Castle Bromwich Infant and Nursery School Curriculum Statement: Intent, Implementation, Impact

"The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces children to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement…(however), the NC 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 NC specifications." – The Primary National Curriculum, 2013

Our View of the child:

At Castle Bromwich Infant and Nursery School we believe that each child is a unique individual who has the potential to grow and learn. We believe that children are active, curious, intelligent and full members of society and it is our role to provide them with a caring, secure environment which is also challenging and stimulating. Here they can learn and grow in body, mind and spirit. We also believe that everyone has the right to reach their full potential surrounded by people who believe in them and who recognise that there are no limits to what can be achieved.

Our School Vision:

At Castle Bromwich Infant and Nursery School we want all our children to feel safe, valued, happy, included and nurtured. Our aim is for all children to be the best that they can be, to be able to be independent, critical thinkers who are inspired by their learning and experience success. We strive to achieve this vision by working closely with families, governors and the wider community.

Our KS1 Curriculum Intent:

Our ambitious curriculum design is based on the National Curriculum Programmes of Study. This is then used to inform our skills progression planning document that identifies the progression of skills that should be taught and when they should be taught, across the infant phase. The Castle Bromwich Infant and Nursery School Curriculum Drivers* (developed by key stakeholders in school), which help realise our collective school vision and aims, together with the progression document, inform our subject specific overviews so that we can ensure that topics within subjects are linked and concepts deepened. This culminates in our whole school curriculum overview. Our vibrant curriculum offer enables our

children to learn and be fluent in the basic skills of oracy, reading and writing across subjects, and to be numerate, but also to experience the richness and diversity of the wider curriculum. This enhances the world of learning children access in school, and as such develops their cultural capital and a readiness for living in the wider world, beyond school.

***Curriculum Drivers:**
With the involvement of all key stakeholders, we have developed four *Curriculum Drivers* at our school that shape our curriculum, ensure the school's vision and aims are brought to life and give our school its unique personality. Our drivers are designed to ensure that our children are personally successful, independent thinkers ready for their journey of lifelong learning. These are:

1. **Learning for Life** (To promote and celebrate positive learner attitudes, independence and resilience. To have high ambitions and aspirations for self and others, and to have a positive sense of own identity, culture and beliefs and respect for others. To experience success, develop effective communication skills, learn from mistakes, show initiative and make informed choices).

2. **Learning Together: Making Connections** (To collaborate and co-operate, develop empathy for others, show kindness and develop positive relationships that foster a sense of belonging and understanding. To respect diversity, show engagement and sensitivity towards others' needs, feelings, interests and talents. To foster a sense of belonging and safety and work within clearly understood boundaries. To promote meaningful learning contexts across the curriculum subjects and to develop creativity.)

3. **Learning and Living Healthily** (To promote physical and emotional well-being, including healthy eating choices and positive mental health. To further develop the ethos of anti-bullying and to know right from wrong and act upon this. To further develop the Key Person approach in the EYFS and to foster the expression of feelings and thoughts appropriately. To promote playful and experiential learning approaches that are developmentally appropriate for young learners and promote a positive self-image).
4. **Learning and Living in our Community and the Wider World** (To promote the uniqueness of where we live and go to school by exploring key local historical figures, buildings, events etc. To have a sense of the wider world in which we live and see that they have a part to play in it. To promote the organization of charity events and learn about other cultures and ways of life in other parts of the world. To foster a proactive approach to taking care of our environment and planet, showing initiative and being responsible citizens.)

We also aim for our children to have a sense of enjoyment and fascination in learning about themselves, about others and about the world around them. Our curriculum is designed to offer children opportunities to use their imagination and creativity and to reflect on experiences. We develop opportunities for children's self-reflection, to review their own learning and to be actively involved in thinking about 'Where next?' We aim for all our children to approach the process of learning with confidence and independence, gaining a sound knowledge of all subjects relative to their stage of development, and use these to reason, explain and make connections.

