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## Curriculum Statement 2021-22

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Member of Staff Responsible	Mr C K James
Position	Headteacher
Dated	December 2021
Date of next review	September 2022

At Thurnham C E Infant School we seek to create an environment where all children and adults can work together with mutual respect, valuing the differences, beliefs and opinions of others.

We believe that curriculum should be relevant, meaningful, enjoyable and personalised for the individual and that all children should have equal opportunity to access and benefit from a curriculum that will enable them to make informed decisions and choices in their lives and become responsible participants in their community and society.

The school mission statement is:

*“At Thurnham we learn to love and love to learn.”*

Therefore we work hard to enable the children’s learning to reflect that aim.

The outcomes of an excellent curriculum will stay with children throughout their lives. Our aim is for teaching of that curriculum to be consistently of a high standard, with a minimum standard of ‘Good’ lessons with clear indicators established and evaluated regularly to strive for all learning to be of an ‘Outstanding’ standard.

### **Vision, Mission and Values:**

#### **Vision and aims:**

At Thurnham C.E. Infant School our pupils will :

*(bracketed headings are in pupil’s words)*

- Be highly motivated learners;  
*(really want to learn)*
- Embrace our Christian ethos;  
*(know that God is always with me)*
- Embrace their learning through curiosity and creativity;  
*(find new ideas and using my imagination)*
- Be happy, value and respect themselves, others and their environment;  
*(be happy and look after myself, people, places and things)*
- Be equipped with life skills for the modern world;  
*(be good at doing lots of different things)*
- Strive to give their best academically, emotionally, socially and spiritually;  
*(do my best with work, feelings, friends and beliefs)*

.....through capitalising on the advantages of a Church Infant school environment in the provision of :

- A bold and creative curriculum that enriches and extends pupil’s lives;
- An exciting school environment which stimulates the development of pupils;
- Staffing skills that will maximise the potential of every child;
- An ethos of achievement, values of fun and mutual respect;
- A shared learning experience between home, school and community;
- Excellent teaching supported by cutting edge research and technology

## **Mission Statement**

### **Children's Version:**

With God we learn to love and love to learn.

### **Christian Vision:**

Thurnham School is a caring Christian community where everybody is valued and encouraged to flourish within a questioning, collaborative, creative and loving environment. This is rooted in Jesus' teaching and acceptance of all, for example in the parable of 'The Lost Sheep'.

### **Our Six Christian Values**

Thurnham is a Church of England school and strong Christian ethos are an integral part of the 'fabric' of the school. Within the year we concentrate on each of our Christian values not only explicitly such as in worship, but also bringing it in subtly into other lessons for example trust in a team game in PE. Our six Christian values are:

Kindness  
Trust  
Sharing  
Respect  
Love  
Friendship

These values are taught and shared in everything we do in school.

### **Spiritual, Moral, Social, Cultural (SMSC)**

As a Church School, in our curriculum we also seek to plan across all children's learning opportunities for SMSC.

Pupils' **spiritual** development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' **moral** development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues

Pupils' **social** development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively

- interest in, and understanding of, the way communities and societies function at a variety of levels

Pupils' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### **At Thurnham C E Infant School we value:**

- Quality, excellence and progress through encouraging enthusiasm and enjoyment for learning.
- The independence and confidence required to become active participants in our individual learning journeys and within our community.
- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice.
- Care, respect, consideration and responsibility for ourselves, others and our environment.
- Challenge and risk taking in order to fulfil our potential.

#### **Curriculum, Covid 19 & Recovery**

Our curriculum by necessity has to be even more fluid and flexible for this academic year.

All year groups in our school were affected in some way by the lockdown periods earlier in 2020 and 2021. The children enjoyed and worked hard on home learning set through the Seesaw learning platform, but this was still no substitute for face to face learning experiences.

The staff were able to begin the process of assessing their learning gaps and social and emotional needs and have built a 'recovery' curriculum around that assessment.

We have used complete assessments of each class bubble's needs and have now fully begun our 'recovery' curriculum. Very simply, a recovery curriculum is a tailored version of our usual curriculum, but it also concentrates on where learning steps may need to be revisited, reinforced and taught alongside social and emotional aspects that children may need further support in.

