



Blackmoor Park Infant School & Kindergarten - CURRICULUM INTENT

As a result of staff meetings, development days, some inspirational speakers, reflective professional reading and much discussion with a wide range of stakeholders the following are our school's key concepts driving all our learning projects throughout a child's career with us: **Happiness; Friendship; Belonging; Resilience; Pride; Honesty; Individuality; Creativity.**

Blackmoor Park Infant School and Kindergarten's curriculum is skills based and knowledge rich. As teachers we focus on the acquisition of knowledge, understanding and skills in lessons because we believe that our children should have the opportunity to study areas of the curriculum in greater depth. Using this approach we prepare our children to produce exceptional outcomes whilst developing their independence, curiosity, and creativity. In their time with us we ensure our children receive the essential knowledge they need to be educated citizens, introducing them to the best that has been thought and said, helping them towards an appreciation of human creativity and achievement. Together we produce collaborators, innovators, leaders and more than anything else, young people who understand what it means to be human.

Learning

Neuroscientists study shows how the human brain develops and functions, and how human minds are formed. Their research shows that children are highly motivated, intelligent learners, who actively seek interactions with the people around them – from the earliest gaze of infants towards their caregivers, to the confident child who asks "Will you come and play with me?"

Children have "built-in" exploratory tendencies and engage all their senses to investigate and master tools and resources, to develop their skills, and to build their knowledge and understanding of the world. The freedom to combine resources in many different ways may be especially important for flexible cognitive development, by enabling children to build pathways for thinking and learning, and to make connections across areas of expertise.

So at Blackmoor Park we reflected, discussed and recognised the following key ways our young children learn:

- **Playing** – indoors and out, alone and with others, quietly or boisterously – allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for our young children.
- **Exploring new things and experiences** – children's deep curiosity leads them to use all their senses to explore in real hands-on activities, and then put the information together in their own minds to form ideas and make sense of the world.
- **Talking to themselves** – in self-speech children use out-loud thinking to clarify thoughts, regulate their activities, take on imaginative roles and rehearse their skills.
- **Representing ideas and experiences** – children deepen their understanding as they recreate experiences or communicate their thinking in many different ways – in role play or small world play, pictures, movements, models, and talk.
- **Communicating about what they are doing with someone who responds to their ideas** – talk helps children to understand what they experience. It is important that they have a chance to express

their own ideas, as well as have conversations to hear other people's ideas, extend their thinking, and use language about learning.

- **Meeting physical and mental challenges** – working out what to do, trying hard, persevering with problems, finding out and thinking for themselves are opportunities for developing real understanding. These challenges may occur in play, or in real life, or planned activities.
- **Practising, repeating, applying skills** – rehearsing skills in similar tasks or new contexts help children to build mastery, to enjoy their own expertise, and to consolidate what they can do.
- **Having fun** – there is no place for dull, repetitive activities. Laughter, fun and enjoyment, sometimes being whimsical and nonsensical, are the best contexts for learning. Activities can be playful even when they are not actually play.

Teaching

We believe all our adults have a key role in building the right conditions for learning. Firstly and fundamentally, adults ensure that children feel known and valued as individuals, safe and cared for. Their own rate of development is respected, so that children are not rushed but are supported in ways that are right for each child. Children's time is managed so that they have the opportunity to become deeply involved in their activities and to follow their ideas through, including returning later to continue their explorations or creative expressions. Adults manage the pace of activities, planning varied and interesting new experiences to stimulate learning alongside opportunities for children to revisit, practise or enjoy a sense of mastery. With this groundwork in place, it is then the adult's skilled interactions which move the learning forward.

In EYFS practitioners build conditions for learning across the 4 EYFS themes of "**A Unique Child**", "**Positive Relationships**", "**Enabling Environments**" and "**Learning and Development**".

In Key Stage 1 teachers build on this approach using a focus on "**Entitlement**" – We believe all children have the right to learn what is in the Blackmoor Park curriculum (based on National Curriculum outcomes) and we have a duty to ensure all children are taught the whole of it; "**Mastery**" – We want all children to achieve a full understanding of the knowledge specified in the curriculum for each year, and teaching should not move on until this is achieved; "**Concepts not context**" – Our curriculum specifies the knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, for providing context, humour and memorable classroom moments to our teachers. This is because each of them is individually skilled and learning is, at its best, a personal experience founded on relationships between teachers and children.

The language of learning is explicit across both key stages – phrases such as "*I remembered*", "*I tried out*", "*We found out*", "*We know*", "*I can*", "*We thought*", "*We solved the problem*" are used by the children.

