

INTENT

Our 'Vision for Teaching and Learning' and Curriculum Model ensures that expectations and agreed pedagogy around the intent, implementation and intended impact of our curriculum is clear. It is rooted in the solid consensus of the school's leaders and staff about the knowledge and skills that our pupils need in order to take advantage of opportunities, responsibilities and experiences of later life, including to address social disadvantage.

The aims of our curriculum, based on our children, are –

1. TO BE HAPPY, SAFE AND HEALTHY
2. TO COMMUNICATE EFFECTIVELY
3. TO DEVELOP INDEPENDENCE AND RESILIENCE
4. TO WORK AS PART A TEAM
5. TO VALUE OTHERS' BELIEFS
6. TO DEVELOP A SENSE OF COMMUNITY
7. TO CONSERVE THE WORLD WE LIVE IN

We believe children learn better when they are excited and actively engaged, and when they have a clear purpose for learning. Quality first teaching and learning engages children and motivates and challenges them to demonstrate what they are capable of achieving. When there is joy in what they are doing, they learn to love learning. The curriculum at Halfway Nursery Infant School reflects this.

In response to the Covid-19 pandemic and school time missed due to school closures, we revised our intent in line with the needs of the children and families (incl. creating a recovery curriculum in 2020-21 to ensure that our curriculum re-established routes and relationships whilst ensuring relevance of curriculum and providing regular opportunities for reflection on experiences from the pandemic). In the Autumn Term 2021 and Spring Term 2022, we again revisited and revised our curriculum to ensure that our curriculum intent remains relevant to our learners in 2022. In line with the end of the government's transition period (ended in March 2022), the children receive a broad and balanced curriculum in all subjects, in line with the expectations of the EYFS and KS1 National Curriculum.

Our curriculum meets the needs of all pupils and has breadth, depth and relevance, to prepare them well for the next stage in their education. It is a progressive model and develops a deep body of knowledge - sequencing learning and skills progressions in each subject so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Our curriculum gives children opportunities to develop accuracy and frequency, rehearse prior learning and retrieve information to commit learning from the working/short term memory to long term memory, and build upon their knowledge, skill and understanding. Content is sequenced to ensure that components of knowledge lead to conceptual understanding, with opportunities for pupils to practise what they know so they can deepen their understanding.

We have developed a more expansive approach to its delivery that ensures our children receive experiences and opportunities to develop their knowledge, skills and attributes in ways that ensure that learning is relevant and meaningful, including consideration for our local context and our pupils' backgrounds. For example, cross curricular and extra-curricular opportunities, including visitors/visits and indoor and outdoor learning opportunities, inspire and extend pupils' knowledge and understanding and improve their language and independent learning skills in a range of areas. We feel this helps to develop 'Cultural Capital' (the essential knowledge that children need to be educated citizens and needed to prepare them for their future success).

Our curriculum also actively promotes SMSC and the fundamental British values of democracy, rule of law, individual liberty, tolerance and mutual respect incl. respect for people of all faiths, races, genders, ages, disabilities and sexual orientation etc. Ofsted judged the quality of teaching, learning and assessment as 'good' in March 2019 and reported that: *"Leaders think carefully about how the curriculum meets the needs of the pupils in the school. They have a clear curriculum vision that focuses on how the school's curriculum will contribute to developing pupil characteristics for example being responsible citizens, being aspirational and forward-thinking, as well as being reflective and resilient learners", "The rich and varied curriculum fosters pupils' spiritual, moral, social and cultural development throughout", "The breadth of the curriculum ensures that pupils are very well prepared for life in modern Britain" and "Pupils enjoy a broad, balanced and engaging curriculum that provides them with enriching experiences to develop their interests, skills and knowledge across a wide array of subjects."*

IMPACT

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests that meet government expectations.

Overall Attainment and Progress - Headlines from 2022 outcomes

EYFS – See EYFS page for data

Pre-pandemic, we had a positive 3 year trend for progress, attainment and GLD outcomes, with outcomes at the end of F2 consistently above national (e.g. 80% achieved GLD in 2019 compared with 72% national figures). Although we have seen a dip in GLD to 71% in 2022, the children in this cohort have made significant progress as only 17% were in line for GLD on entry to school.

KS1

Pre-pandemic, our KS1 pupils outperformed national benchmarks in Reading, Writing and Mathematics at the Expected Standard (EXS) and Greater Depth (GDS) by the end of KS1 e.g. in 2019, outcomes at Expected standard were R 78%/W 78%/M 80%, and at GDS R 34%/W 25%/M 29%. In 2022, our KS1 outcomes are R 73%/W 76%/M 82%, and at GDS R 20%/W 16%/M 22%.

Progress/conversion

In 2022, after our children had experienced an unsettled EYFS/KS1 education due to the pandemic, the large majority of children still made at least expected progress from their starting points in all subjects, with progress in mathematics stronger than English (although we have noted less children making accelerated progress across school due to gaps that needed to be addressed and regression etc.). As no EYFS data was submitted for our current Y2 children due to school closures, conversion rates cannot be calculated this year.

Phonics

Y1 Phonics results - 80% in 2019, 84% in 2020, 90% in 2021 and 85% in June 2022.

"All groups of pupils make good progress. Pupils with SEND make good progress from their starting points because activities are matched closely to their learning needs and they receive a range of appropriate support."



Quality of education

This area is currently judged as good overall

Intent

Leaders adapt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum (for KS1 pupils).

