

Whole school's ethos:

In our school, we use 'busy learning,' so pupils' can practice knowledge and skills across the curriculum in the inside and outside learning environments.

We also organise real experiences called enrichment to make the curriculum meaningful for pupils.

This is because our ethos which is to develop the whole child is well embedded throughout the school from Nursery through to Year 2 including in our specialist Centre.

The Headteacher, deputy Headteacher (DH), assistant Headteacher (AH)/early years foundation stage (EYFS) lead, and special educational needs co-ordinator/head of centre, make up the strategy team.

And with the two year leaders and school business manager (SBM), are the senior leadership team (SLT).

All school leaders are committed to the school's ethos, and ensure there is an outstanding quality of education.

Our ethos supports our school's vision:

*Feltham Hill Infant and Nursery School is a place where pupils **achieve** highly compared to national expectations and are well prepared for their journey of lifelong **learning**.*

*Our creative teaching and learning philosophy ensures pupils dynamically **explore** the whole curriculum, using both the inside and outside environment.*

*We **nurture** our pupils and establish a culture of **respect** for all, so that they are happy and confident in our school community.*

We work closely as a team alongside pupils and their families to create a sense of trust and community.

And our school's motto:

Learn

Explore

Achieve

Respect

Nurture

Curriculum intent and implementation:

'Leaders must consider the knowledge and skills that pupils will gain at each stage through the school's curriculum (this is 'intent').'

'Leaders must consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (this is 'implementation').'

Our curriculum is ambitious and designed to give our pupils, particularly disadvantaged pupils (including pupils with special educational needs & disability (SEND), the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.

The curriculum is clearly planned and sequenced. We have a Key stage 1 (KS1) curriculum overview covering every subject to ensure coverage and progression from the national curriculum.

We also have a Progression in Learning document based upon development matters to ensure clear progression through the early years into KS1.

The KS1 curriculum overview is collated by the DH alongside subject leaders and year leaders. It identifies specific, clear, small steps, sequenced in a logical progression, so that all pupils acquire the intended knowledge and skills.

Leaders ensure quality first teaching of every curriculum area, with all subjects being clearly taught by teachers. This helps our pupils to understand key concepts, and then be able to transfer key knowledge to long-term memory.

Learning is sequenced, so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

Teachers are expected to use formative assessment to check their pupils' understanding of what our curriculum intent says they should know. This will include teachers using questioning and class discussion to check understanding.

Teachers must identify and correct misunderstandings. These should also be discussed during planning, preparation and assessment (PPA) to inform future teaching.

We use subject leaders, alongside a SLT mentor to ensure all teachers have expert knowledge of the subjects they teach. For example, there has been continual professional development (CPD) on Little Wandle reading and phonics, calculations in mathematics and dance in physical education (PE).

Reading in Reception and KS1

As leaders, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. We use and train staff with Little Wandle reading and phonics.

Stories, poems, rhymes and non-fiction books are everywhere in our learning environments and are carefully chosen to develop pupils' vocabulary, language comprehension and love of reading.

In every classroom, there is a 'read again box', so our pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction texts.

Teachers' assess pupils' phonics progress, every 6 weeks, and reading leads ensure the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

Once pupils have completed the Little Wandle scheme, they read books linked to the national book bands. These books are a range of fiction, non-fiction and poetry and are not fully decodable.

Any pupil who is falling behind are, given targeted support.

Curriculum impact

'Leaders will consider the outcomes that pupils achieve as a result of the education they have received (this is the 'impact').'

Subject leaders and SLT will talk to pupils about how they think they are progressing through the curriculum, and their view on their work, using each relevant subject's book.

As leaders, we are pleased that all our pupils, including disadvantaged pupils (including those with SEND, acquire the knowledge and cultural capital they need to succeed in life.

Talking to them with their books and in the environments, we can see they, have made progress: in that they know more, remember more and are able to do more.

We are proud that all work is of a high quality including in displays and environments.

Our pupils, achieve well compared to national data in Key 1 tests.
As well as, in phonics screening.

We prepare pupils well for their next stage of education, in particular transfer from Year 2 to Year 3 at Oakhill academy.

Reading in Reception and KS1

Most pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

Most of our pupils are able to read to an age-appropriate level and fluency.
They read widely across the curriculum.

Our school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals.