



The Denmead Infant School Curriculum for Learning



What are we trying to achieve?

Our Denmead Infant Curriculum Aims	Happy together Secure relationships and exemplary pastoral care		Growing together Irresistible learning environments where adults and children thrive on challenge		Aiming high Achieving excellence for all	
Values to ensure a learning adventure	 Resilience	 Independence	 Courage	 Creativity	 Collaboration	 Respect
Our vision for all of our children	We are empowering our children to be confident individuals who are able to lead safe, healthy and fulfilling lives		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning	

How do we implement?

Our teaching intentions	Carefully planned rich, connected learning journeys	Teaching models respect of pupils uniqueness, challenges prejudice and promotes social justice	Classroom climate created by all adults inspires and motivates all children	Approaches to learning are sensitive to needs of all learners and their self-esteem, especially the vulnerable	Parents and carers are challenged and supported to play a full role in their child's learning
Effective teaching	Teachers have a deep knowledge of subjects to be taught	Teachers have a clear understanding of cognition and learning	Teachers use a range of flexible and responsive teaching strategies	Teachers employ skilful and effective questioning to check and deepen understanding	All adults have high expectations and provide challenge for all, with support when necessary
Assessment for learning	Effective use of summative assessment to inform next steps		Oral and written feedback that has immediate impact	Purposeful internal and external moderation to inform professional discussions	Clear learning intentions and success criteria are shared with children and understood by all

Organisation	Units of work are based on key questions and cross-curricular themes		Stimulating indoor and outdoor learning environments		Daily routines and a range of enrichment experiences		Use children’s own ideas and interests to shape learning		Partnerships with other schools and the local community		Hook that engages the children and gives the context for the learning		A clear outcome which gives purpose to the learning	
EYFS & National Curriculum	PSED	PD	CLL	L	M	UW						EAD		
	PSHE	PE	Eng		Ma	Comp	Geo	Hist	RE	Sci	A&D	D&T	Music	

What is the impact?

An inclusive curriculum for all	An inspiring and challenging curriculum for all	Teaching that is consistently good for all pupil groups	High levels of attainment and progress	Positive climate for learning in all classrooms	Children who are fluent in the language of learning
Evaluation	Memorable connections - Does the learning make links with prior and current learning within the subject and across the curriculum? - Is the learning relevant to the lives and aspirations of all of our children? - Does learning excite to create memorable moments? - Is it clear what has been added to the child's learning rucksack? - Are there relevant contexts for high quality outcomes for literacy, numeracy and IT?	Enquiry based learning fuels curiosity - Is an enquiry based approach to learning journeys used in all subjects? - Does the task or topic promote deeper thinking? - Do children have choices at different points in the learning process? - Do children reflect on their learning and generate new thinking?	Equity and enrichment - Are there high expectations for all? - Is there equity; are all children able to access the learning? - Does the task design enrich children's experiences? - Do all children experience the whole curriculum? - Are all leaders ensuring there is curriculum consistency across year groups?	High quality outcomes and challenge for all - Do all adults have high expectations of all children at all times? - Are there clear assessment criteria linked to the development of knowledge and skills? - Has the learning journey led to a purposeful outcome or product? - Are children challenged to think and to evaluate their learning? - Do the children experience a taste of the best that has already been achieved?	Coherent broad and balanced - Is each subject/ area of learning given integrity and taught well? - Are children curious to make personal sense of spiritual, moral, social and cultural education? - Are children able to relate their values and experiences to British values? - Is there a cohesive, entire planned curriculum across the school? - Does the curriculum facilitate unlimited possibilities for rehearsing and honing literacy, numeracy and IT skills?

Pupils well prepared for their next learning adventure