



Farnborough Road Infant School. **Curriculum Policy.**

“Learning, Caring and Achieving Together”.

Introduction

Here at Farnborough Road Infant School we intend our children to become: confident speakers, good listeners, fluent readers, skilled writers, Mathematicians/number crunchers and problem solvers, Scientists/inquisitive investigators, historians, geographers, musicians, artists, theologians, gymnastics, dancers, sports persons, computer wizards, designers and technologists.

We want our children “to secure the foundational knowledge and skills that every child needs by the end of key stage 1 to give them the best chance of educational success.” (Strong Foundations in the First years of school, Department of Education, October 2024)

The Primary National Curriculum, statutory from September 2014, for Key Stage One states:

‘The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.’

Our school's curriculum is built on Oracy, all the planned activities that we organise promote the importance of good listening and clear articulation of our children's learning, and as well as focusing on their personal growth and development. It includes not only the formal requirements of the National Curriculum and the locally agreed syllabus for Religious Education, but also a curriculum that the school has designed to meet the needs of our children, extend their cultural capital and ensure that they are ready for the next stage in their education. A variety of extra-curricular activities are also organised in order to enrich the children's experience. This curriculum includes what the children learn from the way they are treated and expectations of behaviour. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time develop their knowledge and skills, in order to achieve their full potential.

We provide a broad and balanced curriculum with consistent threads which run through every subject that we teach; our locality, equality and diversity, the importance of oracy and our environment. Children's knowledge and skills are built sequentially as we foster creativity and independence and they strive to achieve mastery in every area of the curriculum.

As an infant school we are a firm believer in the quote from Firm Foundations in the first years of school, “Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed. Making sure that all children have the best start in life is one of “Farnborough Road Infant School's strategic priorities.

We have high expectations for all our children and make sure that they learn successfully, so that they are better prepared, both academically and emotionally, for the challenges ahead.

Curriculum Intent

Our School Curriculum is based around our ethos ‘Learning, Caring and Achieving Together’.

Learning

Our curriculum promotes curiosity and a passion for learning We strive to ensure that a rich and engaging curriculum is accessible to all pupils regardless of special educational needs and/or disability, or their experiences or ideas that they arrive with that is their cultural capital. Working with such young children we understand the importance of developing their vocabulary, as a Voice 21 Centre of Excellence, and we intend

to use every opportunity to maximise their use and understanding of language. We aim to meet all needs, enhance talents and develop skills and understanding in a warm and inclusive environment.

Caring

We help our children learn and play happily together, caring for each other and our community. Our curriculum teaches our children to overcome challenges and difficulties which in turn develops their values for life as conscientious citizens as well as promoting good mental wellbeing. We achieve this by providing a strong PSHE curriculum with our core school values and the British Values at the heart of everything we do.

Achieving

At Farnborough Road Infant School we believe and teach there are no limits to what we can achieve. Our children develop a 'Growth Mindset' through understanding the importance that perseverance, resilience, practice and 'bouncebackability' plays in making progress, developing knowledge and understanding and achieving success. We want all our children to have high aspirations and we celebrate their achievements and progress from their individual starting points.

Together

Our curriculum is driven by our surrounding community. We want our children to appreciate our wonderful seaside town of Southport by learning about its Victorian past and the unique features of living 'Beside the Seaside' as well as consider national and global issues. We also value our 'Farnborough Family' and help our parents to understand and support their children's learning in our rapidly changing world.

Curriculum Implementation

As a school we understand the importance of implementing **a curriculum which has language as the bedrock of teaching and learning and is a priority in the curriculum**. We know that in order for children to write, they first need to be able to compose orally (nest their ideas) and then learn how to spell, form letters and punctuate correctly.

Our curriculum is designed based **on the development of sequential foundational knowledge, based on the children's starting points and effectively supporting all children including those disadvantaged children and those with SEND, scaffolding the support that they need. We understand that children not only begin school with different starting points but are likely to progress at different rates. Therefore, they may need different amounts of teaching and practice to succeed.**

Our bespoke curriculum is also based on our children's interests which expands, as they grow and develop, by putting their learning into the context of our school locality and highlights important issues nationally and globally. We believe that our children learn more effectively if they can see relationships and make connections so although the vast majority of subjects are taught discreetly staff make meaningful links across subjects to deepen children's learning and integrate new, taught knowledge into long-term memory.

We understand that "children have an extraordinary capacity to learn but, like adults, they are limited by what they can hold in working memory at any one time. Young children are also still developing executive functioning skills, such as being able to focus their attention." (Strong Foundations in the first years in school, October 2024)

Children are taught routines that help them to focus on and remember what they are learning, reducing cognitive load, as they are familiar with the structure, routines and opportunities for repetition in lessons. We ensure that noise levels are low and the whole class is facing the teacher when new content is explained or the teacher is giving instructions, helping children focus on what is being taught. (Subject report on Mathematics)

Our children are also engaged in the learning processes, teaching them to become independent and inquisitive. Staff deliver memorable, sequential lessons which enable all children to deepen their knowledge and understanding. Staff regularly monitor progress and provide verbal feedback/ 'live marking' to develop their learning.

At Farnborough Road Infant School we enrich our children's learning with quality texts and unforgettable experiences and opportunities. This enables our children to try new things that may normally be out of reach. 'If you never try it, you will never know whether you love it'. We use our Sports Premium and Pupil Premium funding to ensure children from all backgrounds have access to sporting opportunities, visits to the local

beach, library and art gallery, live theatre and music experiences, 'Breakfast with Santa', trips and much, much more.

Organisation and planning

We agree a long-term plan for each Key Stage and we review this on a termly basis.

Our subject leaders provide medium-term plans in Key Stage One and ideas for continuous provision across our Early Years and Key Stage One classrooms which includes opportunities for outdoor learning. Planning provides a sequence of lessons including the national expectations, key questions, vocabulary and teaching strategies including opportunities for high quality talk and assessment.

Our short-term plans are those that all teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify resources, activities and the organisation of groups.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children. Subject leaders and the SENCO provide a curriculum which ensures the teacher is able to provide the resources and educational opportunities that meet the needs of all children.

The school provides a SEN Support Plan or SEN Passport for each of the children who are on the SEND register. This sets out the nature of the need, and outlines how the school will support our children across all curriculum areas.

The Foundation Stage

The curriculum that we teach in the nursery and reception classes is grounded in clear principles of child development and progression.

Our curriculum planning is intentional, responsive to the needs, interests and experiences of each unique child. It is ambitious and sets high expectations for all learners, including those with SEND and/or disadvantaged children. Our school fully supports the principle that young children learn through play, and by engaging in direct instruction through well planned structured activities considering which is better suited to a particular form of knowledge.

Our adults support the learning of our young children through;

- interacting with children during planned and child-initiated play and activities
- scaffolding and modelling language
- showing, explaining and exploring ideas
- encouraging, questioning, recalling and providing a narrative for what children are doing
- setting challenges and helping children to achieve them
- paying attention to the physical environment and resources, as well as the daily structures and routines that establish expectations

We understand that we need to actively plan for "children who come to school knowing how to be polite, follow instructions, [being able to take care of] their surroundings and respect adults and that some children need well-established routines and precise instructions on how to behave. [Some children will] also need to know how to understand their own and others' emotions, how to make friends and how to keep them." (Strong Foundations in the first years of school, October 2024)

Teachers and teaching assistants will assess the key skills developed by each child using evidence from observations throughout the term, and record this in Arbor. Observations and ongoing assessment play an important part in the future curriculum planning for each child/class throughout the Foundation Stage.

(See also Early Years Foundation Stage Policy)

Assessment

Effective day-to-day assessment keeps our teachers well informed. Our teachers are alert to pick up children's misconceptions quickly and provide early opportunities to help children who need extra teaching and practice. This ensures gaps and misunderstanding in children's knowledge will not become permanent.

Teachers share specific information at transition points about a child's reading, writing and mathematical knowledge, any gaps in children's knowledge and their barriers to learning so that a child's next teacher is well placed to help them with fundamental knowledge and skills e.g. pencil grip, reading fluency, understanding and formation of letters and numbers, number bond knowledge and the spelling of common exception words.

Curriculum Impact

The impact of our curriculum ensures every Farnborough child

- Reaches their potential
- Is a confident, happy and enthusiastic learner.
- Is ready for the next stage of their education.
- Has an enhanced cultural capital and life opportunities
- Has good morals, values and makes the right choices so they can become good role models in our community
- Appreciates the town and world in which they live in and understands how they can make a positive contribution locally, nationally and globally.
- Has good listening skills, shares and supports each other whatever their gender, culture or learning difference which ensures the good mental health and wellbeing of themselves and others.
- Continues to practice, persevere and challenge themselves to be successful beyond our infant school.

We strive to have a school full of happy children so that they are able to fully engage with the ambitious and exciting curriculum that we offer.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for their subject;
- enthuse all staff in the teaching of their subject;
- conduct their own personal research into their subject and share their learning with all staff providing continuous professional development in their subject throughout the school.
- support and advise colleagues **on inclusion and how to support all children's learning in their subject depending on their starting point and/or learning need.**
- monitor and support pupils' progress in their subject area;
- provide efficient resource management for their subject.
- Evaluate the impact of resources, planning and professional development

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They are required to review the way in which the subject is taught in the school, and plan for improvement. This development of planning should link to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leaders also keep evidence of children's work, which they use to illustrate the achievements of children at each key stage, and to exemplify the attainment expected and ensure they observe lessons and talk to pupils about their subject.

Monitoring and review

Our governing body's **Performance and Standards** committee is responsible for monitoring the **curriculum** delivered in our school. There is a named governor assigned to each of the following areas: English, Maths, **Oracy**, IT, the Arts and the Early Years Foundation Stage. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor

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assigned to SEND, who liaises with the SENCO/Inclusion Leader. Governors are encouraged to visit school and meet with Subject Leaders.

The Headteacher is responsible for the organisation of the curriculum ensuring that all classes are taught the full requirements of the National Curriculum. The Key Stage Leaders have overall Curriculum responsibility monitoring planning and conducting discussions with subject leaders.

Subject leaders monitor the way in which their subject is taught throughout the school. They continue to develop long-term and medium-term planning, talk to pupils about their subject and conduct lesson observations and team teach. This ensures staff subject knowledge is developed, lessons are sequential and learning is memorable. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed regularly.

Updated October 2025

Signed _____ Date _____ Headteacher.

Signed _____ Date _____ Chair of Governors.