



Highgate Infant Schools Curriculum

INTENT

All staff are committed to an engaging and vibrant curriculum that places children and their families at the centre.

We want our children to be independent learners, who are confident to solve problems and develop their own learning. We foster collaboration and communication and believe all our children should have a varied vocabulary with which they can articulate what they are learning, thinking and feeling. Our school community is committed to each child's personal, social and emotional development. We strive to develop children's confidence in their own abilities alongside a growing empathy for others.

As part of UET we strive continually to improve, to change and grow, we work collaboratively with other schools, sharing approaches and ideas and developing new and innovative ways of working.

Science

National Curriculum Statutory Content

Highgate Implementation

Working scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

The use of allotment and outdoor learning in all weathers underpins much of the teaching of science. Open ended enquiry led scientific activities allow children to be **curious**, make predictions and draw conclusions based upon observations and own recording. Appropriate scientific language is introduced specifically as part of direct teaching and interweaved wherever possible through the teaching of other subjects to broaden children's vocabulary and understanding. Opportunities to gather, record and respond to data are also embedded through our maths teaching.

Biology

- Plants**
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Animals including humans**
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Much of the teaching related to the naming and identification of plants, as well as naming and describing the basic structure is taught through practical learning opportunities outdoors and at our allotment.

In EYFS the children observe, care for and describe living things. They investigate the natural world growing vegetables, meeting and observing animals and investigating habitats first hand such as the pond at the allotment.

The KS1 Science descriptors for assessment are built into our planning to support teacher's progression of skills:

Year 1: name and locate parts of the human body, including those related to the senses
describe and compare the observable features of animals from a range of groups
group animals according to what they eat

Year 2: name different plants and animals and describe how they are suited to different habitats
describe the importance of exercise, a balanced diet and hygiene for humans
describe the basic needs of plants for survival and the impact of changing these
describe the main changes as seeds and bulbs grow into mature plants
describe the basic needs of animals for survival
describe the main changes as young animals, including humans, grow into adults
identify whether things are alive, dead or have never lived
describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships

Much of the teaching related to animals including humans is linked thematically and opportunities for children to deepen their understanding are included in continuous provision. Opportunities to grow plants are included through continuous provision within and outside of the classroom, encouraging children to be **respectful, curious** and deepen their understanding of being **nurtured**.

Later this year we hope to collaborate with other schools in the UET to access provision for farm schools, this will broaden the experiences on offer to our children and deepen their understanding of the natural world. In turn this will embed our values of being **curious, respectful, nurtured** and **resilient**.

Chemistry	Materials	<p>Through our teaching we encourage the children to experience a variety of resources made from both natural and artificial materials. In Early Years we aim to provide high quality natural resources both inside and outside of the classroom to support children's curiosity and across the school we are developing our learning environments to reflect climate concerns.</p> <p>In KS1 the teaching of materials is often planned to link with familiar traditional tales e.g creating houses for the 3 Little Pigs (Year 1), creating a waterproof cape for Red Riding Hood (Year 2). The KS1 Science descriptors for assessment are built into our planning to support teacher's progression of skills:</p> <p>Year 1: distinguish objects from materials and describe their properties, identify and group everyday material</p> <p>Year 2 compare different materials and their suitability for different uses</p>
	Distinguish between an object and the material from which it is made	
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	
	Describe the simple physical properties of a variety of everyday materials	
Physics	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<p>Through our outdoor learning the children regularly discuss and observe seasonal patterns and changes. Activities are planned to deepen children's curiosity, encouraging them to make observations and draw conclusions for themselves.</p> <p>Outdoor learning is hugely important in EYFS and the children prepare to play and learn in all weathers learning about the seasons as they learn and explore. In EYFS the children investigate the natural world and seasonal changes through their explorations at our school allotment and through enhancements included in their indoor and outdoor provision. The children find out practically about each season and the seasons features e.g leaf sorting and grouping in autumn, bulb planting in spring, ice exploration in winter, form part of both direct teaching and continuous provision</p> <p>The KS1 Science descriptors for assessment are built into our planning to support teacher's progression of skills:</p> <p>Year 1: describe seasonal changes In Year 2 the children explore how day length varies through 'shadow diaries' and ongoing observations about the outdoor world.</p>
	Seasonal changes	
	Observe changes across the four seasons	
	Observe and describe weather associated with the seasons and how day length varies.	