It is also ambitious in that it seeks to accelerate learning back to where it should have been had lockdown not taken place.

More detailed plans will be placed on the school website which as the year progresses, will be revised in the light of the children's progress back to their originally expected levels.

#### **Home / Blended Learning Curriculum Offer**

Home learning is a significant support to our aspirations for our curriculum.

All parents and pupils have made available to them a log in for the Seesaw learning platform app. In the first instance, children's homework and supportive learning activities they could do at home that align with our curriculum are available through it.

It is also a good way of parents communicating with their child's teacher about their child's learning or any issues a parent may wish to discuss.

Obviously, should there be any outcomes requiring the children to stay at home then Seesaw is also invaluable in supporting learning remotely.

Any parents who feel they cannot use this service (or may not have access to suitable technology) can discuss this with the school so that we can find suitable ways forward for them, whether supplying technology or paper-based alternatives.

### **General Curriculum Areas**

The school offers a broad, balanced and relevant curriculum according to the requirements of the Foundation Stage (for Reception) and the National Curriculum (from Year 1 onwards). The National Curriculum core subjects are English, Mathematics and Science. The foundation subjects include Art and Design, Design Technology, Geography, History, Music and PE. RE is also a compulsory subject and Computing. All subjects will be cross-curricular and usually taught through a termly topic (for example RE stories can be used also in a group reading exercise, or in music the children may learn counting songs). There are times when some areas are taught as discrete subjects such as RE, Science topics or Mathematical concepts but generally the children will be taught through topic. We also teach PSHRE sessions as part of our curriculum.

We also incorporate enrichment days or weeks to drive the enjoyment and engagement of our curriculum. These include Global Citizenship week, Maths week, Writing week, Superheroes Day, Safer Internet Day, Brain Day, Design Technology Day or British Values Day and of course other days relating to the curriculum which can all involve bringing relevant things in from home or dressing up.

We also try to take the children out and about so for instance the children may visit places in their community such as walking to the Woodland Trust when learning skills in understanding and designing maps or about food at the local Tesco store or walk to the local Church as part of RE and worship time. Of course, the children enjoy various trips further away as well to enhance their learning in a topic.

As staff we reflected on five 'superpowers' that we felt would be most beneficial to our children and should run through all of our curriculum;

- ***Resilience***
- ***Independence***
- ***Creativity***
- ***Investigation***
- ***Brain Power (thinking about thinking)***

We continue to review our curriculum to further clarify our intent and methods of implementation of our curriculum. We want an outstanding curriculum to develop out of that review with our five superpowers at its heart.

### **Early Years Foundation Stage**

For their Reception year, the children follow the Early Years Foundation Stage curriculum. The children learn and access the curriculum through a mix of teacher directed activities and child initiated activities, small group and whole class teaching. The areas covered (sub-divided into seven areas; three prime and four specific areas.:

The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language

- physical development
- personal, social and emotional development

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

### **Early Learning Goals**

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

### **Prime Areas:**

#### **Communication and Language**

ELG: Listening, Attention and Understanding

ELG: Speaking

#### **Physical Development**

ELG: Gross Motor Skills

ELG: Fine Motor Skills

#### **Personal, Social and Emotional Development**

ELG: Self-Regulation

ELG: Managing Self

ELG: Building Relationships

### **Specific Areas:**

#### **Literacy**

ELG: Comprehension

ELG: Word Reading

ELG: Writing

#### **Mathematics**

ELG: Number

ELG: Numerical Patterns

#### **Understanding the World**

ELG: Past and Present

ELG: People, Culture and Communities  
ELG: The Natural World

### **Expressive Arts and Design**

ELG: Creating with Materials  
ELG: Being Imaginative and Expressive

For Year 1 and 2 the children will follow the National Curriculum subjects:

### **English**

Language is at the heart of learning throughout the school curriculum. Years 1 and 2 have a daily English lesson. Reception year children are gradually introduced to all aspects of the curriculum as appropriate to their development.

