

Petersfield Infant School Curriculum for Learning Overview



Be the Best You Can Be

Intent	Be the Best You Can Be					
	Rights of the Child	Article 2 - All children whatever their race or skin colour, whether they are a boy or a girl, whatever language they speak, whatever their religion, political beliefs, nationality or ethnic group, whether they are rich or poor, and whether they are disabled have rights.	Article 3 – Whenever adults make decisions or do anything that affects a child, they should always think about what is best for that child.	Article 12 - When important decisions are being made that affect a child, they have the right to give their opinion and to be taken seriously.	Article 13 - Children have the right to find out information and be able to share their ideas through writing, speaking, drawing or any other way, unless it may harm them or anyone else.	Article 14 - Children have the right to think for themselves, to choose what they believe and to practise their religion, provided this does not stop other people enjoying their rights. A child’s parents should support and guide them in these matters.
		Article 19 - Children have the right to be protected from violence, abuse or neglect by their parents or anyone else who cares for them.	Article 29 - A child’s education should help them develop their personality, talents, and mental and physical abilities. It should encourage them to develop respect in their own culture, for other cultures and for the environment. It should help prepare them to live in and contribute to a free society.	Article 30 - Children have the right to enjoy their culture, to practise their religion and to speak their language, whether or not these are shared by the majority of people in our country	Article 34 - Children have the right to be protected from sexual abuse and exploitation.	Article 36 - Children should be protected from any other activities that may harm their well-being and development.
	Petersfield Core Values	Kindness Caring, sharing and looking after each other		Respect Valuing everyone and everything and celebrating our differences		Compassion
Mission and Vision	<p>We strive to be an inspiring, nurturing and outward looking school, where every child reaches their full potential, grows in confidence and independence and develops a love of learning.</p> <p>We provide high quality inclusive learning opportunities for all our children led by committed and skilled staff in a safe, stimulating and caring environment.</p>					



	Curriculum Aims	To provide children with a broad and balanced curriculum which has clear progression in subject knowledge and skills	To have high expectations for all our pupils and aim to provide high quality teaching and learning which ensures the needs of all children are recognised and met.	To provide an environment that promotes a love of learning with a spirit of fun and curiosity.	To provide our children with the skills and knowledge they need for the next stage of their education and the confidence to flourish in an ever changing world.	To create a culture of achievement and best effort by celebrating the personal, social and academic success of everyone in our school and encourage our children to be proud of who they are.	To provide a safe and secure environment in which all individuals are nurtured and encouraged.	
		To develop compassion, empathy, consideration and respect for people in our diverse local and global community.	To build and maintain strong links with parents and the wider community.	To develop perseverance and resilience in all our children so they can experience success in their learning and overcome challenges.	To use the local community and facilities to enhance our curriculum.	To educate our children to be kind, compassionate and respectful towards all.		
Implementation	Teaching Intentions	Teaching is based on a clear understanding of how children learn.		Develop strong partnerships with parents and carers that influence learning at school and home.		The classroom climate created by teachers inspires and motivates all children.		Carefully planned and ambitious learning journeys that build from an enquiry question ensuring children develop a deep knowledge in all subject areas.
	Effective Teaching	Approaches to learning are sensitive to the needs of all learners, especially the vulnerable.	Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment.	Teachers have a deep knowledge of subjects they teach.	Teachers employ skillful and effective questioning to check and deepen understanding.	Teachers use a range of flexible and responsive teaching strategies.	All adults have high expectations and provide challenge for all from their starting point, with scaffolding when necessary.	
	Assessment for Learning	The teachers monitor learning and prioritise immediate verbal feedback where possible.	Assessment focuses on knowledge and understanding.	Purposeful internal and external moderation to inform professional discussions.	Clear learning outcomes are shared with the children and understood by all.	Assessment is used in lessons to quickly identify misconceptions and fill gaps.	Formative and summative assessment is used to inform future planning.	Effective use of summative assessment to help children to understand how well they are doing and what they need to do next to improve their work.



	Organisation	Units of work are based on key questions and cross curricular themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences.	When appropriate, use children's own ideas and interests are used to shape learning.	Partnerships with other schools and the local community.	Hooks that engage the children and give the context for the learning.	A clear outcome which gives purpose to the learning.						
	EYFS	Literacy	C&L	Maths	PSED	Physical Development	Understanding the World			Expressive arts and design				
	National Curriculum	English		Maths	PSHE	PE	Science	Geog	Computing	History	R E	Music	Art	DT
Impact	Inclusive Curriculum for All	The development of each child's sense of identity and awareness of strengths and weaknesses.			An inspiring and challenging curriculum for all.		High levels of attainment and progress regardless of background.		Teaching which is consistently good for all pupil groups.		Positive climate for learning in all classrooms.			
	Evaluation	Memorable Connections Does all learning make clear links with prior and current learning across individual subjects and the curriculum? Is the learning relevant to the lives and aspirations of all of our children? Does the learning excite our children to create memories?			Enquiry based learning fuels curiosity Is an enquiry based approach to learning journeys used in subjects when appropriate? Does the task or topic promote deeper thinking? Do children reflect on their learning and generate new ideas? Is each subject given integrity and taught well?		Equity and Enrichment Are there high expectations for all? Are all children able to access the learning? Do all children experience the whole curriculum? Does the task design enrich children's experiences? Are all leaders ensuring there is curriculum consistency across year groups?		High quality outcomes and challenge for all Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey led to a purposeful outcome or product? Are children challenged to think about and evaluate their learning?		Personal identity and their relationship with the world Are children curious to make personal sense of spiritual, moral, social and cultural education? Are children able to relate their values to their own beliefs and British Values? Are children developing independent resilience? Can children talk about their wellbeing?			