Our aim is that teaching is rigorous, dynamic and thorough, and ensures that learning is sufficiently embedded and sustainable over time. We want pupils to remember key facts and procedures and respond to questions with confidence and accuracy, but more significantly we want them to be able to explain 'why' and 'how'. Our aim for children is that they will be able to use their knowledge appropriately, flexibly and creatively and apply it in a variety of contexts. We provide our children with the time and space they need in a developmentally sensitive way, to rehearse and develop skills, interests and understanding through practical, often hands on experiences that 'anchor' the learning.

Building on from the EYFS:

In order to ensure the promotion of continuity of experience in learning between the EYFS and Year 1, we have introduced some of the key features of effective Reception practice including; direct teacher instruction, adult-initiated challenges linked to the application of taught skills and knowledge, playful discovery and learning, independent exploration of concepts, materials, relationships, outdoor learning etc.), thereby securing a more developmentally appropriate and sensitive approach to supporting children's learning in Year 1. This approach is underpinned by recent reading into child development. We acknowledge that the key point in children's development comes at the time when children are approaching the age of 7, when they are more able to think logically about events and objects and think in more abstract ways. Children's learning in Year 2 is therefore, organized so that it is more formalised and more directed by an adult, whilst still allowing children opportunities to work with concrete materials to deepen their understanding of concepts and to collaborate, be creative and to have a sense of autonomy. We also believe that the more we offer children opportunities in the EYFS and in Year 1 to learn in the ways outlined above, the more it will equip them with the necessary skills and dispositions to learn in more abstract and more adult-directed ways, by the time they move into Year 2.

Wider curriculum:

At Castle Bromwich Infant and Nursery school we have an obligation to our children to consider the extent to which we are equipping them with the knowledge, skills and cultural capital they need to succeed, through our rich and impactful wider curriculum offer. Central to this are

the key academic and personal skills which prepare them for the next stage of their lives. The curriculum at our school is planned and sequenced so that the understanding of key concepts is deepened. Where appropriate, it ensures that meaningful connections will be made around a topic or theme (schema building), so that children understand how their learning is interlinked within and across subjects. Typically, our topics and themes encompass foundation subjects such as Art, DT, Drama, History and Geography.

Reading in the Curriculum:

At Castle Bromwich Infant and Nursery School, we believe that the most important gift we can give to our children is the power to read. We aim to provide opportunities for our children to unlock the skills to read in order for them to be able to spend a lifetime learning. Our mission is for all pupils at CBINS to foster a love of reading. We believe that reading helps to empower children to be curious about the world around them, improve language and vocabulary skills and stimulate imaginations. Our aim in this regard is to ensure all children develop a love of reading; thriving off their enjoyment, discovering adventures and mastering skills for learning and life.

At CBINS, we value the importance of reading for both instruction and for pleasure. Our curriculum is designed and implemented for children to access countless opportunities to enjoy reading. We not only teach the fundamental skills of reading, but also nurture children's reading attitudes and behaviours. We embrace and explore all aspects of literature such as traditional, modern, non-fiction, magazines and newspapers in order to immerse our children in the world of stories and texts. This allows pupils to develop knowledge of themselves and the world they live in, helps to gain knowledge across the curriculum and develop their comprehension skills. To establish an appreciation of reading, we encourage our pupils to explore and discover their likes and dislikes. Children enjoy researching and finding out about different authors and illustrators through author studies.

We believe that reading is at the centre of all learning and our curriculum has been designed to support this. All children at our school engage in a recipe of shared and guided reading sessions, daily phonics lessons, enhanced story time, 1:1 reading and independent reading. We use a wide variety of books and resources matched appropriately to children's levels of skill and understanding. Together, with parents and carers, we recognise the importance and impact of reading for the children at our school. We expect children to continue to read at home. Pupils independently select from a wide collection of banded reading books which closely match their current phonics level. They also take home a weekly library book which provides an opportunity to share a story with an adult and for lots of discussion to take place. The partnership between home and school allows us to build a community of engaged readers.