### **Reading**

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

### **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.

### **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### **Reading for Pleasure**

Emphasis is placed on all children enjoying rich and pleasurable reading experiences by providing a wide variety of fiction and non-fiction Reading for Pleasure books in all the classroom areas. These have been carefully selected to include books from other cultures and from diverse social backgrounds. Children can read these in school and once a week they select one to take home to enjoy on their own or with an adult.

### **Writing**

A developmental approach to writing is encouraged so that children gain confidence in putting their thoughts and ideas on to paper. Emphasis is placed on content and individual creativity. The correct spelling of high frequency words and Common Exception words from the National Curriculum is encouraged from an early stage. Children are encouraged to recognise and learn features of conventional spelling. Children are encouraged to write at home and share this with their teachers on Seesaw. We hold a writing week usually in March with many exciting events and stimulating activities.

**Speaking and Listening skills** are encouraged to express ideas and listen to the opinions of others. Drama and role-play are encouraged within the curriculum. Dramatic work performed by the children or outside visitors, helps to develop speaking and listening skills.

### **Phonics and Spelling**

We believe that all our children can become fluent readers and writers. We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

When ready in Year 2, children move on to learning spelling rules set out in the National Curriculum, again using carefully selected resources, games and investigations. Phonics and spelling homework is sent home each week on Seesaw. This is always linked to learning in school.

### **Mathematics**

The mathematics curriculum includes a daily structured Maths lesson. We promote a positive attitude towards mathematics with children becoming confident and competent with numbers and measures. Children will develop a repertoire of calculation skills, an ability to solve number problems, and an understanding of ways to collect and present data. They also develop an ability to explain their reasoning. We believe that fluency, mathematical reasoning and problem solving should be encouraged and accessible to all pupils. Use of correct mathematical vocabulary is encouraged. There is considerable emphasis on teaching calculation methods, and we employ the use of concrete methods first, using manipulatives. Then written methods are taught, using resources such as number lines and jottings. Finally moving on to the abstract, mental calculations. We encourage pupils to use conceptual knowledge learnt in one area and apply it across the mathematics curriculum. Mathematics is also integrated into other curriculum subjects such as Science, Geography, Computing and DT to provide reinforcement and development of skills.

Maths Week or Maths Days take place regularly to promote mathematics throughout the school. Maths homework activities are sent home on a weekly basis in Yr 1 and Yr 2. These activities are linked to the Maths covered in class. Class teachers assess children's understanding of the main teaching points and check their progress. Year 2 children are assessed in end of key stage tasks and tests. Year 1 use the White Rose end of block assessments and use these to identify and address any misconceptions or areas of weakness.

Children with additional educational needs are supported by the class teacher, teaching assistants and learning support assistants, and, if necessary, have an individual education plan with small achievable targets to be worked on in Maths lessons and at home. More able children are provided with appropriate materials to ensure they are challenged and stretched.

### **Science**

Our intent for Science is that every child develops an enthusiasm and enjoyment of scientific learning and discovery.

Science is an integral part of all learning. As one of the core subjects we give the teaching and learning of Science the profile it requires. Pupils will develop understanding of the nature, processes and methods of Science through the different types of enquiries. They will be confident to ask questions, take risks and extend their scientific knowledge. They will develop the essential scientific enquiry skills to deepen their scientific knowledge. They will use a range of methods to communicate their scientific information and present it in a systematic, scientific manner. They will develop a respect for the materials and equipment they handle with regard to their own, and other children's safety. They will develop Science Capital to understand the importance of Science in today's world and inspire them for their future.

### **Computing**

Children explore various technologies, using them confidently to achieve specific learning outcomes. Children use computers to develop and present their ideas and record their creative work across all areas of the curriculum. Every class in the school has three computers and a printer which is centrally networked. In addition to this we have a small bank of laptops for individual or group use. Children use digital and video cameras, digital microscopes, and remote-control devices as well as tablet computers (ipads).