These are supported from adults with phrases such as "*I really like the way ...*", "*what jumped out was ...*", "*My favourite part is ...*", "*My eye was drawn to ...*" in order for feedback to be specific, helpful and kind.

"*Could you ...*", "*Why don't you try..*", "*A good idea would be ...*", "*Have you considered ...*" and "*Have you thought of ...*" also support our mastery approach of creating learners who are insatiably curious and the independent creative thinkers of tomorrow.

In responding skilfully to support learning, whatever the context, our staff uses a variety of strategies:

- **Direct instruction** – sometimes it is not appropriate to allow children to explore and discover when an adult can see that direct teaching is the most appropriate strategy. This can include teaching a skill or giving facts/information – or possibly correcting a child's misconception, although often they will encourage a child to think through and explore their misconceptions as this provides rich opportunities for learning.
- **Providing assistance** – children learn to choose and direct their own activities, but many will need assistance to develop their skills and confidence to express their own ideas (especially our youngest children), and share these with their peers.

- **Guided interaction** – adult and child collaborate on a task, where the adult’s strategies are highly tuned into the child’s existing skills and motivations. The adult uses a range of pedagogical strategies that are responsive to the child’s intentions, focused on the spontaneous learning, and provide opportunities for the child’s feedback. Talking together is the primary tool, using open questions and exploring what the child is thinking about to help the child go beyond what they understood before.
- **Participating in their play** – joining in with their play, their drama, taking cues from the children to understand the nature and purposes of their actions, can offer an opportunity to extend the children’s learning. Children learn from others in play – often they learn from their peers, and they also learn from a knowledgeable, skilled and sensitive adult who plays with them.

However, this is not enough. We recognise that adults have a crucial role in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the active intervention, guidance and support of a skilled adult that children make the most progress in their learning. This does not mean pushing children too far or too fast, but instead meeting children where they are, showing them the next open door, and helping them walk through it. It means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they can do.

Our children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in this moment of curiosity, puzzlement, effort or interest – the “teachable moment” – that the skilful adult makes a difference. By using the cycle of a moment-to-moment basis, the adult is always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning).

Staff actively encourage and continually create conditions that encourage children to think differently and to approach learning by:

- **INTERPRETING** – explain the meaning of
- **ANALYSING** – examine methodically and in detail: the what/why/who/how
- **GENERALISING** – make a statement based on fact.

This way we are building independence within the learning process so that the children retain a sense of responsibility through everything they do. When we then reframe the learning and ask the children to apply it in a different or unusual context and they can do it, this gives us the confidence to say that they have mastered it.

When adults notice misconceptions and misunderstandings they encourage the children to:

- Ask questions
- Explore possibilities
- Overcome barriers
- Adapt ideas
- Make connections

We recognise that deep learning happens overtime so the idea of a lesson automatically becomes less restrictive. We are not expecting something miraculous to happen in a 60 minute window of opportunity but know we are creating the conditions for learning instead. At the start of the learning it is likely there will be more direct teaching. Modelling is then used and continued throughout layered support so children can practice and be successful. Adults are keenly focused on talking about ideas/facts, listening to the children’s talk and generally noticing to bring a natural conclusion and discussion at the end of the session. What we are very interested in at this point is not the next lesson but the next stage in the learning. The children must have access to a period of deliberate practice. This way the children work with real purpose, determination and creativity. The children are shown throughout their career at Blackmoor Park how to self-regulate by planning, monitoring and evaluating their learning and applying this to different contexts. This is metacognitive mastery and increased autonomy is the ultimate aim of a curriculum that has creativity and independence at its heart.

Our Learning and Teaching Curriculum has 5 key aims:

1. **General ethos** – happy memories; enjoyment and fun; love of learning; friendship and community
2. **Relating to self** – self-esteem and confidence; reaching potential; developing a sense of spirituality; being healthy
3. **Relating to others** – friendship; understanding relationships; developing relationships; teamwork; global awareness and responsibility; cultural appreciation
4. **Managing learning** – improving your own learning and performance; communication; thinking skills; creativity and problem solving; resilience; application of number; computing; the Arts and Sport
5. **Managing situations** – managing conflict; managing disappointment; managing time and resources; managing risk and uncertainty.

Curriculum implementation:

In EYFS we follow the New Early Years Statutory Framework for the Early Years Foundation Stage, updated in 2021 by the DfE and implemented in September 2021. 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.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

In KS1 the Primary Curriculum published in April 2014 by DfE, underpins the objectives of our curriculum. The curriculum has been planned and mapped progressively throughout the Key Stage. A project based approach is used as a vehicle, where relevant, to teach explicit facts and make links through cross curricular learning. Learning opportunities are planned to embed knowledge, skills and understanding across the curriculum.

