FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



Curriculum Policy

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Contents

1. Introduction
2. Intent
3. Implementation
4. Impact
5. Assessment
6. Reasonable Adjustments
7. Extra Curricular Activities
8. SMSC
9. Role of Subject Leader
10. Equality Statement

1. Introduction

At Forefield Community Infant & Nursery School we aim for children to become ambitious and resilient young people who take on challenges without reservation or fear of failure. They can demonstrate perseverance when challenges occur, learning from any mistakes therefore laying firm foundations for them to take on their role as global citizens in the future.

Through our curriculum we aim to offer children who attend Forefield Community Infant and Nursery School a broad, diverse and ambitious curriculum. They will learn about the world they live in locally, nationally and globally, developing an understanding of how the past has influenced the world we live in today and may continue to influence their future. We aim for our curriculum to create curious and life-long learners who are well prepared for the next stage in their education, not only as confident and fluent readers, writers and mathematicians, but as young people who are knowledgeable in their understanding of the exciting, diverse world in which they live.

2. Intent

At Forefield Community Infant & Nursery School we deliver a high-quality purposeful curriculum. We recognise that developing lifelong skills is important for young children and we aim to deliver this through a broad and knowledge rich curriculum.

Our curriculum is planned as units of work, often driven by focus texts. We are passionate about promoting and instilling a love for reading in our young children, who we immerse in high quality texts, making links to foundation subjects when possible. Whilst still teaching each subject discretely, links between subjects and knowledge are made explicit to children within lessons, ensuring new knowledge gained, is securely embedded alongside prior learning. Each lesson begins with prior knowledge, either from the current or previously taught units of work, across the curriculum subjects. At Forefield every lesson taught and learning experience is an important and valued building block of our progressive curriculum.

Each subject is meticulously planned with bespoke knowledge outcomes meeting and exceeding the EYFS and National Curriculum expectations. Foundation subjects build knowledge from Nursery through to Year 2, with progressive lessons in each strand of the subject developing key skills and knowledge, making our children competent and confident artists, historians, musicians, athletes and much more. We have worked closely with subject leads at Forefield Junior School to plan content in each subject across key stage 1 and 2, ensuring prior knowledge and progression is given careful consideration.

Through our curriculum children are encouraged to question and explore, think creatively and utilise their knowledge and skills in a variety of contexts. Our curriculum purposefully builds in opportunities to celebrate diversity, whilst supporting children's spiritual, moral, social and cultural development, ensuring that children have the cultural capital to succeed and are well prepared for life in modern Britain.

The content of our bespoke curriculum strives to strengthen children's connections with the world in which they live. It provides a wealth of opportunities to engage children, developing them as local, national and global citizens, as they mentally travel the world gaining knowledge and skills as they go. We aim for all children to leave Forefield with the knowledge and basic skills needed for their future, so they are independent thinkers with a growth mindset and are set up to be lifelong learners.

'Learning and Growing Together'

3. Implementation

At Forefield Community Infant and Nursery School foundation subjects are taught in Key Stage 1 as individual disciplines i.e. history/art, sometimes driven by high quality texts. In EYFS high quality texts are also used to drive the curriculum content in both direct teaching sessions, small group focused tasks and in continuous provision both indoors and outdoors. To immerse children into new topics and associated learning teachers will plan visits, visitors or WOW days to excite and engage children and to provide real-life hands-on experiences to learning. We make exploring our local and wider community and the amazing city we live in a priority, through planned educational visits linked to our curriculum content ~~as well as through our 'Passport to Learning' challenges.~~

In lessons, teachers begin by reviewing prior learning. Throughout lessons they also will make knowledge links explicit to children. This will include links to previous lessons, different subjects and sometimes even learning from a previous school year. Teachers will also make links to future learning explicit. Lessons delivered and teaching strategies used will be memorable and creative experiences to ensure children remember the subject specific knowledge they need to be successful future global citizens of the world. Teachers are trained in using oracy strategies to support children in learning to and through talk. Oracy opportunities are built into lessons with a key focus on developing vocabulary so that children can articulate their knowledge, structure their thoughts, build arguments, have an understanding of different communication contexts and know not just speaking but also deep listening and responding constructively.