All classes in Year 1 and 2 have their own Interactive Whiteboard which helps stimulate learning across all subject areas. Children in Year R are given the opportunity to use the Interactive Whiteboard several times a week. The internet is an essential element

and is used to support children's learning experiences. We have an Internet Policy to support the use of supervised internet access. In school, children are taught how to safely navigate curriculum sites under the direct supervision of a teacher. Internet access within the school is secure and password protected. A secure filtering system prevents harmful material from being viewed. Online safety is also taught.

### **Art and Design**

Our intent in art and design is to facilitate the growth of children's knowledge, skills and creativity. Children will be given opportunities to explore a range of materials and media and will become confident in a variety of techniques including drawing, painting and sculpture.

In the Early Years Foundation Stage provision of a wide range of opportunities for children to explore artistic processes is key, whilst emphasis is placed on increasing children's knowledge of the visual elements: colour, pattern, texture, line, shape, form and space, in Key Stage One.

Through our curriculum, children will develop knowledge of artists, crafts people, and designers from a range of times and cultures. This will enable them to experience global diversity through the scope of art and design, and to understand the importance of art and design in the past, as well as its continuing relevance to them today.

### **Design and Technology**

This is a very practical subject. The curriculum encourages pupils to research, design, plan and develop their ideas. They are taught the safe use of a range of tools to measure, mark, cut and join elements of a product. Children are taught specific skills which transfer across the DT curriculum. Pupils are encouraged to evaluate and discuss their work with adults and peers. KS1 experience a broad DT curriculum to include food hygiene, textiles, and construction.

### **Geography**

We aim to enable children to become familiar with their own environment and to develop an increasing awareness of the wider world. They investigate both the human and physical aspects of geography to develop their knowledge and understanding of places. The local environment is studied through first hand experience but children are also encouraged to find out about other places using IT and reference materials such as photographs, books, maps and globes. Much of this work is carried out through a crosscurricular approach. Throughout their work they will learn to use appropriate geographical language, develop geographical skills and be encouraged to ask geographical questions. In Early Years, Geography is taught through 'Understanding of the World'. Children are provided with opportunities to explore different cultures and communities through learning about festivals such as Diwali and Christmas, as well as learning about and investigating living organisms through topic work. This school was given a gold level award from the Geographical Association for excellent practice.

### **History**

History

We encourage the children to become critical and creative thinkers, to use clues, tell stories and offer explanations. Using the Foundation Stage Curriculum and National Curriculum programmes of study, the children become aware that life has changed and learn how people in the past have behaved and why. They learn through a range of resources such as artefacts, computer programs, pictures, photographs, books, and interaction with adults. The children use a range of skills to demonstrate their knowledge and understanding including writing, IT, Art, and Drama.

### **Music**

Children's natural enjoyment of music and rhythm is encouraged through the development of performing, composing and appraising skills. Musical understanding and confidence is extended through playing a variety of tuned and untuned instruments, exploring sounds and creating compositions and accompaniments. Each year group has an instrumental session and a singing session each week. All Year 2 children learn to play the recorder. All Year 1 children learn to play the ocarina. The children are encouraged to use their voices expressively by singing a variety of songs, rhymes, and chants from memory. Listening skills are developed through responding to a range of live and recorded music from different times and cultures. During the year we celebrate special occasions when the children display their skills and perform with and for others in assemblies and events.

### **Physical Education and Movement**

Our aim is to increase the activity levels and well-being of the whole school through a supportive environment that encourages and enhances physical activity and a healthy lifestyle. We aim to provide a balanced programme of physical activity, giving the children experience of Gymnastics, Dance, Games skills and Outside Adventurous Activities.

We encourage pupils to take part in a range of physical activities out of school hours, by arranging after school clubs and lunchtime activities, and by making them aware of activities available in the community. We use sport coaches to lead after school clubs and support teachers in PE lessons.

A sports afternoon is held annually in the summer term on the playing field. Parents and pre-school children are invited to join in and celebrate children's achievements. During the year we take part in special occasions to support charities promoting physical activity and encourage pupils, parents, and staff to walk to school when possible.

### **Religious Education**

RE is taught across the school following the Kent Agreed Syllabus which is supported by Understanding Christianity and Canterbury Diocese World Faiths modules, Judaism and Islam. RE is taught through the big question approach allowing children to develop their questioning and thinking skills. Themes are developed across the key stage and are encouraged to respond in a variety of formats, there is a progression of vocabulary across the whole school.

