



## **Curriculum Intent Statement**

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**TVI Learning/Thames View Infants**

November 2023

## **School Ethos:**

At Thames View Infants, we strive to orchestrate a fully 'joined up' provision, where all children, regardless of their starting point, reach their full potential.

We teach children to respect, accept and value their classmates and adults in our multicultural school community and in their lives outside school by being role models.

We want children to enjoy their time at school and will endeavour to create a comfortable and secure environment in which they feel cared for and valued by developing the children's independence, confidence and ability to make decisions for themselves.

We say that we are a "School of Leaders" and aim to empower children to make choices, be heard and negotiate through life by giving talk4learning a high profile.

The teaching of reading and writing is at the heart of what we do; and with a rich-ICT curriculum, we work hard to equip children with essential skills for later life.

Children have only one chance in life. We pride ourselves on our depth of curriculum, enrichment, learning experiences, and vibrant, high-quality teaching and careful feedback – helping to give all children the best learning experience possible.

Changing long-standing traditional dispositions to learning is a long-standing ambition of ours. Together, with 'Parents as Partners', we make a real difference to our children's lives and their futures.

## **Curriculum rationale**

The curriculum aims to:

- help everyone, regardless of baseline, achieve their best
- overcome anti-institutional perceptions
- challenge traditionally-held dispositions to learning
- eradicate the effects of poverty by creating a culture in which pupils and staff aspire to excel
- giving children the best educational start in life, equipping them with the skills and attributes for later life, enabling them to aspire to access the full range of higher and further education establishments.

This is achieved by:

- offering a curriculum that is broad and balanced for all pupils, which is deeply personalised and inclusive, rich in ICT & high-quality Literacy;

- encouraging children to thrive as leaders by empowering them, placing a high emphasis on talk4learning and independent & collaborative out-of-class learning across lessons;
- embedding a distinct signature pedagogy amongst inspirational teachers; which is flexible enough for empowered, reflective practitioners to debate the way they teach whilst meeting the needs of all children through a broad and deeply-enriching curriculum;
- carefully planning meaningful learning experiences, which allows children to develop, consolidate and deepen their knowledge; demonstrating curiosity, imagination and concentration;
- fostering an excitement for learning, love for challenge and a resilience to failure.

The curriculum at Thames View Infants is sculpted to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives. It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

### **Curriculum Statement**

At Thames View Infants we offer a broad and balanced curriculum, which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2015 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child rather than only concentrate on academic success.

### **Curriculum Features**

- An intricate but very well-connected provision is successfully orchestrated by empowered and knowledgeable leaders, ensuring that the School's broad and balanced curriculum inspires all pupils to acquire the knowledge, understanding and skills that secures excellent outcomes no matter what their starting point. The school's curriculum provides highly positive experiences for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural growth.

- Within a well-established professional learning culture, reflective and deeply-knowledgeable teachers adapt a distinct signature pedagogy, demonstrating:
  - inspirational, purposeful, meaningful and well-considered learning opportunities, across the curriculum and beyond (including the teaching of Phonics), in which children are fully engaged and traditional dispositions to learning are challenged;
  - that the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum;
  - in line with the School’s Assessment & Marking Policies, the systematic and careful checking of children’s understanding, highly effective questioning (talk4learning) and the incisive use of HQ feedback (which children act upon), is highly effective in unpicking children’s thinking about subjects and correcting misconceptions with notable impact on the quality of learning;
  - effective planning and personalisation of the provision (including time, resources and staff) to ensure that all learning is securely embedded and then progressively deepened, with carefully identified support for those that require it;
  - first-hand and hands-on resources providing enriching experiences and learning opportunities, to make learning more meaningful.
  - the ability to inspire a thirst and love for the challenge of learning in children, creating curious and interested learners, who deepen and consolidate their learning through rich first-hand and second-hand experiences, in order to ensure all children thrive and are resilient to failure.
  
- A vibrant and ICT-rich curriculum is enriched with a variety of meaningful visits, celebrations, theatre-visits, community events and responsive assemblies which celebrate children’s’ dance and explore ethical issues.
  
- Immersed within a culture in which pupils learn exceptionally well across the curriculum and beyond, teachers have a deep insight into children’s needs, skills and the subject knowledge/life experiences required to make children exceptionally well prepared for the next stage of their educational careers. As a result, children:
  - thrive and have a resilience to failure, often seeking further challenge;
  - take up opportunities to learn through extra-curricular (in and out of school) activities;
  - are equipped with the necessary skills to make substantial and sustained progress across the curriculum;
  - capitalise on feedback to know how to improve their own learning, recognise their efforts and take pride in their work;
  - are impeccably well behaved.

## The EYFS Curriculum

- The school’s **Nursery** offers two 3 hour sessions per day. Children start the day with an initial 15 minute child-directed session, during which self-registration take place. A 15 minute teaching segment follows and children are taught in 2 groups, each led by a Key

Worker (Class Teacher and Early Years' Lead Professional). A "Topic Teach" session follows which places high emphasis on oracy - developed through quality texts, role-play, singing, multi- sensory exploration, outside-play and small world toys. Afterwards, children choose from a range of selected activities, chosen to support learning goals prescribed from within the EYFS Framework. These take the form of structured and sometimes teacher-directed tasks, provided within an all-weather free-flow environment, supported by a team including high 1:7 permanent staff:pupil ratios. ICT is embedded throughout the Nursery Provision, where there is also a high emphasis on child-initiated learning too. Year 2 pupils visit on a daily basis to coach nursery children with ICT learning. Children, identified with additional oracy-based difficulties, receive extra inclusive intensive support. For the more resilient and those developmentally secure, teachers will carefully offer considered personalised direction during free flow time.

- **Reception classes** follow an intensive termly provision, drawn from the EYFS Framework. Children 'browse book boxes' with reading buddies upon entry into school each morning. After morning registration, the Reception day is punctuated with several segments of direct whole-class teaching, supported by consolidatory teacher-intensive and teacher-directed activities. This very discrete yet highly focussed teaching is enriched by a child-centred EYFS provision, in which child initiated-learning forms an essential component within this all-weather free-flow provision. As within Nursery, a "Topic Teach" session starts the day which places high emphasis on oracy - developed through quality texts, role-play, singing, multi- sensory exploration, outside-play and small world toys. Numeracy is taught based on the Abacus Maths/Hamilton Scheme of Work, which has also been heavily adapted to embrace the school's signature pedagogy, with additional emphasis on interactive teaching, oracy and talk4learning, WCIT technologies and practical activities. 'Letters and Sounds' forms the backbone of the teaching of literacy, which is similarly adapted according to this ethos. From within Term 2, daily guided reading, writing and maths teaching within 5 ability groups supports this provision further. Each class is supported by at least 2 full-time Teaching Assistants, per class. Reception children have their own assemblies and a separate lunchtime in their own playground, which is based on free flow principles. For the more resilient and those developmentally secure, teachers will direct children to carefully considered personalised direction during free flow time. ICT, either as a tool to enhance direct teaching or as a vehicle to enrich and consolidate the provision, is embedded throughout Reception. Children, at an early stage of English acquisition, are withdrawn each day for intensive support. The EYFS leader sculpts planning based on the EYFS Framework and a clear understanding of pupils' attainment within the current year group. This planning is then adapted by the class teachers to meet the needs of classes and individuals in light of their own formative assessments.

## The KS1 Curriculum

- Within KS1, the National Curriculum is delivered through mostly school-developed Schemes of Work. Where used, commercial Schemes for Phonics (“Letters and Sounds”, Maths (Abacus/Hamilton), PE (Val Sabin), Music (Musical Express) and RE/PSHE (LA) have been heavily adapted and modified. Learning within KS1 is largely subject based, with core subjects taking place in the morning.
- The curriculum is delivered using the School’s distinct Signature pedagogy: a ‘whole class interactive style of learning’, which places a high emphasis on episodic teaching, teacher exposition and pupil modelling & demonstration. The accompanying pedagogy is based upon the teacher using these components and the skilled use of talk4learning and differentiated questioning, to enable as many children as possible to make progress during the teaching segment of the lesson. High and low attainers may be given differentiated tasks and may be directed to complete different examples or different amounts of work.
- Teachers are empowered to be creative in deciding the best way for children to learn. This may include opportunities to learn in a variety of ways, such as individually, in pairs or in small groups. Whilst still employing the School’s Signature Pedagogy, reflective teachers may be creative in rethinking the typical “4-part lesson”, using different strategies and organisation methods flexibly to help all children thrive – including, for example, the most able.
- Typically, organisation within the consolidation segment of lessons will consist of adult-led (teacher-intensive and teacher-directed) activities with, particularly during Foundation Subjects, meaningful child-directed activities. The key to success in this is the careful balance of the ability & needs of the children, the intensity or challenge of the consolidation task in-hand and the number of adults present and support available.
- Within each Year Group, teachers are encouraged to be creative and personalise the order and manner in which Science and Foundation Subjects are taught. For example, Science, Art/D&T and Geography/History may be taught in half-termly or even weekly blocks with flexible lesson timings during afternoons, giving rise to greater cross-curricular links and personalisation within learning.
- Throughout, the curriculum places a high emphasis on developing literacy, oracy and enabling children to use ICT as a tool to consolidate learning alongside more conventional methods. “Talk4learning” has a high profile during lessons and teachers are skilled at their use of offering focused-feedback and high-quality marking to help further the learning of individuals and groups of children.
- The EYFS Characteristics of Effective Learning are embedded within KS1 too. Challenging traditional dispositions to learning, teachers will offer an increasingly more personalised child-directed provision, including opportunities for children to work independently or collaboratively out of class, consolidating work linked to the lesson in hand, or exploring

other areas of interest (under the teacher's direction). This might extend beyond conventional subjects or lesson timings; but in doing so, will directly engender a culture which challenges traditional dispositions to learning. Similarly, more able children might teach less able children skills and concepts, within mini episodes and plenaries, to help master their own understanding.

- Following the EYFS model described above, the Year Group Leaders and Deputy Headteacher lead planning meetings on a weekly basis; at which, lessons are then personalised by teachers to meet the needs of classes and individuals in light of their own formative assessments.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables children to thrive in a supportive, highly cohesive learning community; they become thoughtful, caring and active British Citizens within the School and the Community.
- Through the curriculum, assemblies and the whole school vision and ethos, children learn to make healthy choices. A culture of dance and food/cooking permeates throughout the school – to unite children, staff and communities.
- The curriculum extends to encompass both physical and mental well-being, healthy relationships and daily mindfulness sessions.
- Across School there are very minimal small group interventions, which are very fluid in nature, aimed to support pupils in gaining the key skills to become successful readers, writers and mathematicians.
- After-school clubs are tailored to meet the needs of the children and provide enrichment opportunities and experiences to supplement the work delivered during the school day.

**Authorised by**

Thames View Infants' Directors

<b>Date</b>	21 <sup>st</sup> November 2023
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<b>Effective date of the policy</b>	21 <sup>st</sup> November 2023
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