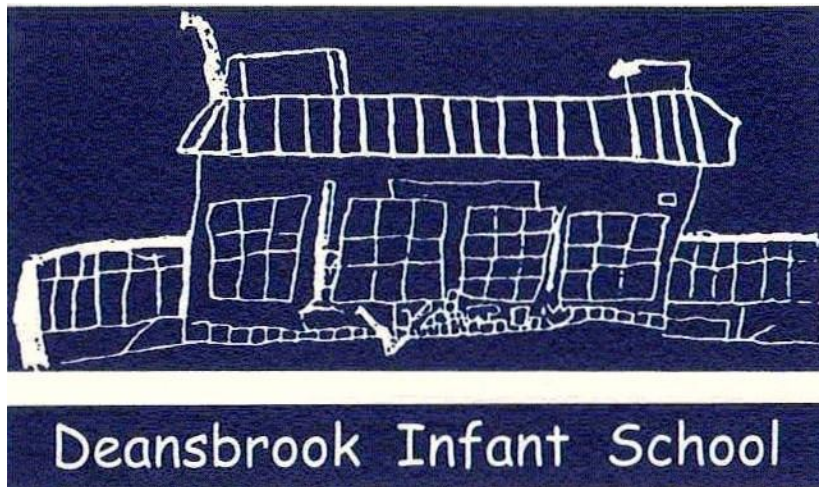


Deansbrook Infant School



Curriculum Policy

Reviewed and ratified by the Governing Body: January 2026

Review Date: January 2028

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Statement of intent

At Deansbrook Infant School we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee (curriculum, attainment and standards committee) who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing body.
- Ensuring the curriculum is progressive, inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing body.
- Making any necessary adjustments to the curriculum where required.

- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that, through an adaptive approach, the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher, Deputy Head Teacher and SENCO during pupil progress meetings.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Supporting and offering advice to colleagues on issues relating to their subject or curriculum area.
- Monitoring pupil progress within their area of the curriculum and reporting on this to the SLT.
- Monitoring and reviewing resources for their subject area to ensure that lessons can be taught effectively.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.

- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

At Deansbrook infant School, every child is recognised as a unique individual and an inclusive culture is at the heart of everything we do. We celebrate and welcome differences within our diverse community. Our intention is that our curriculum inspires children to learn, extends opportunity, raises aspiration and enables our children to develop perseverance and live happy, healthy and productive lives.

We use our school values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We ensure our children move onto the junior school as confident, independent young people.

We provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, attitudes and needs.

In the Early Years the staff prepare the children for their educational career by fostering a love of learning through exciting, inspirational, challenging experiences that motivate the children.

In KS1 exciting topics are introduced through WOW events such as an explorer's day, workshops and a snail conference. We build on previous knowledge and tailor our teaching to ensure that they are challenged.

We increase pupil's knowledge, skills and understanding as they grow and develop and provide a wealth of opportunities, both inside and outside the classroom. Children can immerse in the world around them, enhance their learning through hands on experiences, which will help them to know more and remember more.

We promote a love of reading through whole school daily guided reading sessions, reading breakfasts for children to attend with their parents, and staff who share their passion for reading with their children. Every Friday morning parents are invited to come into school to read with their children in class.

The school recognises the value of a partnership between home and school and encourages parental involvement. Workshops take place every year in phonics, writing, reading comprehension and maths to demonstrate to parents the methods taught at school so they can support their children at home.

We aim to provide our children with the cultural capital they need to succeed in life. This capital is introduced through visits, visitors and events such as visits to Windsor Castle, the seaside, the theatre and celebrations of the many cultures and religions represented by our school community.

We value the importance of experiences beyond the curriculum such as taking part in sports events and offering a range of after school clubs to nurture and extend the childrens' skills and talents.

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, computing and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.

- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into three sessions and pupils will receive at one morning break and a lunch break.

In general, lessons will be separated into three core stages:

- **Introduction to the topic** – this is the time where lesson objectives will be set
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.

- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Investigative activities** that allow children to think about a topic, generate questions and find answers
- **Written and spoken tasks** to encourage different methods of expressing ideas

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

In these cases, education will be delivered through the Google Classroom platform, if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard for the 'Statutory framework for the early years foundation stage' in nursery and reception and to the 'National curriculum' in Year 1 and Year 2.

At Deansbrook Infant school, subjects are taught through half termly topics in KS1. These are carefully planned to ensure progression through each subject and to deliver a curriculum that is creative and inspiring for the children.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Personal, Social, Health and Emotional Development

The school uses the Twinkl scheme to teach phonics across the school. Phonics is taught everyday from Nursery to Year 2 and children work in the class or in a small group. Please see phonics guidelines in Appendix 1.

In English lessons, the school uses 'I am a clever writer' which is a skills based approach which introduces key skills step by step and ensures a consistent and streamlined approach to writing.

