**Thomas Russell Infants’ School**

‘Excite, Explore and Excel’

**Our Unique, Engaging Curriculum**

‘Our toolkit contains everything needed for our children to find secret doors in familiar worlds. It creates magical moments to excite and engage all our children’.

Our curriculum has been designed to meet the needs of our children. It has been crafted using knowledge of our children, their families and experiences.

**INTENT**

The depth and breadth of our curriculum is designed with five goals in mind:

**1) To inspire a love of learning, a curiosity of subjects and themes and a thirst to discover.**

**2) To give pupils first hand experiences to develop as thoughtful, confident and responsible children.**

**3) To provide a rich and varied ‘cultural capital’**

**4) To provide a structured, academic curriculum which builds knowledge and skills in all subject areas that leads to embedded learning for all.**

**5) To thrive in our chosen Learning Behaviours and become: independent, confident, resilient, co-operative, curious and able to persevere.**

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1. Love of learning

By talking to our children about the ‘subjects’ we are teaching we aim to engage their young minds to start to show interest in the subject areas they love.

We value all subjects, giving each the time they deserve to be taught. Children become interested and excited about their favourite subjects. We celebrate children’s success across the whole curriculum; engage in art, music and sports projects and events across the MAT and beyond.

2) First hand experiences and enrichment

We know from experience that our children are motivated by ‘doing’ and by being ‘involved’ in their learning. We provide first hand experiences wherever possible with children learning by doing and experiencing for themselves.

* We resource our learning so that children touch and feel, investigate and explore.
* We make use of our parents and extended family members to support our children’s learning.
* We use the local village community in which the vast majority of our children live. Our children become active and responsible members of their locality and beyond.
* We engage with theatres, libraries, schools and sports venues further afield in order to bring the best experiences to our children. This helps build our young children’s aspirations for their future.
* We believe all children should have access to rich sport, art, music and humanities so we make time for these within our curriculum, ensuring a breadth of all subject areas and that these experiences are integral in all that we do. In addition to our daily curriculum we offer clubs and engage in events and competitions.
* Our outdoor learning is available to all throughout their time at school.

We believe all children should have opportunities during their time at Thomas Russell Infants to be part of something bigger and aspire to give them chances and opportunities to thrive and succeed in a wide range of areas.

3. Cultural capital

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces them to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

Bourdieu defines Cultural Capital as the knowledge, skills, values and experiences that provide advantage and help you to get ahead in life and especially in education. Cultural Capital builds over time. At Thomas Russell Infants we build experiences for all our children around, visits, literature, music, the arts, performance, sport and STEAM whilst developing a love of learning which leads to high aspirations for them and their families. We consider how we ensure’ Awe and Wonder’ daily.

4. Our structured, academic curriculum includes:

* All National Curriculum/Early Years curriculum subjects/areas of learning. The depth of learning and breadth of subjects covered can be found in our long term and medium term plans.
* Subject specific skills to be mastered as well as our own school ‘learning behaviours’

Subject action plans and a bespoke School Improvement Plan committed to excellence in teaching and learning across all subjects support our curriculum aims. Nothing is learned unless it rests in pupils’ long-term memories. This does not happen, and cannot be assessed in the short term therefore how we assess answers two main questions: ‘how well are pupils coping with curriculum content?’ and ‘how well are they retaining previously taught content?’

**IMPLEMENTATION**

We have based our Curriculum around the findings of research around learning. We believe:

1) Learning is most effective with spaced repetition.

2) Interleaving helps pupils to discriminate between topics and aids long-term retention.

3) Retrieval of previously learned content is frequent and regular, which increases both

storage and retrieval strength.

In addition to the three principles we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

We use the national Curriculums for EYFS and KS1 as well as specialised practices in Music, Forest School, nurture and personal development.

**IMPACT**

The impact of our curriculum is measured in several ways.

* How much do our children know- this takes the form of our termly assessment judgements informed by accurate, ongoing teacher assessments.
* How much our children enjoy their learning- measured by their engagement, interest attitudes and learning behaviours.
* The involvement of families in their children’s learning is important to us- this is measured by seeking feedback and attendance at school events.