

Springfield Infant School and Nursery Curriculum Overview Policy 2024-2025



Springfield's Curriculum Vision:

"Space to grow and wings to fly"

At Springfield, our vision is to deliver a creative and ambitious curriculum built upon our core 'I can' values.

Inclusive Creative Ambitious Nurturing

Our aims are to create and provide a safe, caring, stimulating and challenging environment in which the potential of every member of the school community is fully developed and each individual achieves success. At Springfield we are a fully inclusive school, which ensures equality of opportunity. Our rich and creative curriculum enables extensive personal development, through a range of rich experiences. We prepare children for the complexities of adult life, as well as enabling the children, to become life-long learners with an 'I can' attitude.

Intent

At Springfield, we nurture and develop children from their own starting points to grow creative learners that are ambitious and achieve.

Our curriculum is balanced, creative and broadly based. It is engaging and ambitious and ensures active participation through high aspirations and strong relationships. The curriculum is adapted frequently in response to the voice and identities of all our children; thus, reflecting the lived experience and community context of our children. At Springfield we strongly believe in providing opportunities for all children to make progress and promote the highest standards across all subject areas, as well as developing our children's key learning skills in reading, writing and maths. At Springfield, at our curriculum core is the safeguarding and well-being of our children.

Springfield has an inclusive ethos, with stimulating learning environments that challenge, inspire, support and celebrate learning. Underpinning our curriculum are our 7 guiding principles:

- Promoting Positive Attitudes Towards Diversity and Equality
- High Quality Safeguarding of our children and Safeguarding Futures
- Interconnectedness
- High standards and aspirations for all learners
- Overarching
- An Investment in CPD, Training and Pedagogy
- Scoping Needs and Research

Our Guiding Principles

These guiding principles underpin our curriculum intent and work alongside our school 'I can' values.

Promoting Positive Attitudes Towards Diversity and Equality

- Our curriculum ensures that all children identities are represented. This is child led and based on the backgrounds, interests and strengths, which is underpinned by our creative curriculum and EYFS ethos.
- Our curriculum provides our children with a safe space to identify, confront, challenge and learn from discussions of equality and inequality.
- Our curriculum promotes positive attitudes towards diversity and race equality. This is reflected through our learning, learning environment, discussions and texts in class.

High Quality Safeguarding of our Pupils and Safeguarding Futures:

- Safeguarding, well-being and a sense of belonging is at the heart of our curriculum at Springfield. We ensure that all children feel safe and know who to talk to if they feel unsure or upset about anything. This is reinforced with our RHE and E-Safety lessons as well as in the school environment.
- Our curriculum promotes high expectations for all and ensures that there is a readiness for learning.
- Our curriculum is well organised and sequenced so that skills and knowledge are developed in a progressive, coherent manner. This ensures that our pupils are lifelong learners.

Interconnectedness:

- Our curriculum is flexible, creative and is underpinned by an Early Years ethos. Our curriculum is designed effectively so that skills and knowledge are connected in and across all subjects. In addition to this, learning outside the classroom is encouraged and promoted.
- Our curriculum supports the key transition points over the year. This includes, transition between year groups in school at the end of the year and to and from and different settings. This is a collaborative process and our curriculum ensures that there is a successful continuation of learning.

High Standards:

- Our curriculum drives core skills to the highest standards. We ensure that all children have the best opportunities to succeed and progress from their own starting points.
- Our curriculum is monitored rigorously to ensure that there are high standards across all subjects. Core skills are interwoven across the curriculum to support life skills.

Overarching:

- Our curriculum reflects the needs of our children and our community. We adapt our curriculum and re-design to reflect contextual changes and aim to develop our children's cultural capital.
- Our curriculum reflects and celebrates the uniqueness of our local setting and the lived experiences of our pupils and wider community.
- Assessment is an intrinsic part of our curriculum design and delivery. We use a range of summative and formative assessment techniques to guide children's' development and celebrate their achievements. The children's next steps are shared with parents, school leaders and staff so that everyone has a responsibility and the knowledge to help children progress with their learning.
- Assessment activities are varied and designed to be inclusive and accessible for all learners.

An Investment in CPD, Training and Pedagogy:

- At Springfield, we value the importance of CPD and training for all staff. This ensures that all staff feel valued and are skilled to promote the progress of all of our children. Our training is of the highest possible quality and happens in-house and with outside providers.
- CPD and training is planned and designed to meet the needs of staff and the children they are teaching and supporting.
- When designing our curriculum, the content and delivery is underpinned through shared expertise, subject knowledge and professional networking. We ensure that subject expertise is utilised at every opportunity. Furthermore, our curriculum where appropriate, maximises the strengths and lived experiences of external expertise, which enhances our curriculum further.
- Through rigorous monitoring we ensure that our curriculum is delivered using consistent methodology and high-quality pedagogical approaches.

