



Highgate Infant School

Curriculum and Assessment Policy 2021-22

INTRODUCTION

The school curriculum comprises all of the learning and other experiences offered to every pupil at Highgate Infants Primary School. This policy document is a statement of the school's agreed approach to curriculum delivery and content and should be read in conjunction with other school specific and UET trust policies including Early Years Foundation Stage policy, SEND, Assessment policy and Equal Opportunities Policy.

THE AIMS, OBJECTIVES AND VALUES OF THE SCHOOL

At Highgate we aim to provide a secure and stimulating learning environment, where the needs of the children are considered and where they can develop values, skills, and knowledge within the culture of co-operation and mutual support. KS1 follow and teach programmes of study set out in the National Curriculum (2014) and EYFS follows the Early Years Foundation Stage Curriculum (2021) linked with Development Matters. With these objectives in mind, and input from the governing body, the teaching and support staff in school determined the key priorities for our school curriculum, providing children with knowledge and skills to support their development (roots) and opportunities to enhance their aspirations and develop individually (wings); creating a personalised experience for the children in our local community. We call this The Highgate Roots and Wings curriculum.

Within our curriculum delivery we aim to provide experiences which will lead pupils to:

- have rich and varied learning opportunities which motivate pupils and prepare them for their next steps in their education
- develop key life skills; the ability to communicate well with a range of audiences, be able to make healthy choices and take care of themselves, as well as showing respect and having good manners.
- read with understanding and enjoyment and to communicate with others in speech and writing.
- explore mathematical and scientific concepts in order to internalise and build on each child's understanding.
- ask questions and develop independent thinking; enquiring and knowing how to find answers, be willing to take risks, use resources and technologies effectively, enjoy learning and discovery (including outdoor learning)
- persevere and have a strong work ethic- showing pride in their work and develop aspirations.
- demonstrate self-responsibility
- develop their own spiritual and moral development.
- understand their local context and appreciate diversity

STRUCTURE, ORGANISATION AND COVERAGE

The school ensures coverage of the Early Years Foundation Stage and National Curriculums through careful planning and assessment. Subject leaders monitor specific subjects and this is supported by the SLT and governing body. Teaching staff have designed thematic units which ensure the statutory requirements of the Curriculums are met, whilst also reflecting pupil voice through discussion and pupil input into medium-term planning. The key priorities listed previously will be considered by teachers when planning in order to provide specific activities and open-ended learning opportunities which will allow children opportunities to develop these skills and attitudes. Breadth and balance will be ensured through careful planning to ensure the termly themes are varied and provide a range of foci as children move through each year group.

Having an appreciation for literature and improving reading and writing is a key priority for Highgate Infants School. The planning of high-quality key texts to draw together the thematic units will support this drive. Grammar, punctuation and spelling will be taught in line with the National Curriculum, building on the phonics delivered through the 'Storytime Phonics' programme. This will be overseen by the English lead.

In Key Stage One mathematics will be taught in class, planned from the National Curriculum. Planning for this will be co-ordinated and overseen by the Mathematics lead. In EYFS, White Rose is used as a scheme the teaching of mathematics.

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school. The school follows the statutory requirements for the teaching of RSE (Relationships and Sex education) and has developed a bespoke PSHE (Personal, Social, Health and emotional) curriculum planned specifically for the needs of the school community. Religious Education is planned from the Locally Agreed Syllabus. Parents have a right to withdraw their children from R.E and where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. A Comprehensive scheme of work for the teaching of computing in Key stage one created by the National centre for computing Education is also followed. British Values, E-safety and responsible online behaviours will permeate all aspects of school life.

THE FOUNDATION STAGE

In the Early Years Foundation Stage the key priorities will be reflected in the thematic units which are planned to deliver the seven areas of learning as required in the revised Early Years Foundation Stage Statutory Framework. The curriculum planning focusses on children working towards achieving the Early Learning Goals and on developing children's skills and experiences as set out in this document.

During the Foundation Stage all staff will make continual observations to record the children's progress and these assessments form an important part of the future curriculum planning for each child.

ASSESSMENT

Assessment of the national curriculum subjects will take place regularly and be moderated by subject leaders.

Pupil Asset data tracking software will also be used to monitor progression.

In KS1 and EYFS children's a termly 'best fit' PITA (point in time assessment) is recorded for all subjects or areas of learning. This is based on teachers knowledge of the children's learning through dialogue, play, children's inquiry and set tasks.

We use colours to indicate those children whom are working below, at or beyond ARE for each subject at the end of each term.

The Tapestry online learning journal is used in EYFS and KS1 to capture examples of play and practical learning. This supports staff in making their termly assessments and in recording and sharing the development of each child. The system allows us to work with parents and carers to share information and record the children's play and learning in and outside of school.

National Statutory assessments carried out at Highgate Infant School

- EYFS Baseline - an assessment for pupils in reception to measure their progress in primary schools from 2021. It will not provide a KS1 progress measure
- EYFS Profile - completed at the end of the year. This identifies if children are working at the expected level at the end of their EYFS schooling
- Year 1 Phonics Check - completed in June. This 'check' identifies how many of a set 40 words children can read. If children are not able to read the expected number of words the 'check' is completed again at the end of year 2.
- Year 2 teacher assessments - teachers assess if children have met the expected standard in English, mathematics and science at the end of year 2. The teachers assessment is informed by statutory tests in maths and reading

CHILDREN WITH SPECIAL EDUCATION NEEDS, INCLUDING ABLE, GIFTED AND TALENTED

Our curriculum is designed to provide access and opportunity for all children who attend the school. As a school we always provide additional resources and support for children with special educational needs following individual assessment. We comply with the requirements set out in the SEN Code of Practice and if staff, parents or carers raise a concern about a child, teachers will support assessments and provide resources and educational opportunities which meet the child's needs under advice from the SENCo. In most instances the child's needs are able to be met within the normal class organisation, however support staff or specialist teachers may also be used to assist the child where assessed as appropriate.

Children that are working at a level above their age-related expectations are also supported through enquiry-based questioning and educational opportunities which promote and develop their breadth of experience and independent thought.

THE WIDER SCHOOL COMMUNITY

Parents are informed about their child's topic work and curriculum coverage through half termly newsletters and home learning. Opportunities for parent sessions whereby parents and carers are invited into school for special curriculum events and topic sessions are also planned for throughout the year. Details of our curriculum coverage and events can also be found on the schools website.

<http://www.highgate.norfolk.sch.uk/>