



# Waynflete Infants' School

## Academy for Early Learning

### **Curriculum Intent Statement**

Pupils' learning and development should be at the heart of every school's curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

#### **What the curriculum is designed to do**

At Waynflete Infants' school we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

### **Implementation**

#### **How the school intends to deliver the curriculum throughout the school**

As briefly mentioned above, we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

**Classroom-based learning:** Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans,

so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and ICT lessons. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out one-to-one teaching sessions for pupils who require additional support. We also carry out interventions for small groups of pupils with the SENCO and teaching assistants. Within these interventions, staff breakdown the content of the lesson in a more digestible way for pupils. This allows pupils to get dedicated one-to-one time with the TA, ensuring any questions that pupils may have get answered in a way they understand. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

### **EYFS**

Our foundation stage follow the early year's curriculum ensuring that a broad and balanced approach is adopted to all areas of learning. Children are able to access learning both indoors and outdoors. A practical and investigative approach is encouraged for all children so that they learn through play and by doing. We believe that children learn by doing and practising the new skills acquired. There are both adult led and child led activities throughout the day. The topics that are followed are chosen by the children and their interests.

### **Key Stage One**

Key stage one follow the national curriculum for all subjects. Each subject area has a curriculum progression and skills grid which starts in reception and ends in year 2. These grids are progressive and build on skills previously learnt. The topics that each year group follow are relevant and fun for the children. The learning is linked and cross curricular which helps the children to make connections. Each curriculum area has a coverage map based on National Curriculum expectations. The intent for each area with the end goal is specified on each curriculum coverage grid. This ensures that all the objectives are covered by the end of key stage one.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school.

## **How the school involves parents, pupils and the local community in curriculum planning and delivery**

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we ask pupils at the end of a topic questions about factors such as what they enjoyed about learning and lessons and what they find challenging.

In the Foundation stage children and parents contribute their ideas for topics through the use of the treasure box.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community events such as singing and the town's carnival. This shows pupils the value of being involved and being part of a community. Engaging with the community demonstrates the values of respect and friendship.

## **How the curriculum benefits pupils' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education.
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.