Scoping Needs and Research:

- The design and content of our curriculum is based on robust self-evaluation, reflective review and shared articulation of the school vision and collective thinking.
- Our curriculum development is research-informed and led through an evidence-based approach as well as drawing upon the expertise of staff and the needs of the local community.
- We are constantly refining and developing our curriculum to tailor to the needs of all pupils. We share best practise and communicate developments effectively.

Implementation

At Springfield our curriculum is delivered through cross-curricular and creative topics which create a learning experience that links curriculum areas together. There will be 'wow' starters, such as role play experiences or exciting openers to engage learners from the start. Our curriculum is adapted each year to meet the needs and interests of our current children. Knowledge and skills are taught collectively alongside our 'I can' values to ensure children are able to apply and build on their learning with increasing independence throughout their schooling.

At Springfield, we are in curriculum groups, which are across phase. Each group has several areas of the curriculum, for which they are responsible for. In every group there is a core subject and foundation subjects. Annually, staff will change curriculum groups, to ensure that teachers are continuing their CPD and knowledge of all areas of the curriculum; at Springfield we are all leaders of the curriculum. Curriculum groups are pivotal in the planning, progression and delivery of the curriculum. Each curriculum group monitors and reviews their subjects on a half-termly basis. Developments and changes are implemented effectively, and ensures that the curriculum meets the needs of every learner.

High quality teaching is central to the teaching and learning at Springfield. Children, who require additional support with their learning are identified swiftly by teachers and leaders. As a result of early identification, targeted interventions are used to support learners. Each year group further enhances the curriculum through the use of visitors, trips and experiences, alongside after school clubs, to provide a rich and meaningful learning experiences.

Impact

The impact of our creative, ambitious curriculum can be seen in everything we do at Springfield. Staff and children demonstrate our key values effectively throughout each day to ensure we all have an 'I can' attitude towards learning and life. Children want to come to school and learn, they are enthusiastic about learning and pupil voice is reflective of this. Visitors to Springfield give positive feedback, as do our families and those members of the community who visit us for various reasons over the year. Displays and the children's work demonstrate the breadth and creativeness of our curriculum, the rich learning experiences the children have had and the high quality of outcomes. Children's progress across the curriculum is tracked (*see assessment policy*) to ensure children are progressing and developing their understanding. The curriculum is reviewed, evaluated and developed, by senior leaders and subject teams, to ensure that it meets the needs of all pupils, motivates children to learn and facilitates progress.

There are ten subjects in the National Curriculum plus Religious Education. These are identified as core and foundation subjects and are briefly summarised below.

Implementation – General Overview

EYFS

The Early Years Foundation Stage follows a curriculum that enables the children to develop a wide range of skills. Children are provided with a wide range of learning opportunities where they are guided by adults or independent in their choices. The Early Years curriculum at Springfield aims to give the children the best start possible with their school life, and we are able to do this in a positive way. This is demonstrated through **7 areas**.

Prime areas: communication and language, physical development and personal, social and emotional development.

Specific Areas: Literacy, mathematics, understanding of the world, expressive arts and design.

Key Stage 1

The following National Curriculum subjects are taught at Springfield:

English and Mathematics (Core)

English and Mathematics are taught daily in Key Stage One. Wherever possible a cross curricular approach is used in these subjects linking them to the topic being taught. The curriculum for English and Mathematics meets the objectives of the National Curriculum for 2014.

Science (Core)

The school is well equipped for science and much of the work is practically based. Each term the school participates in Science investigation days where children conduct a range of investigation activities, where teachers are given the opportunity to assess the children they teach. We recognise the value of children finding out about the world around them by asking questions, making predictions and finding out the answers.

Foundation Subjects:

History and Geography

We recognise history and geography as valuable subjects and make every effort to make it as real and relevant for children by incorporating within our topics. They often include trips out to places that will help the children's learning really come to life. The children make links and comparisons from their own life and with differing significant historical events. As the children progress through the school, they learn about chronological order and the use of time lines to organise important current and historical events. Moreover, the children will learn about a range of important historical figures from around the world, for example Nelson Mandela, thus avoiding a Europe-centric understanding of the world.

Art and Design

The children receive opportunities to explore materials and use a variety of media. Throughout their time at Springfield, the children will develop and progress with their artistic techniques. Furthermore, the children will learn about different artists, as well as, the process of designing, making and evaluating their own products. Art, along with Music and PE are seen as important developmental points for primary aged children and we seek to show them enjoyment of the arts, as well as learning practical skills. These lessons are an integral part of the creative curriculum at Springfield.

