



# Curriculum: Intent, Implementation & Impact Statement

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## **Intent – Greenwood Academies Trust**

### **GAT Primary Curriculum**

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum.

## **Intent – Danesholme Infant Academy**

At Danesholme Infant Academy our vision is to create an infant academy that encourages its children to be explorative learners. Children who are independent decision makers, problem solvers and enjoy child led learning. We want to help each child become a caring, confident and curious young person that has a passion for lifelong learning and achieving. We strive to ensure our children are immersed in their learning by ensuring we have an inclusive, creative curriculum approach whereby knowledge and skills are built upon concisely.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices and providing contextual experiences, building on their cultural capital.

By working with our families we create an aspirational environment and academy community where everyone is valued and successes are celebrated.

As part of the Greenwood Academies Trust we benefit from being part of an organisation that encourages collaborative practice across academies to ensure that we all work together to create the best and most effective teaching and learning practise.

### **Aims**

- Motivate and challenge our children to achieve academic success.
- Partner with families to create an aspirational school community.
- To provide an inclusive curriculum that appreciates the uniqueness of every child
- To build on contextual learning that prepares children for life long learning and citizenship
- To develop the children's independence through a growth mindset approach.

### **Academy Expectations**

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.
- We expect teachers to support children in developing independence.

## **Implementation**

### **Effective Teaching**

At Danesholme Infant Academy we embrace a pedagogy of 'Personalised Learning'; to provide unique learning approaches to meet the needs of all pupils. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; whereby teachers use assessment for learning to ensure rapid intervention takes place to keep pupils on. The teacher's priority is to support all children so that they can keep up with the pace of learning and make good rates of progress from all starting points.

The effective teaching practices at Danesholme Infant Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

### **Key Foci for Effective Teaching:**

#### **1. Quality first teaching**

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

#### **2. Target setting**

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress and verbal feedback is highly regarded as part of the Academy's marking and feedback policy.
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

#### **3. Focussed assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;

- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

#### **4. Intervention**

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Teachers and SLT regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

#### **5. Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources allow children to work independently and successfully; continuous provision is used to develop overlearning and explorative opportunities
- Outdoor learning spaces have been created to enhance curriculum opportunities
- Displays to be a mixture of celebration of children's work, supportive resources and information.

#### **6. Curriculum organisation**

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
  - *Gifted and talented*
  - *Learners with learning difficulties, including those with speech, language and communication needs*
  - *Learners who are learning English as an additional language*
  - *Boys and girls*
  - *Children who are in care*
  - *Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

#### **7. Extended curriculum**

- The academy offers a range of 'out of hours' activities and clubs which enhance and extend the basic curriculum; these occur during lunchtime and/or after school
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

## **8. Supporting children's wider needs**

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;

### **Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities;
- SMSC themed weeks.

### **Our Curriculum**

At the Danesholme Infant Academy, our curriculum offer is broad and balanced, it aims to;

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We follow the statutory national curriculum and development matters framework which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. We take a thematic approach to learning that allows pupils to use and apply skills and to develop links between subject areas. Our pupils learn through relevant experiences and can make connections between their learning.

We endeavour to foster a life-long love of learning, through adopting a highly practical and crosscurricular approach that encourages pupils to be independent and responsible citizens.

### **EYFS Curriculum**

In Nursery and Reception children follow the Early Years Foundation stage curriculum. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. There are seven areas of learning and development that are taught in early years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

Children are also taught in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

In planning and guiding children's activities, staff reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each area of learning and development is taught through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Activities are planned for, taking account of the children's interests where possible

## English

Our English/Literacy lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking across other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their wider vocabulary is developed systematically and applied in real contexts, when sharing books and describing characters and events. Our pupils are encouraged to read for pleasure and to read widely. Children are taught phonics, handwriting and grammar conventions, their stamina in writing is built upon as they progress through the academy. Pupils emerge as confident readers and writers ready to advance to key stage two at the end of their infant education.

### Reading.

Our reading curriculum aims to deliver a robust systematic phonics and reading programme that provides at least good progress for all children. Teachers model reading with enthusiasm to ensure that children become fluent readers and have a love for reading that inspires their creative writing. Teachers strive to create a reading environment that support learning both at school and at home.