History		
National Curriculum Statutory Content		Highgate Implementation
Key concepts	Changes within living memory (linked to reveal aspects of change in national life where appropriate).	<p>History at Highgate is taught thematically and teachers plan the most appropriate times for the direct teaching of history. Links are then made throughout the theme to support children to reflect on similarities and differences between life today and life in the past. We use question stems which children are familiar with from a guided reading sessions to encourage inference and deduction and we use real objects and photographs wherever possible to bring learning to life.</p> <p>To support children's recognition and understanding of significant local, national and international events teachers plan class visits to local museums, participate in local events (Heritage Day, Chinese New Year Dragon Dancing) and plan whole school events too. These events are planned to support children in being curious and respectful, as well as promoting cultural diversity, respect and tolerance for others and broadening our learners awareness of the locality and nation in which they live.</p> <p>Opportunities to explore historical enquiry are also promoted and included as part of topic home learning menus e.g Heritage event Kings Lynn (September).</p> <p>Teachers plan at least one trip per year to a historical venue, making the most of the museums and vibrant history on offer in our locality. Recent visits have included a whole school visit to the Red Mount Chapel in Kings Lynn, a visit to Houghton Hall and a visit to experience life at the time of Captain Vancouver at the Stories of Lynn Museum.</p> <p>Progression and expectations across KS1 and transitioning from EYFS are revisited each year allowing us to tailor learning to suit children's interests and current events.</p> <p>In EYFS we explore the changes that have occurred over children's lives looking at images of themselves as babies and discussing how their needs and lives have changed as they have grown.</p> <p>Year 1: In Year 1 much of the focus links to the children's personal history supporting the children to build on the skills acquired in their EYFS. In 2019/20 the children will be exploring the life of Queen Elizabeth the First as well as the life of Captain Vancouver as they transition into Year 2. There will also be a specific focus, looking at change in our local area; particularly in response to how our local area has changed through time. Staff will use the building changes taking place at our school as an opportunity to bring this learning to life.</p> <p>Year 2 In Year 2 children will learn about the Great Fire of London; having the opportunity to create their own version of 'Pudding Lane' and comparing the timber construction of building then, to current building and construction techniques. Opportunities to visit 'Historic Lynn' allows deeper links in learning to be made. Geographical and historical links will be made through exploring the lives of significant individuals related to the countries in the United Kingdom; Robert Burns (Scotland) Roald Dahl (Wales), C.S Lewis (N.Ireland), Queen Elizabeth (England).</p>
Key individuals	Significant historical people related to own locality.	
	The lives of significant individuals who have contributed to national and international achievements in the past.	
	Comparisons between aspects of life between people from different periods. E.g Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	
Key events	Events beyond living memory that are significant nationally or globally e.g Bonfire night, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	
	Significant historical events of local importance.	

Geography

National Curriculum Statutory Content		Highgate Implementation
Locational knowledge	Name and locate the world's seven continents and five oceans	Teachers plan the most appropriate times for direct teaching of geography, with consideration of our whole school themes and values in mind. Links are then made throughout the theme to support long term acquisition and retrieval of knowledge.
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	As well as direct work with atlases and maps we introduce locational knowledge through songs and rhymes to help the recall of facts including the countries of the United Kingdom, continents and oceans Seasonal and daily weather is explored regularly through use of the allotment in all weathers including planned outdoor learning.
	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
Human and physical geography	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	In EYFS the children explore the local area visiting the town, parks, local woods and the river. They talk about the landscape and its features as they discover them first hand and when discussing and learning about them further in school. Progression and expectation across the key stage
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Year 1 Simple maps are developed to go alongside stories providing the perfect introduction to maps in year 1. Vocabulary linked to human and physical geography is introduced. The school and grounds are used as resources to promote respect and understanding of surroundings. Year 2 Moving into Year 2, compass use and devising maps and keys are introduced. The vocabulary linked to geography is embedded with a focus on those less familiar terms - valley, coast, vegetation and the difference between village, city, town, ports and harbours are explored.
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

Music

National Curriculum Statutory Content

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Play tuned and untuned instruments musically
Listen with concentration and understanding to a range of high-quality live and recorded music
Experiment with, create, select and combine sounds using the inter-related dimensions of music

Highgate Implementation

The Charanga programme is used to ensure progression and support teaching of music. Like art, music is taught both discretely and as a vehicle to create engaging and meaningful topic experiences. Tuned instruments (e.g glockenspiel) are introduced in EYFS and skills learnt are built on and developed through Year 1 into Year 2. Tapestry observations evidence the progression and musical opportunities our children experience. We use music as a resource to bring our school community together and to help children feel **nurtured**.

We seek out opportunities within the year for our children to experience and participate in live and recorded musical events and often collaborate with other UET schools to facilitate these. [Click here to see the overview of the Charanga programme showing the progressing and curriculum coverage](#)
<https://charanga.com/user/login>

Computing (ICT)

National Curriculum Statutory Content

Highgate Implementation

Algorithms and programming	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing is an increasingly important skill. Technology is ever changing but the core understanding remains, as does the need to remain safe while using technology both inside school and in the wider world.</p> <p>We are using the framework and plans produced by the National Centre for Computing Education as a core programme in KS1 to ensure that our lessons are planned by specialists. We have found these to be engaging and varied. We have further supplemented these making effective links teaching coding and algorithms within maths and English lessons, e safety during our staying safe week and using IT tools like ipads and computers to support across subject and within continuous provision.</p>
Information Technology	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>	<p>E-safety is embedded in all learning.</p> <p>In Reception children have the opportunity to explore, tinker and develop their skills through open-ended activities. The children may use Ipads, laptops, sound and recording devices or reading and mathematical software. Children will also carry out unplugged investigations to identify problems and predict outcomes. Children will be exposed to age appropriate problem-solving situations where they will develop and practise the skills of sequencing, pattern recognition, problem identification and debugging. Specific computational vocabulary is identified and referred to wherever possible so that computational language can be used and understood, supporting children to be ready for their digital futures.</p>
Digital literacy	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Year 1: opportunities for programming and coding are also incorporated into maths when teaching position and direction and through literacy when exploring and creating instructional texts. Through continuous provision and discrete teaching children are encouraged to log onto the school network and to save their own work. To support the teaching of digital literacy children are encouraged to talk about websites they have been on and to use the internet safely to research information. Children are also taught explore a website by clicking on the arrows, menus and hyperlinks. Resources to support teaching include: beebots, desktop computers, cameras, computer mouse, coding routes, ipads, photos. E-safety is embedded in all learning.</p> <p>Year 2: opportunities for programming and coding are again incorporated into maths when teaching position and direction and through literacy when exploring and creating instructional texts and recounting events. As part of their digital literacy children use ICT to generate ideas for their work. They are encouraged to create text and graphic work, save, retrieve and print work. They are also taught to recognise common uses of technology beyond school such as the use of email as a communication tool. Resources to support teaching include: cameras, desktop computers, ipads, beebots, roamer, desktop keyboard. E-safety is embedded in all learning.</p>

Art and Design

National Curriculum Statutory Content	Highgate Implementation
Use a range of materials creatively to design and make products	<p>At Highgate we feel an appreciation and awareness of art mediums and artists not only supports personal, social, moral, spiritual, cultural and creative development, but also enables children to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. Art is taught both discretely and as a vehicle to create engaging and meaningful topic experiences, promoting curiosity.</p> <p>We aim to plan opportunities for children to work with traditional and new media, so that they develop confidence, competence, imagination and creativity. We aim for children to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Through art and design work we encourage children to learn how to reflect critically on their own and others' work.</p> <p>A focused medium term plan sets out progression in skills and experiences across the year groups.</p>
Use drawing, painting and sculpture to develop and share their ideas, experiences and Imagination	
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Learn about the work of a range of artists, craft makers and designers,	
Describe the differences and similarities between different practices and disciplines, and make links to their own work	

Design and Technology

National Curriculum Statutory Content	Highgate Implementation			
<table border="1"> <tr> <td rowspan="2">Cooking and nutrition</td> <td>Use the basic principles of a healthy and varied diet to prepare dishes</td> </tr> <tr> <td>Understand where food comes from</td> </tr> </table>	Cooking and nutrition	Use the basic principles of a healthy and varied diet to prepare dishes	Understand where food comes from	<p>The food grown on the allotment gives children a clear understanding of where foods come from. We access the Tesco's 'farm to fork' trails to deepen this understanding. We recognise the importance of food upon our cultural traditions and each year hold a harvest assembly to celebrate the food grown and produced in this country and food from further afield.</p> <p>At Highgate children experience a minimum of one cooking session per half term to introduce cooking and preparation skills progressively over the children's time at school.</p> <p>Exploring healthy and unhealthy foods gives our children and understanding of how to respect their bodies and nurture to help them to lead healthy lives.</p>
Cooking and nutrition		Use the basic principles of a healthy and varied diet to prepare dishes		
	Understand where food comes from			
<table border="1"> <tr> <td rowspan="2">Design</td> <td>Design purposeful, functional, appealing products for themselves and other users based on design criteria</td> </tr> <tr> <td>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</td> </tr> </table>	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<p>Opportunities to design, make, and evaluate products are planned in across the year linked with the themes of each Term. In KS1 we build upon the cutting and joining experiences children have developed in EYFS and plan for them to experience and choose different shaping and joining techniques (stapling, sewing and gluing). Children are taught curiosity and resilience through developing their own products and evaluating the products they have made.. Teachers plan opportunities for both team and individual projects.</p> <p>As part of the EYFS direct and continuous provision children are encouraged to talk about their ideas when planning and creating their own models. Through their creation they are encouraged to talk about how and what they are adapting and changing their work.</p> <p>Much of our design and technology projects are linked to science and materials where possible to deepen understanding and provide purpose and context to learning.</p> <p>Year 1: Children explore stockings and how these are made. They also design, make and evaluate their own Christmas stocking. Later in year the children design, make and evaluate their own boats in our 'Year 1 Big Boat Race'.</p> <p>Year 2: Children investigate, design, create and evaluate their own bridges. They will discuss the materials they have used and use criteria to assess the suitability and effectiveness of their work. Later in the year they will also create their own wheeled vehicles, allowing them to explore and use mechanisms within their products.</p>
Design		Design purposeful, functional, appealing products for themselves and other users based on design criteria		
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology			
<table border="1"> <tr> <td rowspan="2">Make</td> <td>select from and use a range of tools and equipment to perform practical tasks [e.g, cutting, shaping, joining and finishing]</td> </tr> <tr> <td>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</td> </tr> </table>	Make	select from and use a range of tools and equipment to perform practical tasks [e.g, cutting, shaping, joining and finishing]	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
Make		select from and use a range of tools and equipment to perform practical tasks [e.g, cutting, shaping, joining and finishing]		
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<table border="1"> <tr> <td rowspan="2">Evaluate</td> <td>explore and evaluate a range of existing products</td> </tr> <tr> <td>evaluate their ideas and products against design criteria</td> </tr> </table>	Evaluate	explore and evaluate a range of existing products	evaluate their ideas and products against design criteria	
Evaluate		explore and evaluate a range of existing products		
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<table border="1"> <tr> <td rowspan="2">Technical knowledge</td> <td>build structures, exploring how they can be made stronger, stiffer and more stable</td> </tr> <tr> <td>explore and use mechanisms [e.g levers, sliders, wheels and axles], in their products.</td> </tr> </table>	Technical knowledge	build structures, exploring how they can be made stronger, stiffer and more stable	explore and use mechanisms [e.g levers, sliders, wheels and axles], in their products.	
Technical knowledge		build structures, exploring how they can be made stronger, stiffer and more stable		
	explore and use mechanisms [e.g levers, sliders, wheels and axles], in their products.			

Physical development (PE)

National Curriculum Statutory Content	Highgate Implementation
<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>PE is taught by teachers within the school and trained teaching assistants. We track children's participation in physical activity both in and outside of school ensuring that all children have the opportunity to participate in at least one school competition and to allow us to tailor our after school provision and specialist events to reflect the interests of our children. E.g some of our children in KS1 are members of a local gymnastics club and so we ensure we recognise, celebrate and support this.</p>
<p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Being active at a young age can support healthy lifestyle habits which will in turn impact future lifestyle choices. The benefits of high quality physical development in children's early years is something we have invested in greatly over the years through consideration of the extensive research linking physical development to the development of neural pathways supporting coordination, cognitive reasoning and positive mental and physical wellbeing. For this reason and in addition to statutory requirements and whole class PE sessions we also provide specific intervention programmes such as sensory circuits, key skills core groups, playdough disco, and an active nurture group. The PE opportunities we offer help to nurture children both individually and as teams. Within class sessions and external competitions children develop respect for each other and resilience to build on existing skills and learn new ones.</p>
<p>Perform dances using simple movement patterns.</p>	

Swimming (All schools must provide swimming instruction either in key stage 1 or key stage 2)

National Curriculum Statutory Content	Highgate Implementation
<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>We feel swimming is a life skill and offers our children an experience in their early years which they may otherwise not experience until KS2. Additionally, in this area the rivers, ditches and the sea are close by and water safety is incredibly important. Ensuring a respect and understanding of the importance of water safety is an overarching aim as is ensuring that children have the confidence and experience of swimming when they move to their next schools</p>
<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	
<p>Perform safe self-rescue in different water-based situations.</p>	<p>Swimming instruction is delivered by an ASA qualified swimming instructor Alex Holmes and supported by two experienced support staff. Every child throughout the year has the opportunity to participate in a block of swimming sessions.</p>

