Curriculum Rationale

Lister Infant Curriculum Rationale

"Together We Learn, Together We Grow"

Our school motto is at the core of what makes Lister Primary School unique. We are an inclusive school where children are at the heart of everything we do. It is a place where everyone feels like they belong and are supported. We are a family.

Our Vision is:

- To provide a safe, happy, caring and inclusive school where **ALL** are encouraged to succeed academically, socially and emotionally.
- ALL are treated with respect and kindness.
- To create an environment which promotes a genuine love of learning and empowers ALL to become independent, learners for life.

Our Core Values

We promote and teach four core values to our pupils that will ensure they develop the skills to be good citizens in the future. It is our values that determine our thinking and our behaviour. They are the principles, standards of life stances that act as guides to our behaviour.

Intent

The Staff and Governors of Lister Infant School aim to offer a broad and balanced curriculum that is knowledge rich. Our curriculum is coherently sequenced for pupils to make progress by building on prior learning and it prepares them for future learning. We feel our curriculum is ambitious beyond the National Curriculum requirements and it allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

At Lister Infant School we aim to provide a culturally, rich curriculum that has breadth and depth for all pupils across all subjects. Our curriculum holds meaning for our pupils with strong links to the school's local area and community, the city of Liverpool and key events happening in the country and around the world. This allows our children to know and

understand the importance of our local area as well as an understanding of their place in the UK and the wider world.

Key drivers:
Knowledge, Skills, Vocabulary, Character Development and Experiences

- To provide an ambitious and engaging curriculum that is broad and balanced and accessible to all pupils.
- To provide a culturally rich curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the curriculum and within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days with plenty of locality links to inspire our children to learn and achieve.
- To deepen knowledge through enhancing vocabulary.

"Education is the most powerful weapon which you can use to change the world"
(Nelson Mandela)

Implementation

The curriculum is taught through a topic based approach led by a leading enquiry question and is enriched with classroom enhancements, trips and visitors. We find this approach encourages a real thirst for learning and provides strong cross curricular links were connections are made to build schema. All subjects are taught progressively across units within year groups and across the year groups to deepen knowledge, understanding and skills and challenge is embedded. (Please see curriculum books for year groups) All lessons are taught sequentially to ensure learning builds on prior knowledge and that learning is deepened in each lesson. Taught concepts are revisited in different contexts to ensure learning is memorable. This ensures our children can make connections and make progress. (Please see curriculum books for year groups).

Our curriculum is both stimulating and challenging. It aims to develop curiosity and enable children to be independent, active learners. It allows creativity, collaboration and for children to take ownership and to celebrate their learning.

The children become engaged in learning through real life experiences, using fieldwork, educational visits and visitors to school to bring relevance and enjoyment. Our curriculum aims to enable children to grow and develop as individuals whilst deepening their

understanding of the incredible world around them. Learning is enhanced with trips or visitors to provide the children with first hand experiences to make their learning meaningful.

We see real passion in their work because they have had real life experience. Our trips connect children to their local area highlighting opportunities available to them such as planting in Newsham Park, local area walks, enrolling the children to West Derby Library and linking with the local community such as Bethel Church. We also provide experiences that our children may not otherwise have such as watching theatre productions, visiting the beach, museums, art gallery and attending subject workshops.
(Please see curriculum books for the full list of trips, visitors and enhancements).

Enrichment is also provided through themed weeks and days throughout the year which promote local, national and international events or subjects. We often link with local secondary schools, which is a great opportunity for our children to see what their future schools could be like. There is always a real buzz when the children experience this and they aspire to aim high and achieve. We see enrichment as the vehicle for social mobility and equality.

All children in Year Two are enrolled in the Liverpool Swimming Programme and pupils learn to sign with Deaf Active lessons. We understand the importance of mental health and ensure our pupils have high quality physical activity opportunities and expose mental health issues through ROAR and PSHE lessons.

National Curriculum

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

When designing our curriculum, we identified the building blocks to meet ambitious KS1 endpoints to prepare our children for their future learning.

All National Curriculum subjects are carefully planned and structured to ensure progression across both units of work and across year groups and key stages. We ensure the content of the National Curriculum is broken down into knowledge, skills and understanding for each subject to ensure the children have breadth and depth in their learning. Learning builds upon previous knowledge and builds the foundations for the next year group ensuring coverage and progression. Lessons are taught in a clear, coherent sequence to acquire deep understanding. We are committed to providing a curriculum that increases pupils' knowledge, skills and understanding as they grow and develop. We aim for high standards in English and Maths as well as in all foundation subjects. (Please refer to individual subject rationales).

Knowledge is 'sticky' and the more our pupils know, the more they can learn. Knowledge provides the capacity to apply skills and deepen understanding. Therefore we expose our children to a fun and engaging curriculum where they want to learn. We ensure all children are catered for and we support all our children to achieve and succeed. Content is broken

down into manageable chunks to support long term memory. Lesson plans clearly identify the crucial learning to support our pupils in acquiring the key knowledge and vocabulary needed.

Assessment is used to check prior learning with a pre assessment completed before new units are taught. At the end of a unit the children complete a post assessment to check the key learning from the unit is secure. Ongoing assessments during the unit allow the teacher to ensure connections are being made and learning is being retained. In order to support this, staff ensure there is built in retrieval practise in lessons. Planned repetition of crucial learning supports children in moving knowledge to their long term memory.