Staff use the Read, Write, Inc sequence of teaching to deliver a consistent and systematic approach to phonics. Children receive daily phonic sessions to support their ability to blend and segment words and develop reading fluency and accuracy. A love for reading is embedded into the Academy life. Reading festivals, reading themed weeks and events promote 'love for reading' and we challenge all children to improve their reading skills across the curriculum.

Reading and phonic workshops are delivered to support parent/ carers and promote reading at home. During pandemic restrictions TEAMS is utilised by teachers to engage parents and children with online phonics lessons and FLIPGRID shared stories. Resources to support the teaching of phonics and early reading support for parents using Oxford Owl is promoted.

Talk for writing is used in conjunction with the FANTASTICS lenses to develop language and vocabulary, speaking and listening skills and comprehension of stories through drama activities.

Leaders regularly evaluate and monitor progress in reading and phonics and outline key target children for intervention. Leaders monitor the quality of teaching of reading and phonics to ensure all pupils make at least good progress.

### Writing.

'Reading and writing float on a sea of talk.' James Britton

Teachers utilise the FANTASTICS lenses to elicit higher level language and vocabulary use in English. High quality writing is modelled to develop pupil writing skills and foster pupil stamina in writing. Pupils are provided with the progressive skills and scaffolded in writing to develop their ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of visual literacy film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to

express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to visualise themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and displayed.

Handwriting sessions are taught discreetly and are incorporated into the daily English lessons to promote effective letter formation linked to the phonics scheme mnemonics, to aid pupil recall and retention when writing sounds. A range of additional activities are undertaken across the year to promote literacy within the school including annual focus weeks, World Book Day and author visits.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Read, Write, Inc: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Oxford Owl: <https://home.oxfordowl.co.uk/>

Talk for writing: <https://www.talk4writing.com/resources/>

## **Mathematics**

At Danesholme Infant Academy we embrace the Mastery approach in our teaching of mathematics. Our teachers ensure that mathematical skills are taught every day following the *White Rose* maths scheme, which focusses on building skills in fluency, reasoning and problem solving across a range of mathematical areas. Teaching ensures children have the opportunity to broaden their understanding of mathematical concepts through a practical, hands on approach using a wide range of manipulatives and concrete resources. We also use cross-curricular opportunities to develop pupils' mathematical fluency including outdoor learning. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. In each lesson there is a short mental maths session, we then build on skills and understanding in a step by step and progressive way. Some lessons take a hands on practical approach, which is followed up with a lesson where the children use their new learning to problem solve and reason effectively. Our academy adopts the continuous provision approach to teaching and learning across the school. We ensure that in every maths lesson the children have access to a range of interactive provision activities, which have been specially designed to support the development of specific skills and areas of learning. The children have access to a range of resources whilst accessing inclusive continuous provision which nurtures and support children's mathematical curiosity and interests. The academy is part of the NCETM Maths Hub and we continue to develop our practice in line with theirs. We participate with extra activities throughout the year to promote mathematical skills and thinking including NSPCC *Number Day* and whole school maths events. Our academy has also embedded Teach Active Maths to support the teaching and learning of mathematics. Teachers will often link this with outdoor learning and the focus will be on a particular area or skill, and allows the opportunity for the children to apply their learning in interesting and exciting contexts.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

White Rose Maths: <https://whiterosemaths.com/>

Teach Active: <https://www.mathsoftheday.org.uk/>

NSPCC Number Day:

<https://www.nspcc.org.uk/support-us/events-fundraising/social-special-events/number-day/>

## **Science**

Science will be taught as in a cross curricular manner and closely linked to our Topic work where appropriate. In the event that this is not possible, for example where any links are considered tenuous, stand alone lessons will be used to deliver content. We will encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them with an emphasis on developing our children's Science capital. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Within a sequence of lessons learning will also be underpinned with links made to the 5 strands of working scientifically as the children will be able to classify, observe and measure, carry out simple fair tests, collect and handle data, and ask and answer questions. Whilst at Danesholme Infant Academy, children will learn the skills and knowledge outlined within the National Curriculum for example Animals including habitats.

Visits by specialists such as Mad Science and Bugtopia, alongside members of the community, including parents, will be used to enhance the delivery of lessons and develop our children's science capital. We will also have dedicated science days throughout the year.