Writing in the Curriculum:
Written and oral communication is a significant feature of our KS1 curriculum. This focus builds on effective EYFS practice and enables children to build confidence and express their thoughts and understandings, in increasingly sophisticated ways. We aim to ensure all children become storytellers and story writers by immersing them in a language rich environment to encourage communication and develop vocabulary. We strongly feel that if children are writing purposefully for an audience, this will motivate them to communicate their thoughts and ideas through writing and see it as a crucial life skill. Alongside this, we aim to develop children's secretarial skills. Through their continued experiences, children develop their proficiency to make meaningful marks, write letters and sounds which develops into sentences and extended pieces of writing, by the end of the key stage. All this is achieved through the Talk for Writing approach.

Mathematics in the Curriculum:
Maths is also central to our teaching and learning at CBINS. We aim to ensure all our pupils can: become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying their mathematics. Our maths curriculum is mapped to ensure there is clear progression that builds on prior learning and is flexible to enable children to master concepts. This is achieved by breaking down larger concepts into small steps that are explored in depth and by offering children opportunities to approach concepts in a variety of different ways to build confidence and ensure the learning is sustained.

Ultimately our curriculum offer, throughout the infant phase, aims to provide children with opportunities to:

- learn and achieve in vibrant, dynamic and stimulating learning environments,
- promote children's spiritual, moral, social and cultural development and prepare all children for opportunities, experiences and responsibilities of later life,
- equip children with skills and personal qualities to enable them to become successful and effective members of society in 21st century Britain.

Implementation:

Moving into Key Stage 1:

Children's learning in Year 1 is organised so as to ensure a careful balance of adult-directed experiences (through whole and small group gatherings), adult-initiated experiences (meaningful and relevant challenges or problems to solve - delivered in small groups) and childinitiated experiences and play (individually or with others, including with other adults), occurs across each day. This ensures a smoother transition into the Year 1 classroom and harnesses children's natural curiosity and positive dispositions to learn in a highly effective and satisfying way, from the off. This organization enables these elements to take place at the same time within a session; maximizing learning opportunities. The adult-directed activity has a clear learning objective and is informed by prior learning. The adult has control over the learning and assessments for future learning will take place. The adult-initiated challenges are set by the adult with clear learning intentions identified. The adult 'kicks off' the learning and the children are enabled to pursue these independently. These challenges often pose problems that children find worth solving, however the activity might be 'hi-jacked' by the children's own interests. These ideas will be valued and discussed by the adult, not simply dismissed. We believe that child-initiated activity is a very important vehicle for children's learning in Year 1. Through self-directed opportunities children will make sense of the world, apply taught skills and knowledge in a range of contexts and master new skills. The knowledgeable adult will join in at appropriate and opportune moments to understand this learning and find ways to extend and enhance it by; showing genuine interest and tuning in to the child's actions and talk, the introduction of resourcing, posing alternative view points, making suggestions and reminding and by posing carefully framed questions that illicit thinking and the use of vocabulary. Over the year, to ensure progression, the organization in Year 1 enables a greater number of children to take part in a greater number of adultdirected or adult-initiated experiences.

As is the case in our Reception classes, a vital aspect in the development of essential knowledge and skills is the use of the continuous provision in Year 1. This means that children are able to use, practise and develop taught skills and apply their understanding in a range of playful and highly satisfying contexts on a daily basis, throughout the year. This provision effectively supports children's well-being, selfregulation and helps them to develop key life skills. Through the continuous provision in Year 1, our children have opportunities to work and play independently and collaboratively with others (and with an adult); indoors and out. As part of their role in the continuous provision, staff in Year 1, skillfully support children through their self-initiated experiences. They encourage and continue to foster children's 'can do' attitudes and help them take risks in new experiences. They also encourage children's curiosity and independent exploration in play; extending learning and language through the use of sustained shared thinking strategies.

The continuous provision is regularly enhanced by the adults in response to the children's particular specialisms, interests and abilities. Year 1 staff enhance the curriculum offer by introducing key provocations, challenges or invitations to play in particular ways with particular resources. This helps children to make new connections, apply skills in different contexts and deepen their understanding.
Staff in Year 2 organise learning in response to their knowledge of children's current understanding and learning behaviours; providing further depth or support where necessary and repeating learning if required. Implementation of the curriculum in Year 2 allows children opportunities to work with first hand materials, to be active participants in learning, express their creativity and thinking, to make connections within subjects and across subjects, to read widely, to work collaboratively, to use talk and develop vocabulary, to explore, investigate and present their findings.

