

Wallace Fields Infant School and Nursery



Curriculum Policy

Wallace fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Wallace Fields Infant School is proud to be part of South Farnham Educational Trust.

Reviewed: September 2025

Next Review: September 2026

Background

At Wallace Fields Infant School & Nursery, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 and the Early Years framework in Nursery and Reception 2021.

Our rigorous, well sequenced curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of other people. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

A thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. We have therefore developed a curriculum that follows a journey based on high quality texts, immersive environments and experiences.

Curriculum Subjects

- **English** and **Maths** will continue to be taught discretely. Termly topic links will be made with literacy genres, fiction and non-fiction books and poetry, as this has been shown to develop the thematic approach and deepen learning and engagement. We follow the 'White Rose and NCETM' scheme which is a mastery approach.
- **Spelling** is taught through the Little Wandle Phonics alongside regular opportunities for sentence writing dictation in Reception and Year 1. In Year 2, children progress onto the 'Bridge to Spelling' Little Wandle programme. Common Exception words spelling assessments happen each term.
- **Science** is taught as discretely once a week. There is an emphasis on practical hands on experiences and working scientifically. Lessons are carefully planned and sequenced to ensure coverage is in line with the National Curriculum.
- **Foundation Subjects such as History, Geography, Design Technology, Art** are taught discretely and follow our carefully sequenced subject progression grids.
- **Computing** is also planned for weekly as an explicit lesson focusing on key skills. The Computing curriculum is broken down into different topics throughout the year. Children have the opportunity to apply the skills they have been taught across the curriculum wherever possible.
- **Music** is taught discretely for between 30-45 minutes per week by a music teacher, with further opportunities through a weekly music assembly focusing on singing.
- **Physical Education** is discretely taught each week for a minimum of 2 hours by the teacher. Teachers follow planning from a scheme **GetSet4PE** in their weekly sessions.
- **Nature explorers** is taught as part of PE lessons on a timetabled basis. These sessions encourage children to explore the natural environment and learn in it. It promotes self-esteem, creativity, confidence, play and language development prompted by the children's sensory experiences.
- **Religious Education** is a statutory part of the curriculum. The school follow the Surrey Agreed Syllabus. . A main aim within RE is to develop tolerance, respect and understanding of others and their beliefs. At Wallace Fields Infant School we believe the best way to do this is to enrich learning by children having first hand experiences through trips, visits and workshops. These practical, hands-on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote **British values** and spiritual, moral, social and cultural (**SMSC**) development, supporting pupils for the opportunities, responsibilities and experiences of the present and the future.
- **PSHE** is an important aspect of our curriculum, and will be taught either discretely.
- **Handwriting** is taught 3 times a week (daily in reception) and follows the letter join scheme. Children are taught to print in Reception, pre cursive in year one and join letters in year two.

Mastering Number is taught 3 times a week in Key Stage 1. In Reception, Mastering Number forms part of the daily sequence of lessons alongside White Rose Maths. The programme aims to secure firm foundations in the

development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

Foundational skills

- WFIS and Nursery are committed to ensuring that every child develops a strong foundation in their first years of school. We achieve this by:
 - Ensuring children 'keep up not catch up' through our high quality teaching and highly effective early intervention programmes.
 - Teaching methods help children to remember important knowledge.
 - Rigorous assessment
 - Focus on language and oracy within the curriculum
 - Ensuring children leave Reception with secure knowledge of letter formation, pencil grip and numbers to 10.
 - Focus on handwriting

We Love Reading

Throughout the school day we promote a love of reading. The curriculum is based around high quality texts and there are opportunities throughout the school week to enjoy the love of reading including a visit to the reading bus to choose a book to read for pleasure. Children take home story sacs and bags to enjoy books at home with their family.