PSHE (including RSE)

Fulfilment of Statutory RSE Curriculum		Highgate Implementation
Health and Wellbeing	Healthy lifestyles Mental Health Ourselves - growth and change Keeping Safe	<p>At Highgate Infant school we have developed our own PSHE programme of study to meet the needs of our school community. This is planned for based on our schools values and Ethos and is built on guidance within PATHS, SEAL, THRIVE, NURTURE UK and the PSHE association. It also includes the statutory teaching of RSE.</p> <p>We introduce key feelings and develop a vocabulary of feelings in each class, building on these each year to create a vocabulary of feelings. We also talk about and explore the challenging vocabulary and meanings of our school values using books and familiar characters to exemplify what each means.</p> <p>In Reception the roots of RSE are embedded within PSED.</p> <p>The progression from EYFS to Year 2 is clear in the schools PSHE plan</p>
Relationships	Families and Close Relationships Friendships Managing Hurtful Behaviour and Bullying Safe Relationships Respecting Self and Others	
Living in the Wider World	Shared Responsibilities Communities Media Literacy and Digital Resilience	

**Fulfilment of Statutory Locally agreed RE Curriculum
KS1**

Highgate Implementation

Theology

What do religious people say *God* is like?
 Why is light an important symbol for many religious believers?
 What do _____ remember at _____? (E.g. what do Jews remember at Passover?)
 What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?)
 What might _____ learn from the story of _____? (E.g. what might Jews learn about *God* from the story of Abraham?)
 What do Christians believe *God* is like?
 Who made the world?
 Why does Christmas matter to Christians?
 Why does Easter matter to Christians?

Philosophy

Why do people have different views about the idea of 'God'?
 What do my senses tell me about the world of religion and belief?
 What is puzzling about the world of religion and belief?
 What is 'good' and what is 'bad'?
 How do people decide what is right and wrong?
 What questions do religious stories make us ask? Can we find any answers?
 What's the big idea? (introduction to philosophy/Socratic dialogue)
 How did the universe come to be?

• **Human/Social Science**

How do festivals/celebrations bring people together?
 Where is the religion around us?
 What does it mean to belong to the _____ community?
 What happens in the daily life of a _____?
 What does it mean to be part of a religious family?
 Why are symbols and artefacts important to some people?
 How do worship gatherings/ceremonies give _____ a sense of identity and belonging?

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They will learn about Christianity and begin to explore other religions and worldviews.

In KS1 the Exemplar curriculum map is used with half termly key core enquiry questions to focus children's learning. The questions are rooted in each disciplinary approach, namely theology, philosophy and the human/social sciences.

Assessment at Highgate Infant School

A termly 'best fit' PITA assessment is based on teachers knowledge of the children's learning through dialogue, play, children 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.

Point In Time Assessment Descriptors (P.I.T.A)							
Below			On track			Exceeding	
Well below	Below expected	Working towards	Expected	Securely expected	Above expected	Well above	
<p>Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to barriers to learning (e.g SEND or EAL). The child may be doing different tasks to the rest of the class and will be receiving intervention.</p>	<p>Is able to access the correct curriculum but has significant gaps in their learning, They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently. Unlikely to meet ARE at end of Key Stage.</p>	<p>Is on track to meet some, but not all of the end of year expectations. May make errors but will usually be able to improve their work following feedback and support. May have some smaller gaps in learning. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. Could meet expectations with intervention.</p>	<p>Is on track to meet end of year expectations. They are usually successful learners who show an understanding of most (over 80%) of the objectives taught so far. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.</p>	<p>Is on track to meet end of year expectations. They are successful learners who sometimes need further extension work to challenge them.</p>	<p>Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas. Consistently needs further work to challenge them.</p>	<p>As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts.</p>	

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 word the 'check' is completed again at the end of year 2.
- **Year 2 teacher assessments** - teachers assess is 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

IMPACT

Children make accelerated progress at Highgate Infant School. Despite very low starting points our attainment is close to national data sets and we effectively diminish the difference for vulnerable groups. Children are engaged, confident and enthusiastic learners applying knowledge and skills across the curriculum. They are confident to make good use of opportunities to choose what and how they want to learn. The children have a growing awareness of their own and others social and emotional needs and an understanding of the schools values and ethos that underpins all we do.