



Oaklands Infant School

Deep Roots for Future Growth Curriculum

Intent

At Oaklands Infant School we immerse children in an inspiring, nurturing environment that gives them deep roots for future growth with a life-long love of learning.

Oaklands Infants is unique in the local area being the only school devoted solely to infant age children. This enables our staff to be experts in these vital early stages in education, giving our pupils the very best foundations on which to grow and develop. Our broad and balanced curriculum is designed to be clear, coherent and progressive building on prior learning and preparing them for the next stage in their learning journey and beyond.

The goals of our curriculum are to create learners who are:

- Happy
- Proud
- Respectful
- Resilient
- Ambitious
- Independent
- Curious
- Creative

Our school character values, used within teaching and learning, personify these attributes and are at the heart of all we do.

As a school, we adapt and develop our curriculum to ensure that it meets the changing needs of all our pupils. We value every child and aim to provide enriching opportunities to enable them to reach their full potential, no matter what their starting point. We have built a *topic-based curriculum*, since we believe that children will be more engaged in their learning if it has a context and theme that runs through it.

At Oaklands Infants, we firmly believe that prioritising reading is an intrinsic part of any successful curriculum, and we ensure that the development of fluency and understanding is weaved within all aspects of learning. Creating an environment that encourages an early love and appreciation of reading a wide range of books is something we at Oaklands Infants hold in high regard.

We recognise that pupils' spiritual, moral, social and cultural development plays a significant part in their ability to learn and achieve. We value the importance of developing children's awareness, knowledge and understanding of being healthy and the range of factors which contribute to maintaining their overall physical and emotional health and wellbeing, recognising risks to their safety and well-being.

We acknowledge the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. Our curriculum reinforces and promotes British Values enabling our pupils to become active, responsible global citizens.

Above all, we strive to create an enriching and aspirational learning environment and curriculum that instils in our pupils a thirst to know and be able to do more whilst respecting and valuing themselves, others and the world around them.

Implementation

Oaklands Infant School has six key characters: Goldie, Holly, Ivy, Solo, Laurie and Casey. Each of these characters represent a value and behaviour that will create an environment for the children to grow and develop the skills they need to embrace modern education. The characters support our children to show respect, try their best, have a go, challenge themselves, show independence, take pride in their learning and achievements and feel safe in school. Each half term, we have a whole school focus on one of the characters which feeds into all aspects of teaching and learning.

Topics are chosen to ensure creative, cross-curricular links within relevant subject areas. Our curriculum maps ensure a balanced coverage of the national curriculum, and those objectives that do not link explicitly are taught discretely within the timetable. Teachers produce engaging plans using the progression maps for each subject, often starting topics with an exciting 'hook'.

Key engaging texts are carefully chosen that link to all areas of the curriculum to inspire, engage and help bring topics to life. This also enables us to reinforce vital reading skills throughout the school day.

Children are given ample opportunities to develop their speaking and listening skills within a variety of situations and group settings such as: Show and Tell opportunities in all year groups, Book Flash and topic presentations in KS1, re-telling of stories and poems, participating in discussions, debates, expressing opinions and justifying ideas (often through PSHE Jigsaw scheme), role-play and drama activities across the curriculum, opportunities for speaking to an audience including class assemblies, Christmas play, Year 2 leavers play, care-home visits, parent tours and pupil voice through curriculum surveys.

We differentiate in a variety of ways, depending on the subject, to enable all pupils to access the full learning experience, having high expectations of every learner. Children identified with additional needs or disability are given the opportunity to minimise the barriers to learning by the implementation of reasonable adaptations to the lesson content, methods of recording, grouping, resources, time allocation or supervision as well as methods for assessment and evaluation. Pre-teaching, over teaching and additional practise time may need to be provided to embed learning.

Subject leaders effectively monitor provision and as a result, teachers are reflective on their practice. They adapt planning and teaching strategies in order to move children's learning forward. All members of staff actively participate in CPD, not only in order to improve our provision but to also model good learning behaviours to our pupils.

Our curriculum is enriched through a wide variety of activities such as: themed weeks, celebrating festivals and national events, trips, visiting organisations within the local community, inviting in external visitors, themed workshops, sporting events, pupil performances to our wider community, sponsored events and supporting charities.

To support the learning within school, children are encouraged to practise key areas at home. We prioritise phonics, reading, spelling and instant recall facts for maths which children are expected to complete on a regular basis. We also provide topic-based grids with a variety of cross-curricular activities to enhance the breadth of their learning.

We use a range of formal and informal formative and summative assessments to regularly review where the children are and respond appropriately. This starts with the Baseline Assessment in Foundation Stage and includes the Phonics screening in Year 1. Throughout the year, teachers also track pupil's attainment in the foundation subjects. Information gained from these assessments is used to ensure all children make good progress. From adapting and improving lessons on a daily basis, developing support and



interventions for those who may not be on track, to adapting the curriculum at the end of each year, our assessment systems are well embedded and we believe lead to change and improvement.

Impact

We believe that the vast majority of children who leave Oaklands Infants are ready for the next stage in their education and are best prepared for a successful future, being able to recognise their own successes. From regular feedback gained as a result of the close links we have formed with our main feeder junior school, we feel confident that we achieve this for our pupils.

In September 2022, we introduced the Sounds Write phonics programme prioritising the daily teaching of high-quality phonics through a consistent approach. Ofsted (October 2023) stated *“Reading is an important part of the school day. Leaders have worked hard to introduce a new phonics programme, which is delivered well across the school.”*

John Walker, the founder of Sounds Write, visited the school in January 2024 and was impressed with the degree of fidelity he saw in each of the lessons, which were ‘remarkably consistent across the school.’

This consistent approach has meant that all of our pupils, including our lower attaining children, make good progress in phonics and early reading, and are much better equipped to become fluent, able readers.

Although data will always be an important indicator for the positive impact of our curriculum and the learning experiences that we provide our pupils, we strongly believe that it is also very evident through their love of learning, good behaviour, high levels of engagement and positive parental opinions. By ensuring our pupils always have the opportunity to have their voices heard, we are confident that they are happy and enthusiastic learners who love and are proud of their school.

We feel confident that through their time at Oaklands, our pupils are given the foundations to develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them life-long learners and valuable future citizens.

“Deep Roots for Future Growth”