



Our Curriculum Pathway

at Alvaston Infant and Nursery School

Hello from Miss Allen

We value every member of school community and fully appreciate that for us to work together effectively, all of our stakeholders need to be kept informed about the strategic decisions we are making regarding the quality of our education.



At Alvaston Infant and Nursery School, we pride ourselves on creating an ambitious and bespoke curriculum which allows our children to thrive and flourish in society, now and in the future. To design this bespoke curriculum, our stakeholders have thought carefully about potential 'barriers' that may 'hinder' learning. As a direct result of establishing these 'barriers', the school have put measures in place to overcome the 'barriers' and achieve success. We feel it is imperative that you know how to help us with this, too. As always, we value suggestions from all stakeholders, please see the link to our school improvement section on the website, where you can make recommendations, which will formally be responded to, every half term.

<https://www.alvastoni.derby.sch.uk/school-improvement>

Thank you for your dedication and commitment and for supporting us to become the 'best that we can be.'

Molly Allen
Head Teacher

Potential Barrier	What we are doing to overcome the barrier and achieve success	What you can do to help us to overcome the barrier and achieve success	Our Partnership Outcome
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<p>ONE</p> <p>If our curriculum is not built upon a day by day, week by week, year by year and is not coherently sequenced, then this will prevent our children from acquiring the necessary knowledge and skills to transition to the next stage of their learning journey.</p>	<p>Our Subject Leads have developed knowledge and skills progression documents for their subject area from EYFS to Year 2. We are in the process of taking key themes within subjects, and mapping these throughout the school. We are ensuring that our provision is carefully planned and enables plenty of opportunities for pupils to revisit work so knowledge and skills are more likely to be fully embedded. We are in the process of working with the Junior School to secure progression from Year 2 to Year 3.</p>	<p>You could work closely with your link Subject Lead to develop your understanding of how the subject progresses through school and challenge why the Subject Lead has made specific decisions when creating their subject Progression Documents. You might like to consider how this will impact upon our pupils' outcomes. You are our critical friends. Please ask us questions and we will be happy to answer them or take on board any suggestions!</p>	<p>Our pupils will be equipped with the necessary subject knowledge and skills to enable a smooth transition to the next stage of their learning journey.</p>
<p>TWO</p> <p>If our children are unable to develop a love for reading and do not reach their 'reading potential', this will hinder their progress and make accessing other areas of the curriculum more difficult.</p>	<p>We are constantly encouraging a love for reading through role-modelling. We have recently bought a new reading pod, as requested by the children. Parents/carers are invited into school to share this passion once per week. We have created stimulating 'Reading Retreats' in classrooms, employed 'Reading Champion' teachers, purchased new resources and have implemented a new reading assessment system ... to name only a few!</p>	<p>Our English Lead or any staff member would be happy to talk to any governor about our reading vision, as it is a school priority. We would love you to visit our classrooms to see our reading areas and talk to the children about their views on reading. We would value any feedback about your findings. If you have any connections with the wider community, e.g. authors, libraries, newspapers, we would love to hear from you!</p>	<p>Our pupils will develop a love for reading and will be given every opportunity to enable them to reach their reading potential. This will unlock learning across the curriculum.</p>

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<p>THREE If our children are not given the opportunities to develop important life skills, such as: independence, the desire to explore for themselves and the ability to regulate their behaviour and emotions, then we are not equipping them with the necessary skills for success both now and in the future.</p>	<p>We have employed a Forest School Teacher, who is working alongside our staff, to develop these important 'life skills'. This is also enabling teachers to develop their knowledge of how to embed key life skills. We are in the process of rewriting our 'Behaviour Policy' and will rename it as a 'Relationship Policy'. We aim to coach children about their emotions and support them to learn from encounters they may face.</p> <p>We are also currently developing our 'continuous provision' approach to adapt our KS1 through the school. This helps pupils to develop their independence and they are given more opportunities for learning through 'exploration'.</p>	<p>Our newly appointed Forest School Teacher would love you to visit our Forest School site and experience a session for yourself so you can consider the impact of this provision for our children. You might be able to support us with acquiring or making resources, particularly if you, or any of your contacts, are handy with wood and a saw! Maybe you would like to make us a kitchen out of wood or some wooden seating for the area!</p>	<p>Our pupils become independent and resilient learners, who are explorers and can take 'responsible' risks. Our pupils will be able to use tools appropriately and safely in the future.</p>
<p>FOUR If we do not provide all of our children with an education, underpinned by arts and culture, we might hinder their self-expression and creativity. This may prevent them from building their confidence, discovery talents and developing self-identity,</p>	<p>We will ensure, through robust subject monitoring, that all of our children have their full curriculum entitlement to the Arts, including art and design, music and drama. Our specialist music teacher is helping staff to improve their knowledge and skills in this area too! We hope to achieve the Artsmark Silver Award, as part of our journey to embed The Arts throughout our curriculum.</p> <p>We are working with our community to setup a 'Diversity Committee' and we hope to perform as a school at the Robert Ludlam Theatre. We have purchased recorders and ukuleles, so children can play instruments more frequently.</p>	<p>If you are a Governor of the arts (art and design, music, English, drama, creative writing, PE and dance), we would love you to visit and see how we are trying to embed the Arts across the curriculum. You might like to watch a lesson or see our specialist music teacher in action and consider whether you feel the pupils are getting 'value for money'. Again, if you have any contacts in the Arts Field, we would welcome any ideas to enhance this part of our Curriculum. Maybe you, or somebody you know, could offer an Arts Club in school!</p>	<p>Our pupils can think and express themselves creatively through their speech, dance, artwork and music. They develop a respect for and an appreciation of cultural diversity.</p>