- **Story time** - at the end of each day children take part in a high-quality reading time 5 times a week.
- Story time Session One - Exploring books from our author of the month.
- Story time Session Two - carefully planned using our reading spines for that year group. Teachers talk enthusiastically about the books they read and Shared Reads- 2 of the high quality reading
- Story Time session Three - Book club is a time to recommend books to pupils for class reading and reading at home and an additional opportunity to share favourite books.
- Story Time session Four and Five - Teachers use shared reading sessions to show what skilled readers do to create a mental model. Reading lessons provide an opportunity to make explicit to pupils how a skilled reader makes sense of a text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge. The teacher occasionally stops to think aloud, commenting as they read. Teachers might: model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning, show how to decode the unfamiliar word and then explain its meaning, comment on and consider the impact of specific words or phrases, model how a skilled reader fills in the gaps as they read.

Oracy

Through using language and **hearing** how others use it, children become able to describe the world, make sense of life's experiences and get things done. They learn to use language as a tool for thinking, collectively and alone.

Oracy is used throughout every session and talk tasks are planned for across the curriculum. Children are expected to speak in full sentences and adults model the correct use of language. Children use stem sentences to support their talk in the classroom. Children are taught skills for oracy and use taught symbols for extending their talk e.g. 'build on it, challenge, agree etc.'

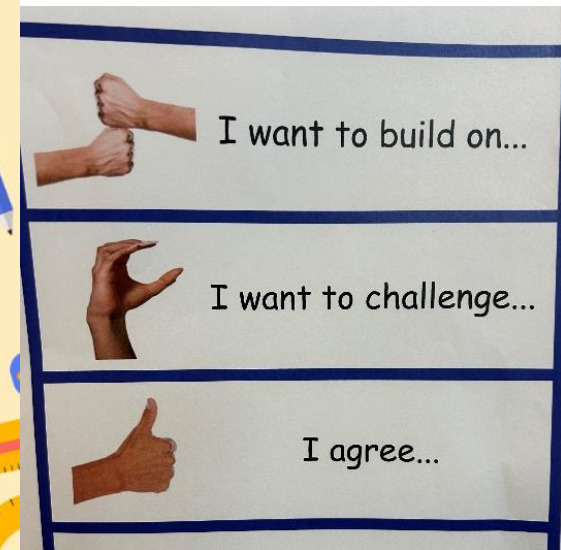
 <h3>Physical</h3> <p>Voice</p> <ul style="list-style-type: none"> - Fluency & pace of speech - Tonal variation - Clarity of pronunciation - Voice projection <p>Body language</p> <ul style="list-style-type: none"> - Gesture & posture - Facial expression & eye contact 	 <h3>Linguistic</h3> <p>Vocabulary</p> <ul style="list-style-type: none"> - Appropriate vocabulary choice <p>Language</p> <ul style="list-style-type: none"> - Register - Grammar <p>Rhetorical techniques</p> <ul style="list-style-type: none"> - Rhetorical techniques such as metaphor, humour, irony & mimicry
 <h3>Cognitive</h3> <p>Content</p> <ul style="list-style-type: none"> - Choice of content to convey meaning & intention - Building on the views of others <p>Structure</p> <ul style="list-style-type: none"> - Structure & organisation of talk <p>Clarifying & summarising</p> <ul style="list-style-type: none"> - Seeking information & clarification through questioning - Summarising <p>Reasoning</p> <ul style="list-style-type: none"> - Giving reasons to support views - Critically examining ideas & views expressed 	 <h3>Social & Emotional</h3> <p>Working with others</p> <ul style="list-style-type: none"> - Guiding or managing interactions - Turn-taking <p>Listening & responding</p> <ul style="list-style-type: none"> - Listening actively & responding appropriately <p>Confidence in speaking</p> <ul style="list-style-type: none"> - Self assurance - Liveliness & flair <p>Audience awareness</p> <ul style="list-style-type: none"> - Taking account of level of understanding of the audience



ORACY AT WALLACE FIELDS

-  • We speak at the correct volume
-  • We give reasons for our ideas and opinions
-  • We ask good questions
-  • We use interesting vocabulary and topic words
-  • We include everyone in our discussions
-  • We respect everyone's ideas
-  • We are open to changing our minds

ORACY AUDREY
TALK ATTENTIVE LISTENING ASKING



I want to build on...

I want to challenge...