In maths the school uses White Rose which is a range of high-quality resources that support a small-step, mastery-based scheme of learning.

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Geography
- History

- Music
- PE

Our Key Stage topics:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me!	Up, up and away!	Wild things	Explorers	Castles	Splash
Year 2	Food Glorious Food	Fire and Ice	Night-Time	Green and Mean	London	Journeys

Details of what is included in the curriculum for each subject can be found in specific progression of knowledge and skills documents on the school website.

8. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

9. Reporting and assessment

As the children at our school are very young, homework consists of practising phonics sounds and reading their reading books. Spellings are also sent home in Year 2 and children are expected to learn them with the help of an adult at home.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher.

Pupils will also complete national assessments at the end of reception and in Year 1. The results of these assessments will be reported back to parents/carers and the headteacher.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the government guidelines.

10. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

The class teacher makes adaptations to their teaching where necessary to enable pupils with SEND to fully access the curriculum and make progress. Pupils with SEND will receive additional support in the classroom or interventions to work on key areas of the curriculum, and help close the gap between them and their peers.

Pupils with SEND will not be discriminated against in any way and, where possible, they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

For children with more complex needs we offer a SEND space called 'The Nest' which provides an enhanced provision to meet the needs of children who are unable to access their mainstream classroom and are working significantly below the National Curriculum levels. The Nest provision is carefully planned for by the SENCO and class teachers. It provides a safe, predictable, and highly engaging learning environment. It offers motivating learning opportunities and high-quality, evidence-based interventions that help children develop attention, social communication, language, and independence. Where possible, pupils who access this space integrate back into their class for specific activities or lessons such as PE, playtime, art etc.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular activities to enhance their academic learning and personal development.

Extra-curricular activities occur outside school hours and include a range of activities such as sewing, football, computing, speedstacks and chess.

All pupils are able to participate in the activities available. Wherever there is an instance where a pupil cannot participate, the activity will be adapted so that the pupil can take part.



13. Monitoring and review

This policy is reviewed bi-annually by the headteacher and the governing body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

Appendix 1

Phonics Guidelines

	Reception	Year 1	Year 2
Lower and Upper Case Letters	Yes	Yes	Yes
Twinkl stories for each phonics lesson	Yes	Yes	Yes
Robot Arms (with flat hand) Segment and blend using arm from right to left	Yes	Yes	Yes
Mnemonics – rhymes and actions to match phonemes	Yes	Yes	Yes (to use with children at lower levels)
Songs Insert links to songs into Twinkl presentations	Yes	Yes	No
Phoneme Frames	Yes	No	No
Cubes To physically represent each phoneme in a word when writing	Yes	No	No
Counters/fingers to physically represent each word in a sentence when writing	Yes (Counters)	Yes	Yes
Sound Buttons Single phoneme . Digraph/trigraph _ _ Split diagraph 	Yes C a t · · ·	Yes Sh ee p — — ·	Yes Sh i n e — 
Phoneme cards – change to the colours of the scheme Use Twinkl flash cards and display as taught	Phonemes to be displayed near the board in colours of scheme	Phonemes to be displayed near the board in colours of scheme	Phonemes to be displayed near the board in colours of scheme
'Phoneme of the day' Display with A5 size phoneme	Display on whiteboard daily	Display on whiteboard daily	Spelling pattern – display if possible
Games in Powerpoint presentations / Twinkl Go!	Use as part of phonics focus / pockets of time	Use as part of phonics focus / pockets of time	Use as part of phonics focus / pockets of time

Word Wall	Keep HF word wall already in place	Keep HF word wall already in place	Keep HF word wall already in place
Common Exception words mats	Mats on tables with common exception words used by Twinkl	Mats on tables with common exception words used by Twinkl	Mats on tables with common exception words used by Twinkl
Mini Books	Used during Guided reading Consolidate phoneme used week before	Used during Guided reading Consolidate phoneme used week before	Used during Guided reading (up to L6) Consolidate phoneme used week before
Comprehension sheets	No	Summer Term only Guided reading activity Read book and answer questions (book at easier stage than reading level) Use comprehension sheets in summer term	Yes – comprehension sheets can be used in Year 2
Work Books	Please do not use these	Please do not use these	Use individual sheets as activities during guided reading
Phonics Focus	n/a	Consolidation of previous weeks learning Picking up on any misconceptions	Consolidation of previous weeks learning Picking up on any misconceptions
Phonics Play	Not to be used as part of phonics lessons. Ensure they match Twinkl.	Can be used during phonics focus sessions only	Can be used during phonics focus sessions only

Nursery
Use Twinkl Phonics Level 1 on a daily basis
Additional small group work – Level 1
Whole class teaching of phonics at least 3 times a week
Use presentations within Twinkl website