Forest School provides rich, hands-on outdoor learning experiences that naturally enhance key areas of the curriculum. Specific elements of the KS1 National Curriculum and the EYFS framework are carefully selected and mapped for their suitability to outdoor learning. These aspects are taught exclusively through Forest School and are not duplicated indoors. Each half term, this learning is delivered by our highly trained Forest School Leads, ensuring children develop skills and concepts in an engaging and meaningful natural environment.

Within our school curriculum we do use schemes of work in some specific subjects. These schemes have been carefully chosen through rigorous research. They have been developed, adapted and customised to fully meet the needs of our school and achieve the best outcomes for our children. Schemes of work used at Forefield include Phonics Bug, ~~Pathways to Writing, White Rose Maths~~, Primary PE Passport, ~~Music Express~~ Kapow Music and the agreed Sefton Local Authority RE syllabus.

To ensure the best possible outcomes for all children at Forefield, subject and senior leaders monitor progress and attainment of children half termly. ~~half termly through subject leader learning reviews (See Teaching, Assessment & Learning policy).~~ Using a range of professional analysis methods, leaders will consider the best strategies in which to deliver the curriculum content of their subject taking into consideration different subjects, individual needs of the children and the cohort. As a result, curriculum delivery of some subjects may use different approaches, for example streaming children according to phonic phase, next steps and gaps in learning has proven to be extremely successful in the delivery of our school phonic programme. This ensures the specific needs of all children can be met either through content taught or the teaching strategy used.

4. Impact

The impact of our high quality curriculum is children who:

- Know more and remember more in all subjects and can articulate this knowledge.
- Make links in knowledge they have within and across subjects.
- Develop oracy skills that impacts on engagement in learning, wider vocabulary, academic outcomes, employability, well-being and equips children to thrive in democratic and civil life.
- Are confident and fluent readers who read widely and often with good understanding of the text which they can articulate.
- Can compose and write in a wide range of styles about a variety of topics, demonstrating good phonic and spelling knowledge and using punctuation appropriately and correctly within their writing.
- See patterns in numbers and use this to solve mathematical problems with confidence and use a range of different strategies and resources to support their learning.
- Are confident in their knowledge within each subject and see themselves as geographers, musicians, artists etc.
- Recognise their own interests, areas of strength and areas to develop but approach all learning with a growth mindset, learning from mistakes and demonstrating resilience and perseverance when they find things tricky.

<u>EYFS End Points</u>

Throughout Nursery and Reception, children will work towards bespoke end of term statements in each of the areas of learning within the EYFS. These statements summarise the knowledge and skills taught in each term from our bespoke curriculum, leading to the final assessment against the Early Learning Goals at the end of Reception. By this point, we aim for all children to at least meet the Early Learning Goals in all 17 strands of the EYFS. The curriculum content including the teaching of early reading, writing and maths will give children the best possible start in life and prepare them well for key stage 1.

<u>Key Stage One End Points</u>

By the end of Key Stage one we aim for all children to at least meet the expected key stage 1 standards in all subjects. The curriculum will provide children with a wealth of knowledge in all subjects whilst prioritising a relentless focus on developing fluent and confident readers, writers and mathematicians for our young children. This deliberate focus on early reading, writing and mathematics aims to give our children secure foundations and the knowledge and skills to access a broad and rich curriculum at key stage 2 and beyond.

For those children who do not achieve expected outcomes at the end of EYFS and/or key stage 1, class teachers and subject leads rigorous monitoring of the delivery of their subject aims to ensure children make excellent progress from their relative starting points extending their knowledge in the subject within the given period.

5. Assessment

At Forefield Community Infant & Nursery School Nursery we use a bespoke assessment system to ensure progress and attainment in all subjects is closely monitored and captured. This system is delivered through our own tracking system in which class teachers record attainment in lessons against subject specific knowledge outcomes bespoke to our school curriculum and end of term attainment statements in EYFS. Formal data captures are completed 3 times per academic year at various stages linked to national data submissions particularly for end of EYFS and end of Key Stage 1.