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Pupils study the full curriculum; it is not narrowed.

Implementation

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Teachers create an environment that focuses on pupils. The materials that teachers select do not create unnecessary workload for staff and reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Where available, impact is reflected in results from national tests and examinations that meet government expectations.

Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

IMPLEMENTATION

Our KS1 curriculum follows the National Curriculum and our F1/F2 classes follow the EYFS 2021 statutory framework, however, to us, the curriculum goes far beyond the statutory elements of the national documentation, and involves enrichment opportunities that we want our children to experience to give them the best possible start to their education.

EYFS

In the Foundation Stage, staff use the Early Years Foundation Stage Curriculum documentation to plan stimulating, creative and engaging learning opportunities. The curriculum and quality first teaching and learning ensure that progression in learning is made towards the Early Learning Goals by the end of EYFS. Key distinguishing features of our Early Years Foundation Stage curriculum is the highly effective thematic approach which responds to children's interests, and our strong belief and passion that children learn more effectively through play. Hence, Halfway Nursery Infants operates a play based Foundation Stage curriculum which encompasses our dedication to active learning. This too is reflected in our school's vision to ensure that learning in the Foundation Stage takes place, not just in the confines of the classroom, but in the outside learning environment too.

KS1

In Key Stage 1, teachers use our skill progression documents, based on the KS1 National Curriculum, as their main reference for lesson objectives (also in line with end of KS1 expectations from the Teacher Assessment Frameworks). We have a distinctive and flexible concept based curriculum, built around the primary National Curriculum and its identified key areas of learning. Teachers in Key Stage 1 incorporate the whole curriculum around one concept each half term. Concepts both ensure full coverage of the curriculum over time, but are also inspired and shaped by the children wherever possible. Each has key subject drivers to ensure coverage of the curriculum over the year/key stage, and breadth and depth in the key knowledge, skills and understanding required in the primary curriculum. In Key Stage 1 we teach English and Mathematics each day incl. phonics and reading sessions, and focus on the wider curriculum subjects each afternoon (though our timings are flexible), sometimes 'blocking' certain subjects to cover a unit discretely to ensure depth.

Quality first teaching and learning, regular assessment and additional catch up support e.g. through the National Tutoring Programme ensures the majority of pupils, including those at risk of underachieving, are able to develop and apply their skills - *"The school's own assessment information and work seen in current pupils' books show that disadvantaged pupils make good, and in some cases very strong, progress. The difference between the attainment of disadvantaged pupils and that of other pupils nationally is now narrowing rapidly because of the intensive support this group of pupils receive and high-quality teaching."*

Teachers use assessment information to establish pupils' starting points. They modify teaching to support pupils effectively, including those who are not making sufficient progress and who have regressed in periods of school closures. They intervene quickly to help these pupils to catch up and achieve their potential by the end of a year or key stage. Assessment information drives teaching and learning and, in addition to quality first teaching and learning, provision mapping identifies and monitors children needing additional support to ensure they achieve well incl. disadvantaged groups in receipt of tutoring and through Recovery Premium funding

We use a range of assessment tools and strategies to lead and adapt teaching and learning such as questioning, learning stops, marking and feedback, observations, Benchmarking, pre and post assessment materials, PITA assessment tracking systems, mastery documents, and Teacher Assessment Framework documentation (to validate ongoing teacher assessments). We value the importance of moderation to ensure accuracy of judgements incl. internal and external moderation. We attend statutory LA moderation meetings and Learning community moderation (e.g. Writing - May 2022) which quality assured the accuracy of our in-house assessments. **Our Y2 teachers also attended LA moderation training in March 22 to strengthen their skills.**

Our marking and feedback policy is effective and helps teachers to improve pupils' learning, and address teacher workload. Learning is checked regularly and marked incisively with feedback to trigger improvement. Work scrutiny and pupil voice during drop ins evidence that pupils value feedback and know how to improve their work etc. *Triangulation* shows high engagement and progress, skilful differentiation, effective challenge and pitch matched to the needs of all groups, and that questioning/feedback moves learning on. *"A greater emphasis has been placed on challenging the most able pupils in lessons. Where work is well structured, pupils are stretched to apply their knowledge and skills to more complex situations", "For the most part, pupils are well challenged" and "All groups of pupils make good progress. Pupils with SEND make good progress from their starting points because activities are matched closely to their learning needs..." - Ofsted March 2019*

Teachers have accurate subject knowledge" and secure understanding of the age group they are working with in order to plan lessons effectively, making maximum use of lesson time and resources (Ofsted 2019). They develop pupils' reading, writing, communication and, where appropriate, maths skills across the curriculum so that children apply and gain skills for the next stage in education and life. *"The effective teaching of reading enables pupils to make good progress" and, "A consistent approach to the teaching of phonics has been developed. Staff subject knowledge and confidence in delivering phonics have supported improved outcomes. All adults are well trained and have a sound understanding of how children acquire new phonics learning. This is applied effectively in pupils' books and learning."* - Ofsted March 2019

Next steps for 2021/22 –

To secure outstanding in this area overall, our next steps are -

1. To reflect on intent and implementation and adapt our practice to meet the needs of our families
2. Use assessment to identify children in need of Catch Up support/intervention/tutoring
3. Continue to use quality first consistent approach to phonics to improve outcomes
4. To continue to ensure challenge all pupils, particularly in independent activities for more able children
5. Improve speaking and listening skills in order to improve outcomes for disadvantaged children

Caring, sharing, learning for life!