National Curriculum Science Programmes of

Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

## **Art**

At Danesholme Infant Academy the arts and culture are central to each child's learning journey. Through quality first teaching and enrichment weeks the children are provided with many varied experiences. Each child's creativity is celebrated across the year during topic linked art lessons in which children from F1-Year two learn about the 'History of significant artists' and have the opportunity to explore a variety of media and materials to represent their imagination.

Through themed weeks the children are able to work collaboratively to create and explore the arts in context linked to their topics. Children engage with the arts in meaningful experiences and art is widely celebrated through the academy in creative displays. Many rich enrichment activities are provided within a thematic curriculum to develop the cultural capital of every learner at the academy in addition to seasonal themed weeks.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **Design and technology**

The design technology curriculum encompasses progressive subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study and the EYFS framework. We encourage children to use their creativity and imagination, to design, make and evaluate products that develop key DT skills within a variety of contexts; themed based learning, whole school projects and competitions. We foster pupil's creativity and promote a growth mindset by celebrating and valuing the thought process, whilst encouraging an evaluative process throughout. Our inclusive curriculum encourages children to be critical thinkers and explore the realms of DT through activities and careers and employability events that will broaden children's cultural capital of careers within the DT sector.

Children are challenged in design and technology to solve problems in context and explore the process from design through to completion. In the EYFS children engage with many different forms of art and design within their exploration of the 'Expressive Arts and Design' development matters and early learning goal statements (2018, Dfe).

### **Computing**

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave Danesholme Infant Academy, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **Music**

At Danesholme Infant Academy we have created an action plan which will ensure the children have access to a high-quality music education developing their skills and knowledge whilst also expanding their cultural capital, utilising Sing Up, use of visitors for 'live' experience, assemblies and in class music session. The music education will incorporate their interests, therefore nurturing engagement and a love for music. Children develop their skills and passion for music in context of their curriculum theme. The coverage is in line with National Curriculum and EYFS framework requirements for primary schools, it includes musical learning and development, musical vocabulary and opportunities for assessment.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Physical Education (PE)**

At Danesholme Infant Academy we develop pupils' physical literacy and competitive values in a way that supports their health and fitness. This is achieved by following the EYFS framework and National Curriculum, whilst utilising inclusive specialist schemes of learning.

Pupils will engage in both competitive and cooperative physical activities in a range of challenging situations, from in school lessons to external competitions. Children will have access to extra-curricular opportunities to further develop skills and passions for sport and exercise with the support of Sport Premium funding. On top of this, P.E at DIA contributes to the cultural capital of its pupils through a range of diverse cultural sporting experiences.

Our intention is to improve the physical and mental well-being of our pupils by delivering passionate focused P.E lessons, alongside extra-curricular activities, active lunch time opportunities and regular in-class movement breaks - inspiring a life-long love for sport, exercise and a healthy lifestyle.

## **Early Years**

EYFS Development Matters:

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

New Statutory framework for the early years foundation stage:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896810/EYFS\\_Early\\_Adopter\\_Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf)

## **Key Stage 1**

National Curriculum in England: Physical Education Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **PSHE**

Through the use of Jigsaw and Skill Builder frameworks the children at Danesholme Infant Academy become equipped with the skills and knowledge they need to be resilient, motivated, confident and to develop their individual qualities incorporating British values and SMSC.

Working together for success our key values are to nurture self-belief, good attendance, behaviour and attitude to learning. To value each child as an individual, embracing differences and encouraging success, collaboration, communication and inclusion.

Using the frameworks we will clarify what success looks like and map out a trajectory for growth, enable the children to have a balanced understanding of strengths and weaknesses and provide opportunities for the children to master essential skills allowing them to thrive in all aspects of life. We will develop the ability to creatively solve problems, to self-manage, to communicate effectively and work well with others – a complete approach to building skills for life. The relevance of these skills will be taught by linking them to real world and by bringing a context with the use of real world problems. The learning that is taking place in DIA provides a valuable foundation for PSHE and ensures it is embedded throughout the curriculum.

