

Higham Ferrers Nursery and Infant School

**‘Together, we enjoy learning in a happy,
caring and friendly environment’**



CURRICULUM POLICY

**This Policy was agreed by the Full Governing Body in
Summer (2023)**

It will be reviewed in Summer (2026)

(Q of E Committee)

Signed:

(Chair of Governors)

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01. OUR CURRICULUM

At HFNIS, teaching and learning is developed through an engaging curriculum, which is centred around the needs of the children in our school. We acknowledge that children learn in a variety of different ways and recognise the need to develop strategies that allow all children to learn in the manner that best suits them.

Teachers plan a rich and varied curriculum using [The National Curriculum](#) and [EYFS Framework](#).

We ensure progression by:

1. Teaching a coherent narrative in each subject;
The progression of content and skills within each subject is planned to build systematically on previous learning.
2. Teaching children metacognitive strategies to support their learning;
They are taught how to ask subject specific questions and how to set about answering these. They are given opportunities to try things out, to make mistakes and to reflect and improve on their learning.
3. Providing opportunities for pupils to demonstrate what they have learned.
Children are given the opportunity to consolidate their knowledge through practice mastery techniques such as depth being valued over speed.

School staff work hard to provide an engaging school environment, including interactive displays, a range of engaging stimuli linked to topic and a purposeful outdoor environment.

02. LEARNING FOR LIFE

In addition to the above, we aim to incorporate a range of life skills into the curriculum. These include: working collaboratively in groups or whole class as well as independently; enquiring, investigating and exploring; evaluating and improving; valuing a healthy lifestyle; respecting others and valuing diversity, as well teaching the children how to make informed choices. We also plan to include opportunities for citizenship, spiritual, moral, social and cultural dimensions. By giving children the opportunities to master these skills, we hope for our children have the capacity to cope with the demands of 21st century society, as well as gaining skills for later in life, such as employment opportunities.

The HFNIS model for the delivery of the content has been structured to meet the particular needs of the children in our school, and can be accessed on our school website.

03. TEACHING AND LEARNING

Teachers provide long term overviews, medium term plans and weekly plans. Through ongoing assessments and Assessment for Learning, teachers have a broad understanding of the children's needs and abilities and differentiate learning to support them to make good progress. Teachers and Teaching Assistants provide whole class, small group and individualised learning to support all children. We include children in the planning process, using their interests to develop an engaging curriculum. We develop independent, collaborative and problem-solving learning skills throughout series of lessons to ensure that children are highly effective life-long learners.

04. READING AND PHONICS

Throughout EYFS and KS1, children are taught phonics using the Floppy's Phonics scheme. From Reception- Year 2, children learn to read using the Oxford Owl books. In year 2 children hone their phonics skills using RWI Spelling (phase 6). Nursery children learn their phonics sounds using Jolly Phonics.

Across the school, teachers ensure that children are consistently exposed to quality texts, including digital texts, and encounter new vocabulary and ideas that stretch them. The Reading subject lead also plans for a range of reading opportunities across the school, including reading competitions (at home and at school) and high quality comprehension activities based around the Reading Pups. In addition to this, age- appropriate texts are used throughout the curriculum, in each subject area.

05. HANDWRITING

Handwriting is taught following the Kinetic Letters programme from Nursery through to Year 2.

06. MATHEMATICS

Maths is taught using the White Rose maths scheme as the main thread alongside skills from the National Curriculum.

07. SUBJECT LEADERS

Subject co-ordinators work alongside teaching staff to monitor subject coverage, keep teachers up to date with changes and relevant training, ensuring each group has a good range of high quality, stimulating resources and to assist with planning activities such as year group 'wow/themed days'.

08. INCLUSION

At every stage of learning, we consider the learning needs, gender, background, ethnicity, age, disability and/or medical needs of the children. We cater for each individual and actively seek to remove any barriers to learning and participation that could hinder or exclude individual pupils, or groups of pupils.