I agree...

INTENT

WFIS & Nursery 'E' Curriculum

Excellence:

These are our high aspirations and non-negotiables – we expect all children to be included at WFIS and Nursery. When they leave the school they are equipped with the right knowledge and skills to progress at the next stage of their school career.

- Strong outcomes for all children, including our children with SEND, disadvantaged pupils and those new to English.
- High standards and quality outcomes in the foundation subjects at KS1.
- Children develop pride in their own learning and outcomes, presenting their learning in 'Learning Journals', on display and on learning patches, which are celebrated by a range of readers, including family members.

Entitlement:

The learning opportunities and experiences we expect all of our children to have before they leave our school. These opportunities build character and allow our children to find their interests and talents and create aspirations.

- Quality texts at the heart of all learning journeys which develops a love of reading. Different fiction and non-fiction books are explored with the children developing fluency and comprehension around the theme.
- Broad coverage of all foundation subjects and EYFS areas of learning with a balance of knowledge, skills and understanding taught through an innovative and creative cross-curricular approach.
- Generating a passion for learning through topics linked to children's interests with high quality continuous provision at point of play during 'discovery time' in EYFS.
- Children develop the characteristics of effective learning with a focus on critical thinking skills, independence, risk taking and resilience. Support so our children know how to stay safe and become good citizens.
- A rich, arts-based curriculum with access to specialist teachers for art and music, alongside specialist workshops to enhance PE outcomes experiences.

Enrichment:

Using the learning opportunities beyond the classroom to motivate and excite our children as learners to nurture their talents.

- Learning within an exciting school environment, inspiring children through visits, expert visitors and first hand experiences, working towards meaningful end of term outcomes and celebrations.
- Developing 'well-rounded' children by nurturing their diverse talents, through after school clubs.
- Making best use of our outdoor environment and the local community to enhance learning.
- Celebrating different cultures, including religious and cultural festivals, to reflect our school's diversity.
- Engaging home learning tasks which develop creativity and support family learning.

Key terminology linked to our curriculum

Progress - **knowing more, remembering more, being able to do more.** Linked to our progression of knowledge and skills.

Learning - defined in cognitive psychology as **an alteration in the long term memory.** If nothing has altered in long-term memory, nothing has been learned.

Automaticity - the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. **Building fluency** in concepts, knowledge and skills that children must master, e.g. number bonds, phonics sounds, spellings, countries of the UK, the meaning of key vocabulary, how to throw or catch, etc.

Cultural Capital - the extent to which schools are equipping pupils with **the knowledge and cultural capital they need to succeed in life.** The **essential knowledge and language/vocabulary** that pupils need to be educated citizens, through a rich and broad curriculum where they experience a wide variety of opportunities - within the curriculum, clubs, events, opportunities, trips, visitors. **Having a rich and wide vocabulary to succeed in life is an important part of this.**

The 3 I's

Intent – our **curriculum vision.** Our E-curriculum.

Implementation – **how we teach our curriculum.** How it is set up and the approaches that teachers use.

Impact – what **knowledge and skills the children have learned** as a result across all subjects.

Can you explain the meaning of these words to a colleague?

What is our E-Curriculum?
What are our 3 E's about?
Excellence, Entitlement,
Enrichment

IMPLEMENTATION

Planning

Learning activities are well planned, ensuring rapid progress in the short, medium and long term for all of our pupils.

Long Term:

- Each year children experience three topics (one in each term - Autumn, Spring and Summer). Across each year, the three topics will cover all objectives in each year groups' progression grids, which are based on the KS1 National Curriculum.

Medium Term:

Autumn	Spring	Summer
Reception		
Knock Knock!	Into the Woods	Come with me
Year 1		
Turrets and Tiaras	Wild and Wonderful	Lovely London
Year 2		
Marvellous Monarchy	Zoom to the Moon	Rainforests

- Each term's learning journey is reviewed the term before it will be taught.
- Teachers use the progression grids (knowledge and skills) for each subject (see [website link](#)). Objectives for each year group are carefully sequenced so that the children's knowledge builds from what they have learned previously to the less familiar and new content. The progression grids also identify vocabulary that will be taught explicitly within each subject.

Short Term planning:

- Planning is written using PowerPoint/smart notebook slides and must all include:
 - *Learning objectives*
 - *Subject symbols*
 - *Prior learning retrieval – 'revisit and review'*
 - *Visual image success criteria*
 - *Dual coding- Visuals to match explanations keeping in mind that slides should not be cognitively overloading.*
 - *Talk tasks/ opportunities*
 - *Guided practise*
 - *Practical hands on experiences*
 - *Misconceptions planned for and taught through the use of discussion/ Concept cartoons.*
 - *Guided Practice*
 - *Adapted activities*
 - *Key questions*
 - *Key vocabulary – word aware*
 - *Plenary and mini plenaries*
 - *Challenge activities*
 - *Colour coded subject borders on written work*

KS1 Teachers write weekly plans for English, Maths and Foundation subjects. Plans identify the key vocabulary and a challenge activity.

- Reception teachers write weekly plans for Communication and Language, Maths, Discovery and outdoor planning with general enhancement for Reception.

- Nursery teachers plan carpet learning, group activities and 'discovery activities' based on the 7 areas of the EYFS curriculum.
- An environment plan will be completed for EYFS for discovery learning for each new week. This captures possible provision for different learners across the classroom. For KS1 this is captured on the MTP.

Example Environment Planning:

WB:	Focus:	Indoor Provision
<p>Maths</p> <p>Table label:</p> <p>What is the knowledge/skill you are developing?</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Writing</p> <p>Table label:</p> <p>What is the knowledge/skill you are developing?</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p><u>Enquiry questions:</u></p> <p><u>Key text:</u></p>
<p>Focus: EAD</p> <p>Table label:</p> <p>What is the knowledge/skill you are developing?</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Focus: PD</p> <p>Table label:</p> <p>What is the knowledge/skill you are developing?</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Focus</p>

Weekly timetables:

- A weekly timetable will be used to map out the flow of the weeks work with details added to support teaching.
- Each teacher will plan a weekly timetable like the one below with:
 - **Things that cannot be changed** – assembly time, break time, lunch time, PE, music and phonics, reading groups, computing skills slot, science slot.
 - **Weekly ingredients:**

KS1 Weekly 'ingredients'	Reception Weekly Ingredients	Nursery Daily Ingredients (Big Stars)
<ul style="list-style-type: none"> • 5 phonics (Y1) • 3 daily mile sessions • 5 phonics/spelling rules (Y2) • 5 whole class English sessions • 5 reading practice sessions (3x children are heard read) • 3x handwriting sessions • 5 whole class maths sessions 	<ul style="list-style-type: none"> • 5 phonics sessions • 5 handwriting sessions • 3 reading practise sessions • 5 maths learning sessions • 3 Vocabulary sessions • 4 story time sessions 1 book club session • 5 English sessions 	<ul style="list-style-type: none"> • Key group story time • Carpet learning • Group activity time • 1 music session weekly • Nature Explorers • White Rose Maths session • Discovery time • 2 Vocabulary sessions • 3 phonics

<ul style="list-style-type: none"> 1 whole class History/Geography session 1 whole class RE/PSHE session 1 whole class Art/DT session 2 hours of PE/ Nature explorers (termly) 1 whole class music session 1 whole class Science session 1 whole class computing session 3x Retrieval sessions 5 story time sessions- 2 of these will be shared reads and 1 a book club session 	<ul style="list-style-type: none"> Extended Discovery times throughout the week 3 foundation lessons 5 daily mile sessions 1 PE session 1 Nature explorer session. 	<ul style="list-style-type: none"> Rhyme time sessions
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Example EYFS timetable:

Time	Monday 4 th	Tuesday 5 th <i>School tour 9am-10am Teacher PPA (1.35-3.30pm)</i>	Wednesday 6 th	Thursday 7 th	Friday 8 th
8:45 – 8.50	Register				
9.00 – 9.20	Phonics	Music 9.00-9.45	Phonics	Music 9.00- 9.45	Phonics
9.20- 10.00	Discovery Tidy up		Phonics 9.45-10.05	Phonics 9.45-10.05	Discovery Tidy up
10.00 – 10.10	What are we doing this week? PSED learning	Discovery 10.30-11.50 Tidy up 11.50-12.00	Literacy	Discovery 10.00- 10.50 Tidy up 10.50-11.00	Literacy
10.10-10.25	Snack and story		Snack and story		Phonics 11.00-11.10 Discovery 11.10- 10.50 Tidy up 10.50-11.00
10.25-12.15 <i>(Children encouraged to self-select snack throughout the morning).</i>	Discovery Tidy up <i>11.00 - 11.15 Writing focus - 3 children (CO) 11.15-11.30 Writing focus - 3 children (ZC) Reading groups 12-12.15</i>	Snack and literacy 11.00 – 11.10 <i>11.10 - 11.30 Writing focus - 3 children (CO) 11.30-11.45 Writing focus - 3 children (TC) Library bus 11.30am - 12.10pm</i>	Discovery Tidy up <i>11.00 - 11.15 Writing focus - 3 children (CO) 11.15-11.30 Writing focus - 3 children (TC)</i>	Phonics 11.00-11.10 Discovery 11.10- 10.50 Tidy up 10.50-11.00 <i>11.30 - 11.45 Writing focus - 3 children (CO) 11.45-12.00 Writing focus - 3 children (TC)</i>	Discovery 11.00-11.55 Tidy up 11.55-12.05 <i>11.00 - 11.15 Writing focus - 3 children (CO) 11.15-11.30 Writing focus - 3 children (ZC)</i>
12:15-12:20			Reading groups 12-12.15	Literacy	Reading groups 12-12.15
12:20 – 12:35	Handwashing/Singing				
12.35 – 1.35	Lunch				
1.35 – 1.40	Register				
1.40 – 1.55	Maths	Maths	Maths	Maths	Maths
1.55 – 3.00	2.10 - 3.00 Discovery Tidy up <i>1.55- 2.05 Maths focus - 5 children (CO) 2.05 - 2.15 Maths focus - 5 children (ZC)</i>	Discovery Tidy up <i>1.55- 2.05 Maths focus - 5 children (CO) 2.05 - 2.15 Maths focus - 5 children (TC)</i>	Nature Explorers	Discovery Tidy up <i>1.55- 2.05 Maths focus - 5 children (CO) 2.05 - 2.15 Maths focus - 5 children (JB)</i>	Discovery 1.55-2.45 Tidy up 2.45-3.00
3:00-3:15	Story/Home				

Example Year 1 timetable:

Badger Timetable					
Time	Monday	Tuesday	Wednesday	Thursday PPA (pm)	Friday
8:45-8:55	Register, morning work and corrections time				
9-9.15	Assembly				
9-9.50	Maths	Maths	Maths	Maths	Maths
9:50-10:20	Phonics	Phonics	Phonics	Phonics	Phonics
		Dictation	Dictation	Dictation	Dictation
10.20-10.30	Dictation	Assembly	Assembly	Assembly	Assembly
10:30-10:50	Playtime				
10:50-11:25	Reading Groups/ Maths Mastery	Reading Groups/ Maths Mastery	Reading Groups/ Maths Mastery	English 10.50-11.45	Spelling
11:25-12:15	English	English	English	Music 11.45-12.30	English
12.15-12.30	Handwriting		Handwriting		Handwriting
12.30	Handwashing and every second counts				
12:35-1:35	Lunch				
1:35	Register - TA lunch				
1:35-2.30	Science	Geography/History Recalls	Computing	Art/DT Recalls	RE/PSHE Recalls
2:30-2:55	PE (Outdoor)/Nature Explorers		PE (Indoor)		
2:55-3:15	Author of the Month Story Home	2:45 Library & Reading Spine Story Home	Shared Reading Home	Book Club Home	Shared Reading Home

Example Year 2 timetable:

Owl Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-8:55	Register, change books and morning work				
9-9.15am	Assembly				
9-10am	Maths	Maths	Maths	Maths	Maths
10-10:20am	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling
10.20-10.30am		Assembly	Assembly	Assembly	Assembly
10:30-10:50am	Playtime				
10:50-11:25	10.50-11.50 English	Reading Groups And Mastering Number	Reading Groups And Mastering Number	10.50-11.50 English	Reading Groups And Mastering Number
11.25-12.25	11.50-Handwriting and dictation	English	English	11.50-Handwriting and dictation	English
12.25-12.35					12.25 Handwriting
12:35-1:35pm	Lunch				
1:35pm	Register - TA lunch				
1:35-2.30pm	Science	Music 1.40-2.25	RE/PSHE (PPA) Recalls	PE/ Nature Explorers	Art/DT Recalls
2:30-2.50pm	PE (Indoor)	Computing		History/Geography Recalls	
2.50-3:15	Author of the month story Home	Reading spine book Home	2:45 Library & Book Club Home	Shared Reading Home	Shared Reading Home

Classroom ethos and environment:

- At WFIS & Nursery an environment exists which enables the children to feel safe, secure, stimulated, motivated and happy.
- The children are respected and respectful and have a sense of ownership about their learning community.
- School and British Values are displayed in the hall and are linked to everyday learning. They are reinforced in the classroom, modelled by adults, and shared during time to shine assemblies.
- The children use good manners when they address each other and adults.
- The children have access to a variety of teaching approaches, experiences and challenges which enthuse, engage and motivate them to be life-long learners.
- Through high quality teaching and learning, the children are equipped with the necessary skills required to become independent learners.
- The classroom structure and behaviour expectation is made explicit, and routines and expectations are made clear.
- There is consistency in behaviour and discipline through the use of whole school systems using our restorative approach and behaviour records recorded in CPOMS logs.
- Children move sensibly and quietly around the school embedding our *'walking not talking'* policy.
- The children value themselves and others, embracing all, i.e., races, cultures, colours, genders, religions or abilities.
- Staff are reflective, which enables them to consider their own teaching pedagogy, identifying strengths and weaknesses through team teaching and coaching, training and staff development, to drive school improvement.
- In Early Years zoned areas create purposeful learning environments

Classroom ethos:

- Our School Values and British Values are at the heart of everything we do.
- Every child will feel valued and cared for in our school.
- The school follows the behaviour curriculum to explicitly teach the behaviour we expect to see.

We recognise the exemplary behaviour displayed by our children. In order to ensure that children are intrinsically motivated rewards and praise are selected carefully and appropriately to ensure high expectations are maintained. Rewards are provided such as:

- a) Verbal praise and acknowledgement
- b) Values stickers
- c) Golden Tea
- d) Superstar stickers – awarded by a member of the senior leadership team for exceptional achievements.
- e) Values award (once a month)
- f) Golden pencil – awarded in circumstances for the most improved handwriting
- g) Positive phone calls home

When a member of staff at WFIS sees the golden rules being followed, the child will instantly be verbally praised or acknowledged for following the school rules.

- All staff will model the polite, kind behaviour they expect to see from the children.
- Staff and children will demonstrate a growth mind-set attitude to learning: *'we can't do it yet!'* *'making mistakes is all part of the learning process'*. Children will be spoken to with respect and calmness.




Ready
We are always ready to learn.


Respectful
We are respectful of one another and our environment.

Responsible
We make thoughtful choices to keep ourselves and others safe.


Our Golden Rules



Ready
We are always ready to learn.



Respectful
We are respectful of one another and our environment.



Responsible
We make thoughtful choices to keep ourselves and others safe.

Wallace Fields Infant School & Nursery School Values



Kindness



Friendship



Respect



Reflection



Effort



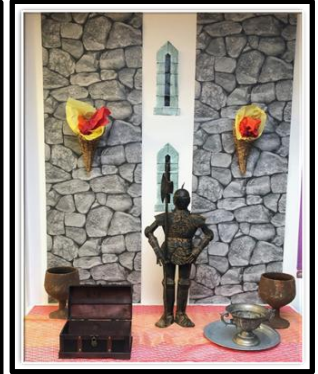
Determination



Good Manners

Classroom Environments

- The classrooms are designed to reflect the topic and create the 'wow factor' to encourage curiosity and excitement about the learning to come.
- Flexible working groups will take place.
- Classrooms are well organised and resourced.



