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| **Downs Infants Curriculum Statement: Our Infant Curriculum** | | |
| *Ambition, Belonging, Creativity, Diversity, Empathy, Flexibility* | | |
| **Intent** | **Implementation** | **Impact** |
| What will take place before teaching in the classroom? | What will this look like in the classroom? | How will this be measured? |
| Downs Infants is a **warm, open and nurturing** school, which has a deep commitment to a child-centred and **unique infant** education. We have a strong sense of **community**, which is inclusive of all, and teach our children to be kind and the value of love.  We take a **creative** and **innovative** approach to education here, fostering an inquisitive and curious approach to the curriculum where we **value play as the important work of child-hood.**  Our **values** state what we want our children to leave with after their time at Downs Infant School:   * Ambition * Belonging * Creativity * Diversity * Empathy * Flexibility   With these values driving our intent, we want to ensure an education that **develops the whole child**. It should enable children to be able to make the very best of their lives; having choice and opportunity in their social and economic situation, contributing to society, and developing a sense of self-worth.  We want to provide an education that is rich in knowledge and opportunities to apply that knowledge, revisiting it in **‘continuous provision’ and using it to problem-solve and to engage in their own projects**.  We believe the curriculum should include experiences of our cultural, artistic and social heritage, and that children should be enabled and inspired to be **life-long learners.** | **Throughout the school** we seek to provide opportunities for child-initiated learning. We encourage children to wonder, and to question, ‘what if…?’. We provide **rich learning environments with ‘continuous provision’** at their heart. Direct instruction of important skills and knowledge gives children rich resources with which to engage these environments.  Within all learning environments we:   * Start from where the children are: building on their knowledge and interests to **challenge** them and take them somewhere new. * Adopt a theme-based approach so that children see **links between areas of study**, and have opportunities to apply what they learn in a variety of contexts. * Ensure **progression through the EYFS and Key Stage 1**, working in subject teams so all teachers understand progression in all subjects. * Plan opportunities for children to become **fluent** in the skills and knowledge that will enable them to make good progress by making use of environments outside the classroom. * Consider the kinds of experiences that children need to have, both to develop their knowledge and to provide **developmentally appropriate challenges**. * Are **flexible** with the organisation of learning so that passions can be nurtured and depth of learning provided for. * Extended periods of **‘free-flow’** throughout the 4 classrooms, any shared areas and the **outside** areas. * A **continuous** morning without an adult imposed school-wide breaktime. * Teaching assistants and understanding next steps for all children so they can ‘sprinkle’ instruction appropriately to **extend children’s development**. * Providing **easily accessible and open-ended resources** so that children are able to create the contexts for their own play. * Gradually increasing **periods of direct instruction** that are tailored to the developmental stage of the children.   Whole school assemblies as well as lunchtime allow further development of the skills and attributes we value. | An important source of evidence is from the pupils themselves.   * Through observations of the **behaviour** and **attitudes** of children in all areas of the school. * Active and regular pupil voice work with the **school council**. * **Subject specific pupil voice** work on regular evaluation days. * **Working and playing alongside children** to see what is important to them and how they apply what they have learned. * From their **parents** at parent consultations (specific children) and through parent representatives (trends).   We see the impact of our work in children’s activities which we record on *Tapestry*, our learning journal.   * Pupils take **pride in their work** and are able to **talk about their learning**. * Children **apply that they have learned** to new contexts in ‘continuous provision’. * Pupils’ work is moderated and assessed in line with national expectations. **Our school has consistently performed in line with, or above, national comparators** on a range of measures for reading, writing, phonics and maths. **Professional dialogue** between teachers informs teachers and subject leaders about the attainment and progress of children throughout the school.   Staff **professional development** and involvement in **school improvement priorities** gives us feedback on all aspects of the school including the curriculum. In addition there is a rolling programme of **subject teams’ evaluation and development** as well **as Governor Evaluation Days** termly. |