English

Our English lessons develop children's spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our children to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our children are encouraged to read for pleasure and to read widely. Our teachers share their favourite 5 texts each half term with their class at a dedicated story session.

We use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our children have the stamina and 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 film and imagery, modelled, shared and guided writing, peer editing and discussion. We use drama and the narrative immersion approach 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 see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences; on a weekly basis, our Writing Champions select a child in each class whose work demonstrates application of skills taught and effort to improve their content.

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child in Early Years and KS1 education.

National Curriculum English Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-englishprogrammes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

We embrace the Mastery approach to teaching mathematics. Our teachers ensure that mathematical skills are taught every day following the Number Sense approach in EYFS and the Mastery approach in KS1 using materials from White Rose and Primary Stars. Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no child to be left behind. Real life opportunities to solve mathematical practical challenges are sought daily. They also use cross curricular opportunities to develop pupils' mathematical fluency. 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. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. We are part of the NCETM Maths North West 3 Hub and we continue to develop our practice in line with theirs. There are extra activities throughout the year to promote mathematical skills and thinking.

National Curriculum Mathematics Programmes of Study:

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

Science

Science is taught as a separate lesson but is linked within our Project work where appropriate. We encourage our children to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology is introduced each lesson and knowledge is built upon throughout the school. Children are encouraged to work scientifically and carry out simple tests and experiments using equipment whilst gathering and recording data. Whilst at Blackmoor Park, children learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, states of matter, sound, earth and space and evolution and inheritance. Visits by specialists such as Mad Science enhance the delivery of our science curriculum. We also have a dedicated science week throughout the year. Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and Computing. Activities are challenging, motivating and extend pupils' learning. Children have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carry out activities safely and decide on the best form of communicating their findings.

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

Computing

We teach and apply computer skills through cross-curricular activities and experiences. The school has a robust Acceptable User Policy and Internet Policy. The school follows the DfE programmes of study for computing. The learning Platform is a rich and safe source of interesting courses and publications. The school teaches coding using Purple Mash as well as a variety of resources such as BeeBots.

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private.

National Curriculum Computing Programmes of Study:

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

Religious Education

RE is a curriculum entitlement for all children and the school follows the New Liverpool Agreed syllabus for RE which started in September 2020. Supplementary materials are referenced within our RE policy. Religious Education does not seek to urge beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

History

By the end of key stage 1, children are expected to know, apply and understand the skills and processes specified in the programme of study. Children should understand the chronology of events and use specific vocabulary. Children's natural curiosity should be harnessed to research the past and questioning skills should be developed and honed. Key Stage 1 follows the DFE programmes of study.

In Key Stage 1 children learn about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

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

Geography

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In the Early Years, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols. Key Stage 1 follow the DFE programmes of study.

In Key Stage 1 Children should develop knowledge about the world, continents, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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

Art

Children have opportunities to draw, paint, print, make collages, use fabrics and threads, and use clay. They are taught the skills and techniques and then given the opportunity to practice them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. They learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms whilst evaluating and analysing creative works using the language of art, craft and design.

Design Technology

'DT' involves children designing, making and evaluating their product. This involves model making, drawing and sketching, problem solving, food preparation, investigating, observation and discussion – putting them together in an approach which encourages the children to become designers and inventors. The children are taught how to use tools and materials safely and economically. Many areas of DT are incorporated into project work in Key Stage 1.

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

Music

The school has a long tradition of musical activity, offering opportunities for children to develop their talents during lessons, projects and assemblies. We follow the Charanga music scheme throughout the school.

EYFS

Music interweaves through all areas of learning and development of the EYFS curriculum. Music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience whether this be two or more children making music with pots, pans or traditional instruments or joining in with familiar refrains and songs. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music is seen as a core component of children's learning throughout EYFS and is shared with our youngest children to ensure they have broad, balanced and rounded experiences in early childhood.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

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

Physical Education

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. The school follows the "Real PE" scheme to deliver its PE content. Our children also engage in the "daily mile" throughout the school day in order to improve their physical, emotional, social health and wellbeing to create healthy habits for life.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. Children have swimming lessons in Year 2.

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

Extra Curricular Activities

We provide a large range of physical activities including: football, multi-skills, dance, and music to name but a few. In addition 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 skills is offered through school trips, visiting specialists and themed days and weeks. All classes including Kindergarten go on at least one trip per year.

PSHE

We follow the 'JIGSAW' education programme. Although some aspects of PSHE remain non-statutory, from 2021 RSHE is mandatory in all maintained schools (See below for details.) There is also an expectation outlined in the introduction to the national curriculum 2014 that all schools should teach PSHE. When children leave Blackmoor Park Infant School they should be equipped with the full range of skills that enables them to become lifelong learners. Through our unique approach of teaching and discussing good choices, children are also equipped with the social skills and understanding to become good citizens in the future.

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

Relationships and Health Education (RSHE)

Children are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning our children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Spiritual, Moral, Social, Cultural (SMSC)

We have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Staff and children come together for acts of Collective Worship. Parents may exercise the right to remove their child from Collective Worship.

As a school we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community. In all teaching the teachers look to inspire and enthuse children. Teachers look to develop a love of learning and a working atmosphere where children enjoy learning. Children are given opportunities to take on responsibility around the school: lunchtime buddy system, Forest School projects, and star badge holders and after school clubs.

We have a school council as we value the thoughts, ideas and opinions of all the children. The School Council is a way of ensuring that the children's voice is heard and that the children have an impact on school issues and development. Our School Council consists of six children, two from each class in Year 2. The children are proud of their position, wearing a School Council badge so that everyone knows who School Council members are. Meetings are held weekly, finding ways to make school an enjoyable place to be. They listen to the ideas of the children in their class and discuss ideas and issues in the meetings. They work together to develop the school and choose worthy winners of the "Kindness Trophies" which are shared in year group assemblies.

Blackmoor Park presents the "Bobby Collieran award" at the end of each summer term to two children in Year 2. This is voted for every year by all the children in year 2, choosing one boy and one girl who embody our school's 8 key concepts. The children are asked to think about the qualities of how we expect children to behave in our school: people who always try their best, people who always behave well, people who are kind and polite, and people who are a good friend and always have a smiling face. These are the qualities of a very special boy who will always be a part of our school. Their names are displayed in our entrance hall on a specially engraved plaque.

The school has a clear policy that sets high expectations of behaviour and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of circle time. Through a combination of approaches the school is able to ensure that children develop an understanding of the key British Values.

Across both key stages there is a specific focus each term that drives our projects:

Autumn – **DISCOVER**, Spring – **EXPLORE**, and Summer – **CREATE**.

Through this approach we build a significant body of knowledge and skills each year which provides the foundation for new learning and revisiting the following year. We are maximising and making the most of the space and time we have. We have decided to use the term "project" as a deliberate reminder we are finding out together rather than something that is being delivered.

Curriculum Impact

The impact of our curriculum will not only 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.

Assessments for English/Maths are held three times a year. The results of these are discussed during Progress meetings where pupil tracking data, targets, 'Barriers to Learning Analysis' and ways forward are discussed. The SENDCO is a critical partner in these discussions. Assessments for other subjects are ongoing, resulting in an end of year judgement for each area of the subject covered as per the assessment grid.

This statement should be read in conjunction with the EYFS policy; Curriculum Policy; Learning and Teaching Policy; Subject Leader Policy; internet safety policy; foundation subject policies; discipline and behaviour policy.

The Role of School Leaders

We have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Floorbooks within each subject showcase a range of evidence captured from all year groups within their subject. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning.

Improvement planning

Each subject area has a working party led by a senior leader which meets half termly to drive forward school improvement priorities. Subject leads meet half termly to share good practice, share research and drive forward whole school priorities via a peer buddy system.

Self-evaluation: measuring curriculum impact

- Regular subject leader meetings are held across the terms where senior leaders work with subject leaders to monitor the impact of the curriculum.
- An annual 'evaluative statement' is written by subject leaders on an annual basis which identifies What is Working Well/Even Better If to inform the SEF/SIP and ensure Governors have a full picture of individual "subject headlines".
- Progress meetings are held termly to monitor pupil outcomes

The Role of Governors

Our Governors are also involved in monitoring the consistent approach to Teaching and Learning at Blackmoor Park Infant School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, i.e.: Book Looks; annual subject Governor reports
- School visits to observe classroom practice and Governor open days.
- Specific challenge to core leaders to monitor progress and attainment

To summarise, our curriculum is as below:

- By taking knowledge & understanding/breadth of study from the EYFS and National Curriculum
- By developing exciting 'contexts for learning' that provide opportunities to link subject areas, whilst ensuring the 'knowledge' required of pupils for each subject is explicitly taught
- By planning lots of opportunities for a visit or visitor in order to make learning relevant and exciting
- By paying attention to not only WHAT KNOWLEDGE pupils are learning, but HOW they learn
- By ensuring Assessment for Learning principles are embedded throughout our curriculum and that learning begins with establishing what pupils already know

And an overview:

