



St Ives Infant School Curriculum Statement

Our Curriculum Intent

As a school we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience. We believe that every child should have the opportunity to succeed and be the best they can be, not just academically but also develop a love for learning, a caring and thoughtful attitude and an understanding of the world around them. Our curriculum is designed to reflect the needs of our children and the local community. We have developed a curriculum that reflects the rich, cultural heritage of both our local and wider Cornish heritage area and we aim to immerse the child within this to develop their understanding. High quality teaching and learning gives children the opportunity to succeed in a nurturing, safe and calm environment which promotes resilience and creativity while celebrating our children's individual successes and achievements.

Our Curriculum Implementation

We are proud to offer a local, creative, engaging and inspiring curriculum which covers all subject areas, encourages discussions and develops knowledge which is built upon throughout their time with us. The curriculum consists of many planned experiences in school and out including, daily lessons, hook or topic days, assemblies, clubs, sports, curriculum enhancement trips and visits, and community work. Outcomes may be designed to meet the requirements of the National Curriculum but also to develop the skills needed for learning and for life. We have designed our own Setting Sail Curriculum which builds on prior learning from EYFS to the end of KS1 ensuring consistency and progression throughout the children's time with us.

Our Setting Sail Curriculum is organised into the following documents:

Long term plans – these documents are to ensure full curriculum coverage and mapping of National curriculum/EYFS framework objectives, skills and knowledge progression points, highlight sticky knowledge, topic questions and launch ideas, linked texts and text types covered in English, linked people of study, trips/visits to support learning and end goals.

Skills Progression – sequence of skills taught in each year group for each subject. Specific maps for EYFS to National curriculum too.

Curriculum Drivers – Subject specific topic plans to ensure integrity of each subject taught, if taught through thematic approach, for teachers to plan from - including intent, hooks from old learning, skills and knowledge components, sticky knowledge, key vocabulary, subject end composite, impact and hooks for future learning within the school progressive curriculum.

Knowledge Organisers – identified key significant sticky knowledge for children to learn throughout the topic for children to use to support new knowledge and long-term memory. Details previous learning that will help for this topic too.

Assessment, Monitoring and Subject Leadership – system in place for assessing and monitoring the above.

Class Floor Books – Showcase key areas of learning and experiences across a term or year for children to share with others as well as acting a reminder of what the children have been learning about. Available on display in all classrooms.

SEND Subject Specific Strategy documents - details specific strategies to support children in each subject according to individual need. Some children need further support to access learning and had individualised curriculums, developed between the class teacher, SENDCo and SEND Support staff who work with the child.

Teachers adapt and review daily plans where the specific needs of the learners are addressed. There are clear systems for assessing all subjects across the curriculum, to ensure that coverage is met and teaching is carefully tailored to meet the needs of all the children.

Our Curriculum Impact

Leaders and Governors of St Ives Infant School are constantly evaluating the knowledge and understanding pupils have gained against expectations through a range of different methods. Our aim is that all of our pupils meet or exceed age-related expectations or may good progress from their individual starting point. We celebrate the progress made by individual pupils in a variety of ways.

At the end of each section of work, topic or term we strive for all pupils to have acquired the necessary skills and knowledge to enable them to showcase their learning either through an end product, completed work or by sharing their knowledge with others. This may be the things pupils say, write, make or draw which inform us of knowledge and skills pupils have acquired from their learning. Staff ensure time is given to ask children questions and listen carefully to their answers, as well as giving us an idea of what a pupil has learnt, it also gives further opportunities for pupils to develop their oracy skills using subject specific vocabulary.

At St Ives Infant School we aim to prepare pupils to live full active lives as part of their community before moving onto the next step in their education journey. Pupils leave our school having been exposed to a strong spiritual, moral, social and cultural education which has been weaved into every school day. Pupils are reflective about their own beliefs and have respect for others beliefs, views and feelings. They have a sense of enjoyment in learning about themselves, others and the world around them. Pupils learn the difference between right and wrong and are able to apply this understanding to their own lives, they understand the consequences for their behaviour and actions. The social development of our pupils is shown by their ability to use a range of social skills in different contexts and environments and their willingness to engage and work with a wide range of other pupils and adults. The cultural

development of our pupils is shown by their deep understanding and appreciation of cultural influences that have shaped their heritage and those of others. We ensure that our pupils are well prepared for life in modern Britain.