Parents have the right to withdraw their children from religious education, but this must be discussed with the Headteacher before withdrawing their child.

### **Collective Worship**

An act of worship (assembly) is held in the school every day for all pupils. In this Church of England controlled school, worship reflects Anglican beliefs, practices, and values in accordance with the requirements of the Trust Deed, as well as using messages from stories from literature, everyday life and other faiths. There is a mixture of class, group and whole school assemblies during the week. Acts of worship are seen and valued as "school family" occasions. Some will be based on a biblical theme; some highlight the manner of the week or the safety rule of the week. There are special worship times, to which parents are invited. Celebration Time, when good work/actions are recognised take place fortnightly. Parents of children selected for this assembly are invited to join us on these occasions. At Christmas, a service is held at Holy Cross Church for Year 2 children. There are weekly worships led by the staff of the Holy Cross Church. The 'Family Trust' also leads worship periodically. Parents have the right to withdraw their child from collective worship, and supervision will be arranged in such cases. However,

our collective worship is broadly based and usually acceptable to everyone. Parents should discuss any concerns with the headteacher before exercising this right.

### **Personal, Social, Health Education (PSHRE)**

As part of the teaching of PSHRE and circle time, we follow a scheme of work that incorporates British Values, Citizenship, learning about money, general PSHRE topics as well as incorporating Relationships education. Some PSHRE lessons arise from issues raised by the children themselves, some relate to our Christian values. The children are participants in aspiring to our vision of education at its best. All children are included in the decision-making processes of the school through class and school opportunities to enable them to understand and learn about individual responsibility within our school and issues in school and in the wider world that affect them. In EYFS, PSHRE is embedded across the curriculum and feeds into everything that we do. Children also have explicit Growth Mindset sessions where they learn particular skills such as resilience. They are then provided with opportunities to put these skills into practice during their Independent Learning time.

### **Curriculum Intent**

#### Early Years Foundation Stage

Our Early Years curriculum, supports the development of the whole child alongside our five 'superpowers.' It supports children's spiritual, moral, social and cultural development and helps to ensure that children are prepared for the next stage in their lives.

We teach the children through topics. We also ensure we have a balance of independent learning situations and adult led activities. The children receive daily Phonics and Maths sessions. We also have Child Initiated sessions which give the children sufficient time and space to pursue their own lines of enquiry. We plan this as a team, based on experiences we want the children to have and their own interests. This carefully planned provision allows children to take control of their learning giving them many opportunities in aspects of the curriculum that are matched to their interests and current levels of development. We endeavour to ensure that children leave EYFS as confident, independent, self-assured learners.

#### Key Stage 1

The curriculum at Thurnham is designed to provide a rich, challenging and relevant education that meets the needs of our children throughout the school. Throughout Key Stage 1 teachers plan learning opportunities and sequences of lessons linked to topics. Staff map the KS1 curriculum objectives across Year 1 and 2 to ensure there is progression in teaching and learning and the assessment of all subject areas. The curriculum provides opportunities for children to develop as independent, confident, and successful learners who have high aspirations for themselves and know how to make a positive contribution to their community. Key elements of our curriculum support the children's development along side our five superpowers.

It supports children's spiritual, moral, social and cultural development and helps to ensure that children develop independence and are prepared for the next stage in their learning journey. All children develop a range of knowledge and skills for future learning through a coherently planned curriculum across the key stage.

We have considered the context of our school when devising long term plans and our five superpowers which we feel will be of use to the children.

Assessment is ongoing, it is evident in every lesson and is used to support subsequent planning. We have worked hard over the last year to streamline assessments across all subjects ensuring there is progression across the year groups and opportunities for

greater depth. All teachers regularly take part in moderation for reading, writing and maths throughout the year.

There is a strong focus on the teaching, learning and assessment of phonics and the development of reading across the school.

