



Banstead Infant School

Curriculum Policy



What we believe

At Banstead Infant School we are passionate about learning and the children, staff, parents and governors work together to create an exciting and creative curriculum that nurtures and inspires all children to be independent thinkers and learners.

We have embraced the new National Curriculum and the Religious Education syllabus and have added key elements which drive the curriculum. These drivers are:

- Literature at the heart of the curriculum
- The habits of an expert: determined, observant, imaginative, investigate, curious, adventurous, co-operative and the use of reasoning
- Learning to learn skills: resourceful, reflective, resilient and the use of reciprocity
- Learning without limits: allowing the children to surprise us and themselves
- Environment: creating a stimulating learning environment inside and out

Within the framework of the National Curriculum requirements we have developed a creative curriculum which offers a broad and balanced approach to learning and is underpinned by strong purpose and values. We have high expectations for all children and expect them to surprise us. Our curriculum is based on cross curricular topics which are driven by key children's stories. The teachers work together to ensure that over the course of Early Years Foundation Stage (Reception) and Key Stage 1 (Years 1 and 2) the children are provided with a rich, dynamic curriculum that enables them to be independent and share responsibility for their learning.

Alongside the habits of an expert the children are taught learning to learn skills. These skills underpin what it means to be a good learner and the children are encouraged to reflect on their learning using the skills as a framework.

The children are taught about the effect that learning has on the brain. Teachers share images and tell the children about what happens in different parts of the brain when they are learning. The children can talk about brain activity and understand that challenge and practice help their brains to grow. We use brain science to signify what happens when mistakes in learning are made, which allows both children and teachers to share and celebrate the importance of mistakes.

We place a strong emphasis on the use of phonics as an early reading skill. We use a range of reading scheme books to support our teaching of phonics. Single and double sounds are taught throughout all three year groups, with daily phonics sessions. As the children become more fluent they are taught to use other strategies alongside their phonic knowledge. This results in children becoming fluent, expressive readers who have a love of reading.

We recognise the role of values in providing our children with an understanding of what it means to be a good citizen. Values are at the heart of our school and guide our actions and decision making. We chose the Jammie Dodger biscuit as a symbol to help

the children to remember them. The biscuit represents all our learning but the jam is the heart of the school. Our key values are: respect, responsibility, honesty, trust, co-operation and patience. The children are taught to use these in their everyday lives towards themselves, other people, creatures and their environment. These values are embedded as part of our daily practice as teachers, in assemblies and in the conversations we have with children. The British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, run alongside our school values. They are taught through assemblies, RE, PSHE/Citizenship and School and Class Councils.

The children are taught how to respect each other and themselves and to celebrate the differences in everyone, no matter what their faith, culture or lifestyle may be. We teach the children what it means to be a good citizen through weekly citizenship teaching. This also includes teaching emotional literacy which enables the children to express their own feelings and to understand the feelings of those around them. They learn about the consequences of their actions on themselves and others in the real and digital world. Children are taught self-regulation strategies to enable them to deal with their feelings. All adults in the school have been trained to use emotion coaching techniques to de-escalate situations.

Aims

- to ensure all children feel safe and happy in their environment
- to provide opportunities for the children to surprise themselves and the adults teaching them with what they can achieve
- to ensure children access their statutory entitlement to the curriculum
- to provide a taught curriculum which includes Religious Education and the National Curriculum for children in Key Stage One
- to provide the Foundation Stage Curriculum for children in the Foundation Stage
- to enable the children to learn as experts – artists, scientists, gymnasts, mathematicians etc.
- to develop learning skills and foster a curiosity for learning
- to provide a daily act of collective worship (which is broadly Christian in nature)
- to provide an out-of-hours curriculum which enriches children's lives and enables them to have new experiences and to develop their own interests, skills and aptitudes further
- to develop positive attitudes and behaviour, including self-discipline, and to develop high self esteem and confidence
- to encourage children to think for themselves and become independent and ready to meet the challenges of adult life
- to motivate children and encourage them to learn to question, respond to challenges and be effective problem-solvers
- to develop empathy and respect for self and others

- to acquire knowledge, skills and understanding
- to reflect on experience in order to learn from it
- to develop creativity, imagination, spontaneity and initiative
- to communicate effectively and express themselves clearly, using the key skills of speaking and listening
- to work cooperatively and collaboratively and independently, as appropriate
- to promote the intellectual, spiritual, moral, cultural, emotional and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community
- to be flexible in order to reflect the demands of a changing world

The taught curriculum:

- is based on the vision, aims, mission and ethos of the school
- is broad and balanced and is planned to ensure sufficient depth and breadth of study
- introduces children to a wide range of experiences, knowledge skills and understanding
- is planned to meet the key statutory requirements of the National Curriculum and the RE syllabus for Surrey
- is personalised in order to meet the needs of all individuals as far as possible
- is monitored regularly by the SLT and teaching staff, and reported on to governors
- is skills-based rather than content driven
- implements the values and practices of Assessment for Learning, Growth Mindset and Learning without Limits
- is well resourced to ensure the best possible outcomes for children, and value for money for the school
- is planned in a cross-curricular and creative way, through topics, to make the learning meaningful and enjoyable for children
- takes place both inside and outside the classroom
- introduces children to a variety of cultural opportunities to broaden their experience
- teaches children which habits of an expert to use when learning: adventurous, investigative, observant, curious, determined, imaginative, co-operative and to use reasoning
- recognises learning where determination and practice is praised instead of praising children for being clever
- includes the teaching of learning skills: reciprocity, resourceful, resilient and reflective
- includes the teaching of values: respect, co-operation, honesty, trust, patience and responsibility
- emphasises the importance of the teaching of emotional literacy

- includes outdoor learning and Forest Schools
- includes many opportunities for first hand experience through carefully planned enrichment activities such as educational visits, visitors, theme days and weeks
- includes Religious Education, Relationships and Sex Education and a daily act of worship
- is taught in whole class groups by class teachers, except where alternative provision is made, such as:
 - Citizenship – an emotional literacy programme is led by advanced teaching assistants and supported by teaching assistants
 - Personalised learning for groups or individual children led by trained parents/Teaching Assistants
 - Teachers occasionally swap classes in order to exploit specific expertise
 - Additional Needs Assistants supplement learning by providing focussed work for groups of children with similar needs
 - Extended provision for high achievers is provided by the class teachers

Out-of-hours curriculum

- Breakfast Club is available from 7.45am at Banstead Junior School.
- An after school club is run at Banstead Junior School until 6.30pm every evening.
- A variety of after-school and lunchtime clubs are offered. One is run free of charge by the local church, others are run by teachers, a teaching assistant or external providers and are chargeable.

This policy also relates to the:

Teaching and Learning Policy;

Assessment, Feedback and Marking Policy;

PSHE Policy;

SEND Policy;

EYFS Policy

Equality Policy and Plan;

Relationships and Sex Education Policy;