regular curriculum-related staff development sessions, data analysis, pupil progress meetings, and internal and external work moderations.