In the classroom teachers' assessments are ongoing. Teachers use a range of strategies to assess children's acquisition of new knowledge and skills and how secure their understanding and application of this is. In English and Maths children's knowledge is assessed both informally through ongoing teacher assessment and through more formal assessment activities at the end of each half term. In Foundation subjects, teachers use a range assessment strategies ~~including knowledge quizzes to assess knowledge of current topic~~ including oracy strategies e.g. Summary Bullseye as well as knowledge retained from prior learning and topics. Teacher judgement is used to make an overall judgement of children's attainment in each subject at the end of each term. (See Teaching, Assessment & Learning policy for more detail).

6. Reasonable Adjustments

Within our curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of children in the class. Class teachers can seek advice from the SENCO and/or relative subject leader to ensure reasonable adjustments are appropriately meeting the needs of the child and objectives of each subject. On some occasions the most appropriate provision for children will be working in a smaller group outside of the main classroom or working with adult support within the classroom.

7. Extra Curricular Activities

At Forefield Community Infant & Nursery School, we pride ourselves on providing a wealth of extra-curricular activities for all children to participate in. The extra-curricular activities develop a wide range of interests and skills for our children from sports clubs to creative arts clubs. Extra-curricular activities are linked to Children's University credits and children attending clubs can build up credits towards graduation from Children's University at the end of Year 2. Disadvantaged pupils are allocated 1 free club place per half term to encourage them to attend extra-curricular activities and remove any financial barriers that may prevent them from graduating from Children's University. Clubs are co-ordinated and monitored by our extra-curricular leader who monitors take up for all children (particularly disadvantaged children) and the range of clubs on offer to support curriculum development, working closely with curriculum leads to develop clubs linked to all subjects across the curriculum providing enrichment opportunities.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our school curriculum and is reflected in every lesson through the school's ethos.

Strong links between PSHE / PSED curricula provide opportunities for the discrete teaching of key concepts and objectives linked to the development of SMSC within school.

9. Role of Subject Leads

Subject Leaders will:

- Ensure high quality lessons are taught across EYFS and Key Stage 1 through our agreed curriculum.
- Provide subject specific guidance/CPD to colleagues in their subject specialism.
- Monitor the teaching of their subject across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in their subject ~~through half termly subject leader reviews.~~ And feed this back to the Curriculum Lead during a Curriculum KIT meeting.
- Quality assure extra-curricular activities linked to their specific subject highlighting strengths and areas for further development.
- Manage resources pertinent to the teaching of their subject across the school in order to support the delivery of a high-quality curriculum.
- Liaise with subject leader at Forefield Junior School to ensure the school's curricula are sequential and provide adequate progression for children moving from Key Stage 1 to Key Stage 2.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of the curriculum and in particular the subject they lead at Forefield Community Infant and Nursery School.
- Liaise with Curriculum Lead to develop the delivery of their subject across the school.

10. Equality Statement

The curriculum at Forefield Community Infant and Nursery school adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. At Forefield we recognise that equality should reflect the individual needs of the child and not be a 'one size fits all model'. As a result, equality of opportunity may look different for each individual child in our school dependent on their personal needs.

Curriculum mapping and monitoring ensures cultural diversity is woven through all subjects in our curriculum. We are an inclusive school and take all reasonable steps to ensure all children access all subjects within the curriculum, however we do recognise our responsibility to ensure children develop robust knowledge and skills in early reading, writing and maths. If children do miss any lesson for example through intervention or delivery of a speech and language programme, all reasonable steps will be taken to ensure children do not miss out on learning in foundation subject lessons. These steps will include flexible and rotating timetables to ensure the same lessons are not missed, small group catch up lessons to cover missed content, and a continuous provision approach which allows children to reinforce, and revisit taught knowledge throughout the school day.