Music

The children are given opportunities to experiment with and play a range of untuned percussion instruments. They participate in weekly singing assemblies, learning a range of songs. Year 2 children all learn to play the drums and glockenspiels. Throughout their time at Springfield, the children develop their knowledge and application of musical terminology. At Springfield we use the music scheme Chranga, which aligns with the EYFS and Key Stage 1 curriculum for music, which ensures coverage and progression of skills and knowledge.

Modern Foreign Languages

French is taught throughout the school, fortnightly.

PE and Games

The children have 2 hours of PE each week. We provide basic skills as well as an understanding of health and well-being. We have a PE specialist that works with specific children; those that are talented as well as those that need extra support. We provide yoga and wellbeing for all children every week and Year 2 have the opportunity to work with Brighton and Hove Albion football Club every week for a multi skills session. We are delighted to be involved in competitive team sports within the locality. We also organise extra-curricular clubs for football, dance, gym, yoga and Karate.

RHE

The school follows a structured RHE (relationships, Health and safeguarding education) curriculum, where there is reference to Rights, Respecting, Responsibilities, as well as, British Values. Wherever possible, planning reflects this to ensure a cross curricular approach. RHE is also covered in weekly assemblies and through our Junior Governor meetings, where the children meet with the head teacher to discuss and represent the ideas of their peers. The school ensures that RHE is part of the ethos of the school environment. This is evident on learning walks throughout the school and in the lessons that the children are taught. The school encourages the children to be sympathetic and empathetic towards their peers as part of the school environment.

Religion and World Views

The school follows the Religion and World View agreed West Sussex syllabus. This syllabus reflects the changes in modern day society (over 50% of adults not identifying as not belonging

to a religion and 41% of adults identifying as Christian, as found out by the British School Attitudes Survey 2017.) Furthermore, the agreed syllabus supports the children's understanding of differing world views and religions. The religion and world view curriculum will support the school's values and ethos, as well as promote British values. At Springfield, the children will receive 36 hours of religion and world views teaching and learning per year. At Springfield our aim is to provide our children with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights, understanding and the skills required to engage, question and make links with the subject matter.

EYFS:

Children in the Early Years Foundation Stage (EYFS) will explore a variety of religious and worldviews by identifying special people, books, times, places, and objects, and (where appropriate) by visiting places of worship. Children will listen to, discuss, and ask questions about stories from a variety of sources, religions, and worldviews. The children will be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expression. The children will be encouraged to ask questions and reflect on their own feelings and experiences. The children will have opportunities to use their imagination and curiosity to develop their appreciation for the world in which they live. Religious teaching and learning will be cross-curricular and will be woven into all seven Areas of Learning, through Springfield's creative and inspiring curriculum.

Key Stage 1:

Children in Key Stage 1, will be taught the knowledge and skills to understand the key themes and stories surrounding Christianity and compare and contrast these with another principal religions, including Islam, Judaism and Hinduism. Furthermore, the children will explore the religions of their local community and where appropriate the concept of secular world view. Throughout Key Stage one, the children will learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain. The children will be able to communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas.

In Key Stage 1, the children will explore these key themes:

- Core beliefs, ideas and symbols
- Expression of faith
- Identity – daily life
- Social action – putting beliefs into action
- Ask big questions and making connections

At the end of each year, the children are expected to know, apply and understand the matters, skills and processes they have been taught in their religion and world views learning over the year. Termly teachers will assess the children's progress and understanding in their religion and world views learning.

Computing

The school understands the importance of teaching the children a range of computing skills as part of the curriculum. Children are given opportunities to learn new skills as well as develop these through cross curricular links. Each class has allocated time in the Computing suite as well as access to laptops, I-Pads and interactive whiteboards/ screens.

The **long-term plan** below shows how the National Curriculum is implemented through topics for each year group.

- Learning is organised into topics to maximise opportunities for cross-curricular links, creativity and applying skills.

| Topic Grid | Reception | Year 1 | Year 2 |
|------------|--------------------|---------------------|---|
| Autumn1 | Into the woods | Welcome to my World | An African Safari |
| Autumn 2 | Through the forest | | |
| Spring 1 | Pirates Amazing | Global Explorers | A Journey to the Moon |
| Spring 2 | Adventures | | |
| Summer 1 | Down on the Farm | Castles | Wonderful Wildlife and petrifying plants. |
| Summer 2 | Out in the Garden | | |

Meeting individual needs (EAL, PPG, SEN, More able pupils)

All children are given the opportunity to access all areas of the curriculum. Teachers are required to plan for all children in their class and identify individuals who may need more support or adaptation to their learning on their planning. The Inclusion manager, class teachers, teaching assistants and inclusion team work closely together to ensure that all individual needs are planned for and met in each lesson. Intervention programs are also implemented where felt necessary to develop children's understanding and achievements. The individual child's needs and starting points are planned for.