Learning in year 2 is organized with a greater emphasis on whole class teaching. Groupings are flexible and encompass mixed abilities and paired or independent work is often encouraged. Teaching models thinking and use of language and new learning is communicated clearly. Staff provide demonstrations and explore ideas together or in small groups. Careful questioning furthers children's thinking, encourages recall and offers appropriate challenge. Staff in Year 2 organise time-limited interventions in core subjects for children that need to 'catch up'.

Teaching and learning in KS1 will typically encompass:

- Modelling through clear presentation of subject matter
- Responsive and adaptive teaching to meet the needs of all learners
- Assessment for learning
- Fostering greater independence through play, exploration and learning
- Effective questioning to further thinking
- Teaching of subject specific vocabulary and the vocabulary for learning
- Scaffolding through the use of resources, models and adult interaction
- Tackling misconceptions early on
- Opportunities to regularly revisit, reinforce and make use of previously taught content

Implementing the Wider Curriculum:

Themes and topics have been carefully constructed to ensure that they provide plenty of opportunity to cover the curriculum in ways that will engage our children. They have been designed to complement and build on one another with progression and links so that in subsequent year

groups they will be able to explore concepts deeper, applying knowledge in different contexts. Where appropriate, the texts we select for our Talk For Writing lessons, complement and support this.

As mentioned above, at Castle Bromwich Infant and Nursery School, we have secured a mixed-model approach where specified subjects are taught in combination. These often include foundation subjects. Some subject content or skills such as Computing and relevant English and Maths skills are taught separately or are integrated into the theme, while others such as music, PE and RE for example, are taught separately. Key skills such as phonics, letter formation/handwriting and number are often taught in specific timetabled sessions, either in small groups or whole class or through intervention work.

A range of visits or visitors into school are linked to our topics and themes in order to offer a range of experiences that help to broaden understanding of curriculum content, enrich the curriculum delivery with real life experiences and most importantly help the children embed and retrieve their learning.

Reading in KS1:

We deliver a systematic phonics programme, incorporating *Letters and Sounds*, across the Early Years and KS1. This is the school's prime approach in supporting children's reading of unknown words and offers a structured route for the teaching of the main grapheme-phoneme correspondences in sequence. The programme promotes maximum participation through the organization of small phonics groups across this phase. Our approach provides opportunities for spelling through dictation of sounds, words and sentences and ensures children are taught to decode and spell common exception words. It also ensures that home reading texts are matched accurately to the child's phonic ability, (these are fully decodable so that children experience success and see themselves as readers right from the start).

In Year 1, children will continue to progress by learning more complex sounds in phase 5 phonics. Children begin to learn alternative sounds and spellings. Children will also take part in Guided Reading and Enhanced Story Time lessons. Pupils will work on their accuracy of reading and using expression where appropriate. They will also focus on developing comprehension skills, particularly by developing their retrieval, prediction and inference skills.

There are daily opportunities for the teaching of reading. Phonics teaching builds on from where children leave Reception and children continue to be organised into groups according to ability. In Guided Reading sessions, children focus on developing word reading skills and are

encouraged to re-read texts to build up fluency and confidence in word reading. Children spend time talking and reading and answering questions to develop their comprehension skills. Children are also heard read during 1:1 sessions where they continue to read banded books which closely match their phonics and comprehension level. Informal story time sessions take place daily and immerses children in a variety of text genres with more complex vocabulary. Shared and modelled reading takes place in daily Enhanced Story Time sessions, which focuses on deepening children's understanding and comprehension of texts. Children begin to develop skills such as retrieval, inference, sequencing and predicting as well as exploring vocabulary. Children continue to access reading throughout the provision and have access to their class Reading Area. There are also lots of opportunities for reading for enjoyment through the provision.

