

Alexandra Infants' Curriculum Vision

At Alexandra Infants' School we are committed to providing a broad and balanced curriculum which is based on cognitive science and not only encompasses national expectations, but is designed to provide pupils with strong foundations and a powerful knowledge base. The curriculum takes them beyond their everyday experiences, inspiring them to be advocates of change and of their own future. We are committed to ensuring that all of our children are not only ready for their next stage of learning but are also prepared to take their place in the wider world as a responsible citizen.

These essentials ensure that our children achieve:			
Learn and remember the knowledge that is taught.	Develop language and communication skills.	Have clear values to live by.	Be given opportunities to develop their cultural capital and have high aspirations for their future.
These are essential in ensuring our children:			
<ul style="list-style-type: none"> Achieve as highly as they can across the national curriculum. From their starting points all children make exceptional progress. Use their knowledge to make links to ensure success across subjects. 	<ul style="list-style-type: none"> From EYFS the children consistently use new vocabulary that ensures they can articulate their thinking. Have a love of reading and stories. Are confident to articulate their thoughts and communicate these fluently and effectively. Use their skills to communicate their understanding of what they have been taught. Use their transcription and compositional skills to record in writing. 	<ul style="list-style-type: none"> Develop positive interpersonal relationships with those that they meet. Develop skills linked to perseverance, resilience and independence. Develop the values of acceptance, inclusion and equality. Understand and respect the diverse nature of the world and respect the lives of others. Know how to treat others and in turn how they want to be treated. Develop an understanding of life in modern Britain and how to make highly positive contributions. Understand the sense of community and how to be a positive member of home, school, local and wider communities, recognising the part that they play. Children and families are well supported to attend school regularly. 	<ul style="list-style-type: none"> Have a good understanding of the opportunities that education can give them. Have a confidence to set goals and work towards these to ensure success. Have an understanding of professions and careers beyond their immediate environment.
Our curriculum is based on four guiding principles: LOVE			
Learn and recall	Oracy	Values	Enriched
<p>The curriculum has been planned and sequenced to ensure that children gain knowledge to build a secure foundation in order to work towards challenging goals.</p> <p>Memory is a key factor in ensuring success and overlearning content ensures that pupils recall with fluency and automaticity.</p> <p>Repeated practice is planned so that children are able to develop a well-connected, automatic knowledge that is embedded into long term memory.</p>	<p>Oracy, reading and vocabulary development is at the heart of our curriculum because these skills are essential for life.</p> <p>Deliberate vocabulary development is planned across the curriculum in all subjects. Vocabulary is explicitly taught alongside the conversation structures to support children recalling their knowledge.</p> <p>Learning to read and listening to stories is also a key component of the oracy development within the curriculum.</p>	<p>Our values are based on the 5 Bees that are an embedded part of everyday life with our school. These are Be polite, Be sensible, Be a good friend, Be Kind and Be excellent. These values, alongside the British Values prepare our children to become successful citizens of the world.</p> <p>Our curriculum is designed to ensure that our children develop a positive sense of self-worth. Pupils are able to understand the diverse wider community enabling them to effectively connect with other people through relationships that are respectful and caring and allow pupils to learn, adapt and thrive.</p>	<p>Our curriculum and Alexandra Promise has many opportunities that motivate our children to deepen their understanding, whilst fostering wider professional skills such as resilience, confidence, co-working and collaboration.</p> <p>We want the children to recognise these opportunities as a way of raising intrinsic motivation and aspirations for their future.</p> <p>We want parents and carers to understand how we sequence and support learning, working in partnership to develop independent learning skills in our children.</p>

This is demonstrated through:			
<ul style="list-style-type: none"> Clearly sequenced, ambitious and progressive curriculum in place from EYFS, which is carefully linked to the national curriculum for KS1. Lesson design based on Rosenshine's principles of instruction and Sweller's cognitive load theory. Consistent structures for lessons used to ensure that they are designed to build fluency in foundational knowledge and skills. A structured approach to independent activities is well planned to manage the complexity of the task presented. Dynamic assessments take place within lessons to ensure all pupils are successful. Small steps identified to ensure success of the overall key performance indicators within maths, English, science and across all subjects. Knowledge organisers in place with identified key knowledge. Explicit links are made to ensure children build their subject scheme and the interconnectivity of the curriculum. Learning journey displays are in classrooms to support prior knowledge. Classrooms are designed to be an enabling environment to promote independence. Carefully planned catch all sessions ensure that all children keep up and continually practice what has been taught. 	<ul style="list-style-type: none"> A focus on Early Reading across the school. High quality phonics teaching. Daily discreet story time developing the patterns of language. School author boxes linked to well-known successful children's authors. Identified key vocabulary across the curriculum. Oracy is taught using a clear framework developing the physical, linguistic, cognitive and social and emotional skills. Intensive interactions used with children to develop Oracy skills. Stem sentences to support pupils' explanations of subject specific content. Talk opportunities threaded throughout the writing sequence. Talk strategies such as talking partners used across all subjects. CPD on the strands of oracy and sessions delivered to children. Assemblies focused on key oracy messages. 	<ul style="list-style-type: none"> The relational behaviour and attendance policies reflect the understanding of the individual pupil and specific needs. A tiered support approach, ensures attendance is everyone's responsibility. Weekly assemblies that focus on demonstrating the '5 bees' and 'Super Learner'. British values, which are threaded throughout the curriculum and assemblies. The PSHE curriculum that contributes to creating a culture of mutual respect and tolerance. The RE curriculum that supports children to learn about world religions. Celebration days that encompass the diverseness of the UK. 	<ul style="list-style-type: none"> A range of pupil voice opportunities <ul style="list-style-type: none"> -School Council -Science Ambassadors -Reading Ambassadors Opportunities such as <ul style="list-style-type: none"> -Educational visits -Parent workshops -Christmas and end of year performances -Internal MAT competitions linked to English and maths. After school extra-curricular clubs linked to a wide range of subjects and interests. Talents are identified and fostered through opportunities for growth and practice. External visitors in school that support cultural capital such as nurse, dentist.