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<p>FIVE If we do not provide our children with the necessary learning experiences to recognise and celebrate diversity at school, in their community and the wider world, they might not value and respect the views and opinions of others. This could lead them make assumptions, which could eventually lead to prejudices.</p>	<p>The PSHCE Coordinator has redesigned our school's new PSHCE Curriculum, in line with the new statutory requirements, but has considered the needs of our children in school. We are working to map out the teaching of the protected characteristics. The programme builds upon year on year and enables the children to acquire the necessary knowledge, skills and experiences to learn about and celebrate diversity in an age-appropriate context. Meaningful opportunities are also built in throughout the curriculum to celebrate diversity across a range of contexts. E.g. female scientists, Martin Luther King, visits to places of worship, Picture News etc. This is planned in an "experience map". The school has recently created a partnership with a school in Kenya where our teachers visited and sent live streams and videos back to Alvaston. Pupils were afforded the opportunity to establish positive relationships as part of this experience. We will also setup a diversity committee with our parents and community, who will help us organise events and make improvements.</p>	<p>If you are the PSHCE Governor, you might like to talk to our PSHCE Lead to find out how our curriculum has been developed to address issues relating to diversity. You might like to find out more about our partnership with Chaddy Mission, in Nakuru, by speaking to Miss Allen, our Head Teacher.</p> <p>We would like to hear from any Governors who might be able to help us to develop community cohesion in the future and any members of our community who would like to join our diversity committee. This will help our pupils to recognise and celebrate diversity. For example, across different cultures, ethnic or religious groups.</p>	<p>Our pupils will celebrate diversity and will learn to not make assumptions about others which could eventually lead to prejudices. They will celebrate differences.</p>
<p>SIX If we do not provide an equitable provision for our disadvantaged children, they will not be given every opportunity to succeed both now and in the future.</p>	<p>We will ensure that a variety of enrichment opportunities, such as lunchtime and after school clubs, are made available to our disadvantaged pupils and any support is quickly put into place, if required, in terms of academic and personal development.</p>	<p>The Pupil Premium Governor will work closely with the Headteacher to ensure that our Pupil Premium Provision is closely monitored, and spending has maximum impact.</p>	<p>Our Disadvantaged children will be equipped with the necessary skills and attributes to give them every opportunity for success both now and in the future.</p>

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<p>SEVEN</p> <p>If we do not provide our pupils with the opportunity to engage in and with a wide range of experiences, both inside and outside of school, some of our pupils will miss out on key experiences, which might include, physical, social, cultural, outdoor or academic opportunities.</p>	<p>We will ensure that our curriculum is enriched with a wealth of carefully planned experiences and opportunities. For example, trips to museums, theatres, places of worship, sporting opportunities, specialist music teaching and Forest School. We will ensure that no child will 'miss out' so all children have an equitable provision. Pupil Premium money might be used to subsidise / pay for these experiences for disadvantaged children.</p>	<p>As a governor, you could talk to the children about the things they enjoy about school e.g. What trips, visitors, experiences they have enjoyed most and what they have learnt. If you are the Pupil Premium Governor, you could evaluate the value for money after talking to pupils / staff and what the outcomes of these experiences have been. You might like to 'join in' with a special event or experience to see first-hand how the 'experience' can offer enrichment to our pupils' provision and their lives.</p>	<p>All of our children will be treated equitably and will be entitled to participate in a wide range of experiences, which will contribute to their overall development and success.</p>
<p>EIGHT</p> <p>If we do not provide a high-quality Speech and Language Provision for all our children, they will not be equipped with the necessary communication skills to enable them to succeed.</p>	<p>Speech and language are given the highest priority across the school. The acquisition of key vocabulary will be a key component of all our curriculum planning and provision. E.g. Vocabulary Walls in classrooms, Knowledge and Vocabulary Organisers for parent's and Subject Vocabulary Progression Documents.</p> <p>We quickly identify children who may have barriers with Speech, Language and Communication. A dedicated staff member will address these needs in a small group or individual level. Any strategies will be shared with parents and carers.</p>	<p>During subject monitoring meetings, you might like to speak with the Subject Lead about how key subject vocabulary is acquired from EYFS to Year 2, within our progression documents. You might like to visit our classrooms and see for yourself how we promote a language rich environment. Mrs Darby would welcome speaking to you about how we have established our 'Communication Friendly' setting and you could consider the impact for our pupils.</p>	<p>Our children will have the necessary language to communicate effectively, both within and outside of the Curriculum provision.</p>

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<p>NINE If we do not have effective assessment and moderation practices in school, we will be unable to make accurate assessment judgements, assess the impact of teaching and learning and identify next steps for our pupils. This will affect their success.</p>	<p>We are currently in the process of analysing the impact of our current assessment practices and are making adaptations to improve practice, where required. For example, we have already embedded a new reading assessment strategy, which enables us to analyse reading behaviours and skills more thoroughly. We have redesigned our writing assessment practice, so we are more aligned between EYFS and Year 2. Our current body of work is focussing upon improving assessment practice, using a variety of approaches, across some of the foundation subjects. Observations are acted upon, and children receive personalised targets, which we share with their parents/carers.</p>	<p>As part of your subject monitoring visits, you might like to talk to the Subject Lead about current assessment practices, what data they have acquired and how they are using this data to monitor the impact of teaching and learning across the school. You might like to ask them questions about how the information they have acquired is being used to identify strengths and next steps for their subject, in the near future. It is important to talk to the children to further verify your judgements - what have they remembered? All our teachers are committed to providing the highest quality of provision and would value a conversation with you as their 'Critical Friend'.</p>	<p>Our progress and attainment judgements are aligned across the school and adults can identify and plan for next steps in learning confidently. This leads to excellent progress across the curriculum.</p>