When children leave Year 1, they are able to apply phonic knowledge and skills to decode words; responding speedily with the correct sound to graphemes and blend accurately. Pupils read a range of words containing taught GPCs including multisyllabic words and those containing contractions. Children will have had extensive experience of listening to, sharing and discussing a wide range of high-quality texts. They will have had experience of discussing information books and other non-fiction and have good knowledge of the difference between fiction and non-fiction. In addition, they will have been encouraged to check that the text makes sense to them as they read and correct inaccurate reading. They will make inferences on the basis of what is being said and done and predict what might happen based on what has been read so far.

Throughout Year 2, children are challenged and encouraged to develop reading stamina. Phonics is no longer the *only* tool for decoding as texts are not fully decodable and many unfamiliar words are introduced to children. Pupils are aware of the more complex sides to the English language through their spelling and grammar teaching which leads on from the completion of the phonics programme. Children will work on their fluency, speed and accuracy of reading, as well as mastering skills such as retrieval, inference, summarising and predicting.

Daily reading in Year 2 is taught through Guided Reading, Enhanced Story Time and Phonics Sessions. Initially, children are grouped for phonics until appropriate for the majority of the children. Phonics then becomes an intervention for children who still have gaps in learning. In Guided Reading, children have good quality time with their teacher to continue to develop their word reading skills and fluency of reading. Pace and accuracy are a huge focus for our Year 2 pupils. Children also spend time comprehending the text and answering questions following the talkread-talk model. Enhanced Story Time continues to develop children's understanding, vocabulary and comprehension skills. Children begin to make more mature predictions, inferences and links. During daily story time, children are exposed to some chapter books and become absorbed in more complicated story lines and characters. Pupils continue to be heard read by their class teacher or teaching assistant during

1:1 reading time. These more challenging stories encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. Books are longer with fewer illustrations.

Writing in KS1:
We follow the Talk 4 Writing teaching sequence which helps children develop their oral and written storying through the Imitate, Innovate and Independent Application, 3-stage model. This is used alongside our spelling and handwriting scheme to enable children to achieve well and be ready for the next phase. As part of the approach, model texts are shared and toolkits for writing are tailored to the needs of children. In addition, Story and Text maps are used (helping children to sequence ideas, visualise story structures, plan and shape their own innovations) and grammar and vocabulary is woven through and explicitly referred to in lessons.

Mathematics in KS1:
We implement the Maths curriculum by following the mastery approach to to enable children to experience success, achieve well and be ready for the next phase. Children work on the same content but are enabled to explore concepts in greater depth by solving non-routine problems in different contexts and with greater confidence and independence. We use the CPA approach to model and reveal mathematical structures and continually assess the learning of the children to ensure they have mastered concepts and address misconceptions at the point of teaching.

Impact:
Taking into account the majority of children's low starting points on entry to Nursery and Reception, outcomes at the end of KS1 are above the national average in all subjects and this has been the case for a number of years. We also ensure that our children make good progress in wider curriculum subjects by logically sequencing the curriculum to help them embed and remember their learning over time. Assessment and subject monitoring, including 'pupil voice' confirm that the curriculum is successfully implemented and our curriculum intent is met.

Above national average Phonics and Key Stage 1 outcomes and robust assessment, also confirms that the curriculum is beginning to provide greater parity for groups of pupils. For example, disadvantaged children actually outperformed other children in school at the Year 1 phonics screening (2019) and in Maths, disadvantaged children achieving ARE, was just 1% lower than the national average for 'other' pupils (2019). Whist there is still a small gap in outcomes between the school's disadvantaged children and the national 'other' children in Writing and

Reading at the end of KS1, the gap is only 6% which equates to 2 disadvantaged pupils. During their time in Key Stage 1, the curriculum enables more disadvantaged children to achieve in line with age expectation than they achieved at the end of Reception in most subjects (Reading, ARE and GD, Writing GD, Maths ARE and GD).

When compared to national outcomes in Reading Writing and Maths boys in school attain better at Greater Depth than boys nationally at GD. The same is true for boys attaining ARE in Reading at our school compared to boys nationally.

Ultimately, Children leave Castle Bromwich Infant and Nursery school with a secure understanding of the academic curriculum content and have high aspirations for their future. They have a growing understanding of how to be socially, morally, spiritually and culturally responsible and aware. Our children are equipped with skills and personal qualities to enable them to become successful and effective members of society in 21st century Britain.

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