09. POSITIVITY

At every opportunity help children to feel good about themselves. We celebrate achievements and regard praise and reward as a high priority. The children in years Reception to Year 2 enjoy celebrating Gold Award assembly every Friday, with certificates awarded to children by the Headteacher. Nursery children also receive Nursery Star certificates to celebrate achievements both at home and at school and parents engage by using the Proud Cloud to celebrate their children's milestones.

10. THE WIDER CURRICULUM

Learning is enriched by planning extra-curricular activities such as visits to a range of exciting places, as well as inviting visitors into our school environment. Nursery visit West Lodge farm annually, with the rest of the school enjoying their yearly visit to the Christmas pantomime. Year groups also plan for their own additional day trip linked to topic work (previous visits have included Stanwick Lakes, The National Space Centre and Woburn Safari Park). We also plan for regular visitors such as Tom the Tale Teller to work alongside the children to develop their reading and writing skills in an exciting and imaginative way. The children take part in local events such as singing at the Town's Christmas Sparkle and visiting the War memorial and church.

11. CULTURAL DIVERSITY

There is increasingly cultural diversity reflected in the demographic of pupils in our school, so it is particularly important that our children learn to value diversity. We look for opportunities to learn from each other and are enriched by expanding our knowledge of other cultures in which the whole school can participate such as Chinese New Year and Diwali.

12. KEEPING HEALTHY (INCLUDING DIET, EXERCISE AND WELLBEING)

We prioritise teaching our children to make healthy choices when eating, drinking and exercising. Children take part in PE lessons based around the Cambridge PE Scheme, as well as PE lessons from PE specialists from outside of school during PPA time. Children also have access to before and after school clubs including activities such as gymnastics.

We plan for regular PHSE sessions allowing children of all ages time to talk. We also develop children's understanding of how to keep safe and who to talk to if they are feeling unsafe. There is a big focus on mental wellbeing across the school. Children use the characters from the film Inside Out to help them to express and talk about emotions and feelings. Mindfulness yoga is carried out daily.

13. ENVIRONMENTAL CONCERNS

We develop our children's environmental awareness, so that they grow up as responsible citizens who can make informed choices about the impact of their actions on the environment. This is carried out both through lessons and assemblies.

14. KEEPING SAFE (E-SAFETY AND PROTECTIVE BEHAVIOURS)

We recognise that our children are growing up in an environment where they are likely to be exposed to a number of risks over time. We ensure that we do everything in our power to prepare children to recognise and deal with potentially unsafe situations, so that they know what to do, and not to do, and who to go to for help. We address situations that may occur in the real and virtual world. E-safety lessons are planned regularly into class teaching and assemblies.

15. SCHEMES USED IN SCHOOL

Handwriting: Kinetic letters. Every classroom has KL teacher and pupil whiteboards plus a teacher's guide books and children's resources. This is taught daily.

Writing: Talk for Writing. The school had a recent consultant visit in April 2023 when she worked with the subject lead and then the whole staff.

Phonics: Floppys phonics. The school also has a licence for Phonics play and staff use this as their planning resource. This is taught four times a week.

Reading: Oxford Reading Tree Floppys Phonics is the main book strand throughout the school, with an emphasis on decodable phonics books in Reception and Year 1. The school has been using Reading Pups for a while now.

Maths: White Rose

Yoga and mindfulness: Rainbow of confidence on the internet.

The school also uses the Inside Out characters in every classroom. These embed the characteristics of learning and resilience that we develop in children across the school.

The school uses **Jigsaw for PSHE**. The Junior school also use this scheme.

RE follows the Northamptonshire/Cambridgeshire scheme.

PE: Cambridgeshire scheme

Foundation subject: These are planned in year groups and adapted for the cohort following the National Curriculum guidelines.

16. THE ROLE OF GOVERNORS

Governors work alongside the Head teacher to: support appropriate teaching strategies by allocating resources effectively; ensure school buildings and premises support effective teaching and learning and curriculum delivery; monitor the curriculum in light of health and safety; monitor the curriculum by visiting the school regularly and conversing with the Head teacher about the curriculum; ensure that staff development and performance management support good quality lesson delivery and review effectiveness through school self-review processes.