



The Padnell Infant School Curriculum for Learning



Padnell Infant School Vision	Heart of the community To be a friendly, welcoming and caring part of the community, including and supporting the whole family. Relationships are at the centre of everything we do.	Develop curious, ambitious minds To create an environment which provides children with the skills, mindset and opportunities they need to achieve academically while developing their cultural capital.	Safe, healthy bodies To develop confident, happy individuals, who know how to keep themselves, healthy and safe in body and mind.
Padnell Infant School Curriculum Intent	We aim to ensure our children become caring, compassionate, respectful individuals, who are able to co-operate well with others and understand the important role they play in the communities they belong to. By celebrating children's individuality and promoting cultural awareness, we help children develop positive relationships, where they accept, value and embrace each other's similarities and differences, learning from and supporting each other.	We aim to develop a love of learning and thirst for knowledge, encouraging creativity, promoting problem solving and developing thinking skills. We want all of our children to aim high, encouraging them to set themselves ambitious aspirations. By providing children with a broad, balanced and relevant curriculum, we help them to make connections and reflect upon their own work. We strive to improve children's determination and resilience, personalising their learning opportunities to ensure they reach their own individual potential.	We believe all children have the right to a childhood. Through meaningful and purposeful opportunities, we want to develop children's self-esteem and independence so that they understand how best to keep themselves happy and healthy in both body and mind. By encouraging them to become increasingly self-aware, we enable children to better communicate their thoughts and feelings so that they understand how and when to seek advice and support as they GROW.
Padnell Infant School shared values	Giving Citizen Develop children's appreciation of the important role they play in their community and the impact they have on others and the environment. Promote respect and support of each other so that everyone has a sense of belonging and understands the impact they can have on others.	Resilient Learner Create a relevant and purposeful curriculum which excites and engages all. Provide children with the resources and encouragement they need to develop the self-belief and determination required to achieve their best.	Original Thinker Celebrate individuality and creativity, while promoting independence. Provide children with an environment where they feel safe to take risks and understand that success is often built on failure.
			Wise Worker Develop children's understanding of the importance of embracing challenge so that they can become increasingly self-motivated, while helping them to understand what works best for them. Improve children's listening, concentrating and contribution skills so that they are actively involved.

EYFS	PSHE and Safeguarding	PE	English	Maths	Understanding the world					Expressive arts and design			Forest School
National Curriculum					ICT	Geo	Hist	RE	Science	Art	D and T	Music	
Organisation	Units of work based on cross-curricular themes.	Hook that engages the children and gives context for learning.	Range of trips/enrichment activities used to inspire pupils.	Use children's own ideas and interests to shape learning	Stimulating indoor/outdoor environments including forest school.			Use of local community and partner schools.	Community involvement and/or celebrations	Clear outcome which gives purpose for learning.			



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Implementation of curriculum aims	Promote open communication and parental engagement on a daily basis and through a range of celebration events.	Make links and use the community to enhance provision.	Supporting and challenging parents through in-house workshops and outreach activities.	Use GROW values to develop effective independent learning behaviours.	Include a range of external enrichment activities.	Celebrate and explore cultural differences, challenge prejudice and promote social justice.	Use a range of inside and outside opportunities to promote pupils' wellbeing, including a range of after school clubs.	Behaviour policy promotes positive behaviour and builds pupils self-esteem.	Provide personalised behaviour support packages for our most vulnerable pupils.
Effective teaching	Learning is clear, relevant and well sequenced building on prior learning and providing opportunities for metacognition.	Subject knowledge demonstrated by all adults and vocabulary widened	High quality relationships nurture and promote GROW values.	Personalised learning opportunities provide challenge for all.	Effective use of additional adults maximises pupil's progress.	Lesson structure used effectively to suit learners needs and maximise engagement.	AfL used to re-shape lessons, maintaining pace of learning.	Learning environments show care, supporting pupil's independence, celebrating achievements and fostering curiosity.	High expectations consistently modelled and encouraged.
Assessment for Learning	Clear L.O. and S.C. are shared, understood and evaluated by all.		Oral and written feedback shared and acted upon (immediately)			Purposeful internal and external moderation informs professional discussions.		Effective summative assessments used to inform next steps for individuals and groups.	

Impact Curriculum design principles	Coherent broad, balanced and relevant curriculum	Equity and enrichment	Memorable connections	Personal identity and their relationship with the world.	Enquiry based learning fuels curiosity.	High quality outcomes
Evaluation	<p>Is there a cohesive curriculum, which is underpinned by the National Curriculum?</p> <p>Have the knowledge, concepts and skills been carefully planned?</p> <p>Do teaching teams ensure each subject is given integrity and taught well?</p> <p>Are children curious to make personal sense of spiritual, moral social and cultural education?</p> <p>Does the curriculum facilitate high quality opportunities for rehearsing and improving literacy, numeracy and IT skills?</p>	<p>Is assessment for learning responsive and effective?</p> <p>Is there equality; are all children able to access the learning?</p> <p>Does the task design enrich and engage?</p> <p>Do pupils experience the whole curriculum?</p> <p>Are leaders ensuring there is curriculum consistency across year groups?</p>	<p>Does the learning make links with prior and current learning within the subject and across the curriculum?</p> <p>Is the learning relevant to the lives and aspirations of children?</p> <p>Does learning excite to create memorable moments utilising the local community and environment?</p> <p>Is it clear what has been added to the child's learning rucksack?</p>	<p>Does the curriculum engage pupils to be increasingly confident and successful?</p> <p>Are opportunities for rights respecting education (RRE) maximised?</p> <p>Do school values translate into the learning and promote character education?</p> <p>Do pupils engage with local community, national and global issues?</p>	<p>Is an enquiry based approach used, ensuring a balance between teacher and child generated questions?</p> <p>Does the learning promote deeper thinking, providing opportunities for children to develop resilience?</p> <p>Do children have opportunities to make choices at different points in the learning process?</p> <p>Do pupils reflect on their learning and generate new thinking?</p>	<p>Are teaching expectations high enough?</p> <p>Are there clear assessment criteria linked to the development of knowledge and skills?</p> <p>Has the learning journey led to a purposeful outcome or product?</p> <p>Are pupils challenged to think, evaluate and improve their learning?</p>

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