Our responsibility is to prepare the learners for the future, for transition, school and beyond. The framework is central in terms of skills and knowledge which will be fundamental to the children's learning journey. At Danesholme Infant Academy we consider the and support the development of the skills we believe the pupils will need to succeed at life, including what knowledge will they draw upon and importantly how we intend to ensure they receive these. By thematic learning we support the children in developing skills such as resilience, good mental health, emotional literacy, social and employability skills, British Values, SMSC as well as an inclusive philosophy including pupil's voice, nurturing self - belief and helping them to reflect on their roles in both the local and global community. This will be underpinned by a secure foundation of knowledge and strategies to support this development. At Danesholme we focus on both the factual knowledge and the acquisition of knowledge with each pupil given the opportunity to share how they feel about what they have learnt. The children have a journal in which evidence is collected to demonstrate progress. It is also to support the children in feeling a sense of pride, allowing them to reflect.

## **Religious Education**

Religious Education will be taught in a cross curricular manner and closely linked to our PSHE curriculum and Topic work. In the event that this is not possible, standalone lessons will be used to deliver the content. Discovery RE will support the teaching of RE across the academy, ensuring that skills and knowledge is progressive, whilst utilising the skills and knowledge curriculum framework from Religious Education Council of England and Wales (A Curriculum Framework in England-October 2013) and the Early Years Foundation Stage Framework.

Whilst at Danesholme Infant Academy, children will learn about and learn from a variety of stories and events within Christianity, and other religions. Children learn to compare, understand and empathize with various cultures and beliefs.

We take a hands on approach to teaching R.E. using links from the local community, visitors, trips and resources to bring the subject to life.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

### **Geography and History**

At Danesholme Infant Academy we shape our **History Curriculum** and **Geography Curriculum** to ensure it is fully inclusive to every child.

Our aims are to fulfil the requirements of the **National Curriculum for History and EYFS Framework (Understanding of the world – People and Communities)**; providing a broad, balanced and differentiated curriculum that also encompasses the British Values. We ensure that historical concepts, knowledge and skills progress from Nursery to Year 2 enabling the children to get curious about the past of Britain and the wider world. At Danesholme Infant Academy, we aim for a high-quality history curriculum which teaches our pupils about changes in living memory and events beyond living memory that are significant nationally and globally. Our teaching equips pupils with knowledge about the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in our own locality. Our aims are also to fulfil the requirements of the **National Curriculum for Geography and EYFS Framework (Understanding of the world – The world)**; providing a broad, balanced and differentiated curriculum that also encompasses Earth preservation and conservation. We ensure that geographical concepts, knowledge and skills progress from Nursery to Year 2 enabling the children to develop love for geography and the world through key texts, using and creating maps and both local trips (real life experiences). At Danesholme Infant Academy, we aim for a high-quality geography curriculum which teaches our pupils about similarities and differences of places, human and physical geography like seasonal and daily weather patterns and identifying human and physical features of our environment. We also want children to develop geographical skills and fieldwork: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. Our teaching equips pupils with basic locational knowledge of the UK and other places in the world.

#### **Key Stage 1**

##### **National Curriculum in England: geography programmes of study**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

##### **National Curriculum in England: history programmes of study**

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

## **Early Years**

### **Development Matters**

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

### **New Statutory framework for the early years foundation stage**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896810/EYFS\\_Early\\_Adopter\\_Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/944603/Development\\_Matters\\_-\\_non-statutory\\_curriculum\\_guidance\\_for\\_EYFS.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/944603/Development_Matters_-_non-statutory_curriculum_guidance_for_EYFS.pdf)

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

### **Trips and Visits**

- We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year.
- The trips are directly linked to our topic work.
- We organise a residential trip for our Year 2 pupils.

### **Workshops and specialists**

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme.

### **Themed days and weeks**

- We also have themed days and weeks throughout the year. These include a Career week where the children learn about job opportunities. Science week where the children get an opportunity to explore scientifically. A Reading week which includes World Book day. Sports week when the children learn about keeping healthy and staying safe. Arts and Culture themed weeks around festivals.

## **The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)**

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at Danesholme Infant Academy is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

## **The Role of Parents**

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Half termly year group knowledge organisers;
- Holding regular Parent's Evenings at least twice a year;
- Utilising TEAMs as a platform to extend learning opportunities and communication through class channels.
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- The use of an online learning journal 'Tapestry' to support parental engagement in EYFS;
- An annual report at the end of each academic year.

## **Impact**

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.