## **Curriculum Implementation**

### **Early Years Foundation Stage**

EYFS staff are experienced and have good curriculum knowledge and utilise their indoor and outdoor environments well. They capitalise the children's current interests and carefully extend and scaffold these experiences through on-going formative assessments and planned interventions. Practitioners engage in sustained shared thinking, questioning, encouraging children to apply what they have learnt in teacher directed sessions during child-initiated time. The children are at times asked regarding the provision and the design of the curriculum and this further supports their motivation and interest levels.

In EYFS we assess every child on entry and then provide targeted support if appropriate. These children are regularly assessed, and support will continue to be provided throughout the school where needed.

All children are screened using Speechlink / Language Link on entry and support plans put in place where required.

Children are challenged in reading, writing and maths.

The environment and resources are regularly evaluated to ensure that children's interests are met and that it supports the development of their independence skills and the characteristics of effective learning.

Regular moderation is planned throughout the year, between classes, year groups and with other Year R practitioners and judgements are secure.

The parent role as the children's first and ongoing educator is fully respected, and they are regularly informed on the children's progress and attainment. This aspect is facilitated by allowing the parents voice to be heard, through the sharing of 'wow' moments, where parents can share their child's achievements from home throughout their time at school and through the Learning Journey books, the EYFS curriculum through workshops e.g., phonics and transition into Year 1.

There is an excellent transition programme in place on entering and leaving Year R e.g., home visits, visits to settings, visits to school, sharing transition documentation and a new parents welcome evening.

### **Key Stage 1**

The curriculum is organised for both inside and outside learning through a cross-curricular approach. Staff also plan other experiences and opportunities which best meet the learning and developmental needs of the children in Thurnham School. The curriculum provides children with memorable experiences in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

We work closely with our neighbouring Junior School that the children move on to so the children are prepared for joining it and pay due regard to what Year 3 teachers will expect, particularly as Year 2 progresses.

Teachers have been supported by specialist coaches to raise all PE teaching to a good or better standard. A specialist teacher has also supported teachers in planning series of lessons that build on skills in dance, games and gymnastics. They have also helped us to provide an extensive sport related after school enrichment clubs e.g. golf and tennis.

Staff are committed to providing a wide range of extra-curricular activities after school based on the current cohorts' interests and feedback from our school council.

Furthermore, these interests are also used to inform planning for playtime and lunchtime activities.

Pupil voice is very important in our school. Elections are held for our school council and eco committee. These groups meet regularly and positively impact the working of the school.

Pupil voice is also captured through pupil questionnaires and circle times.

The school takes pride in providing an inclusive environment and pupils are supported at all levels to reach their potential. Differentiation is used to enable all learners to access the curriculum at the appropriate level and in a style that best suits their needs. We ensure that the most able are challenged and supported through being offered tasks which provide opportunities to work at greater depth across the whole curriculum.

Enrichment opportunities are constantly sought to broaden our children's experiences: theatre shows, charity events, and zany scientists.

Visits are planned which link to topics such as trips to The Dockyard, the seaside and Shorne Country Park.

We have strong links with our local church and the Family Trust, parental visitors talk about their culture/religion and themed assemblies.

These not only enhance children's learning journeys but are chosen specifically to promote fundamental British values (Family Trust themed assemblies).

Subject leaders play a vital part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further.

We are intending to continue developing a training programme for subject leaders, giving them the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Parent consultations are held in Term 2 and 4 with an optional meeting in Term 6 following the end of Year report.

We also work with parents by holding information workshops (e.g. SATS / Phonics) and invite parents in for Celebration times and come and see sessions.

### **Curriculum Impact**

This will be assessed in a number of ways; planning scrutiny, assessment outcomes, learning walks, individual monitoring, pupil voice, subject leader observations. Outcomes from all of these will then be absorbed into subsequent curriculum planning with modifications and improvements an ongoing evolutionary process.

This document will be reflected upon regularly and will inform monitoring.

It will be reviewed every year unless required to do so earlier.

It links to the following policies and plans:

The School Improvement Plan

Early Years New Entrants Handbook

Home School Agreement

Homework Policy

Special Educational Needs Policy and Information Report

Curriculum / Other Specific Policies

Assessment Policy

Marking Policy

Individual Subject Policies

Subject Leader Action Plans