At Lister Infants we take a deliberate and intentional approach to develop our children's vocabulary through daily story telling using the Pie Corbett stories which allows the children to hear rich language they internalise, use in their speech and apply in their writing. Each year group learns to recite six stories which in turn get progressively harder and builds the children's vocabulary. We also have a word of the week to expose our children to a range of words and teachers ensure subject specific vocabulary is taught to the children to deepen knowledge through vocabulary as part of lessons.

At Lister Infants we offer a broad range of extra-curricular opportunities to enhance learning and enjoyment by providing a range of clubs led by staff and specialist coaches. Clubs vary throughout the year and are led by pupil voice. We aim to provide a wealth of opportunities to appeal to different interests of our pupils. (Please see extracurricular clubs list).

Rights Respecting School

As a Rights Respecting School we empower our children to know their rights and put this at the heart of school's planning, policies, practice and ethos. As well as teaching children their rights we also model rights and respect in all our relationships between pupils and staff. Lister Infants has chosen key articles relevant to the lives of our children and these run through all aspects of our curriculum. (Please see Right Respecting School document for further information).

Our children learn about democracy through School Council elections and explore key issues in society such as recycling. This results in a whole school campaign to make changes and improve our society and world.

Inclusion

Our school is a 'No Outsiders' and inclusive school were all adults and children are welcome. In each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to

be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit to every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

We have strong relations with our parents and encourage families to be a part of school life.

- Parents receive topic webs to inform them on what their child is learning each half term and to explain how they can support learning at home.
- We also offer a range of parent workshops to support learning in a variety of subjects and hold demonstration lessons for families to observe learning in the classroom. Parents are provided with ideas of how they can support learning at home to further develop their child.
- Parents are invited to attend class assemblies, sports days and whole school assemblies such as Sing Up and Harvest assembly.
- We hold fund raising events such as bingo, a Christmas and summer fayre and family quizzes to support our school and encourage parental involvement in school life.
- We hold parent reading sessions to encourage reading for pleasure as we know children who read for pleasure are likely to achieve better in school and develop their vocabulary range.
- We provide homework each week which has shared homework tasks for collaborative learning with families.
- Parents also complete questionnaires to inform how our curriculum is designed and implemented.

Impact

Lister Infants has consistently high attainment and we are often above national for the end of Foundation Stage and the end of Key Stage One. Our staff are experts in the teaching of early reading, which ensures all of our pupils make progress across the curriculum as we see reading as the vehicle for all learning. We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the majority of our pupils leave as fluent readers and achieving expected level plus across the curriculum subjects.

At Lister Infant School we achieve high standards of achievement because:

- Lessons are relevant, exciting and challenging.
- Teachers are trained in retrieval techniques to support learning moving to the long term memory. Lessons cater to different learning styles to support all pupils.

- Children are encouraged to do their best, aim high and to be resilient and persevere.
- We are an inclusive 'No Outsiders' school where all are welcome and every child is enabled to achieve their potential.
- Teachers have clear expectations of what is needed to be taught in order to develop and deepen knowledge, skills and understanding. Learning is based on prior learning and future learning.

Pupils:
Children at Lister Infant School are encouraged to be lifelong learners and to always aim high and do their best. We feel our curriculum prepares pupils for the opportunities, responsibilities and experiences needed now and in their future lives. We aim to tailor our curriculum to individual need, interest and aptitude to fulfill every child's potential.

A child at Lister Infants

- Has a love of learning and enjoys a challenge
- Shows respect for themselves and others, has good manners and follows rules
- Is an independent learner who perseveres and is resilient
- Has good relationships with adults and peers and co-operates as part of a team
- Has a sense of wellbeing and can lead a safe, fulfilling and healthy life
- Is a motivated, confident, determined and ambitious individual
- Is literate and a good communicator
- Is responsible and respectful to the environment and to property
- Is tolerant and challenges stereotypes and is morally and spiritually aware
- Has secure values and beliefs and has a strong sense of self
- Knows how learning fits in to the real world and is prepared for the challenge of society

We feel we enrich the lives of our children with a wealth of culturally rich experiences and provide opportunities to develop their personal and academic skills.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, quizzes, questioning, child discussions and marking and oral feedback against the learning objective and crucial learning for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed formally by their class teacher at the end of each term and the data is logged onto the school system and used by the subject Lead, Assessment Coordinator and Senior Management team who track pupil progress. Year group staff meet with the school Senior Leadership Team to discuss pupils each term and identify those at risk of not meeting targets. These children will then receive additional support through interventions, direct teaching or precision teaching to ensure the gap is narrowed and that they catch up quickly. Learning walks and drops in occur throughout the year to ensure teaching standards are high and children 'keep up' as opposed to 'catch up.'

In order to ensure consistency in assessing, we complete whole school moderation as a whole staff each term and we also ensure moderation is completed with the local authority and with our school network. This robust system ensures assessment is a fair judgement.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book scrutiny
- Lesson Observations were appropriate
- Pupil Voice
- Learning walks
- Coaching and training

Subject coordinators complete reports monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally learning walks takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

Our staff continually attend CPD courses to ensure our teaching is to the highest standard. This involves subject lead meetings throughout the year as well as any specific courses that support our school development plan. CPD is mapped out to ensure all staff needs are met. As a school we also have weekly staff meetings to ensure key messages are shared and training needs are met.

The School is proud to hold many awards in a range of areas and subjects showing our dedication to delivering an exciting and engaging curriculum accessible to all.
(Please see the awards list).

Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.