Display

- Reception classes will use **Learning Patches** and these can be themed alongside the main topic.
- Key Stage 1 classes will have 'Working Wall' materials on display and key vocabulary walls. They will be used to support the children in their learning and added to accordingly.
- All classes will have a behaviour expectations display.
- All classes will showcase the high quality work produced by the children in class.
- All KS1 classes will have knowledge organiser displays to show case key knowledge and skills they have learned over the term.



Curriculum Days/ Memorable Learning

Learning is enhanced through a curriculum offer of workshops, technology such as green screen, VR workshops and the use of up-to-date technology.

To inspire the children's love of learning curriculum days are used to further immerse the children in a learning experience. The use of Stunning Starts, Marvellous middles and Fabulous finishes are used to ensure there are memorable learning experiences throughout the learning journey.

Retrieval time in Year 1 and Year 2

'Retrieval activities provide the children with the opportunity to build on our 'teach, recall, recall, recall' approach, ensuring children '*know more, remember more and understand more*', thus making progress. Children will transfer learning from their short-term memory to their long-term memory using this approach.

How do retrieval sessions work?		
Principles	Tasks	Assessment
<ul style="list-style-type: none"> • Three sessions per week • Recall tasks based on the principle of 'teach, recall, recall, recall' • 3 recall tasks are planned each week. Children's resilience and independence is also developed when they lead their own learning, taking ownership of the order in which they do these tasks throughout the week. • Recall activities will include hands on, practical learning tasks and will be set in subsequent sessions/weeks/terms that will provide an opportunity for recall of key knowledge and skills. Retrieval tasks are spaced to address cognitive overload. • Recall activities are based on the Medium term plan aligned to knowledge and skills progressions and key vocabulary. 	<ul style="list-style-type: none"> • Menu stand task descriptions clearly identify knowledge/skill in focus and the subject taken from the progression grid. • All recall tasks must be completed throughout the week. • Tasks do not always require a written outcome (QR code links to clips, photos etc) • Tasks adapted where necessary for EHCP children/others and challenge activities for all children. 	<ul style="list-style-type: none"> • Teachers give on-going Verbal feedback during recall sessions. • Teacher assessment is focused around the key milestones that all children need to achieve by the end of the year. • Context stickers for practical activities identifying subject/s and main knowledge or skill.

Examples of foundation learning activities:



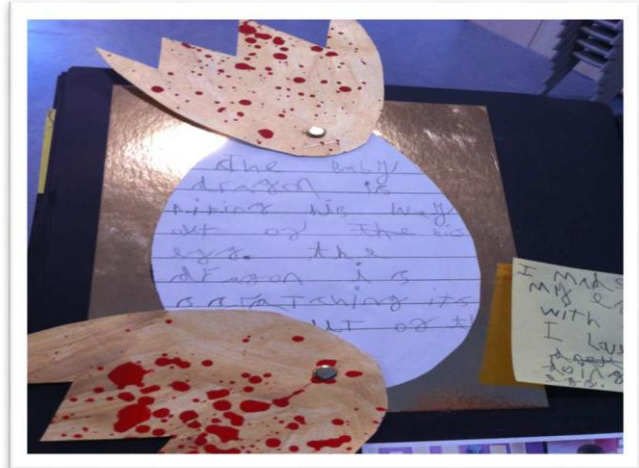
Grouping of children:

- Fluid groups will be used in English and Maths to ensure individual needs are met on a daily basis.
- For whole class teaching and 'Discovery Time' children will work in mixed ability.
- Children will have the opportunity to work with all the children in their class every week, not just those of the same ability or gender.
- Children will not feel labelled in a set group but rather know they work with different children for different things.

Recording of learning

Learning Journals in Year 1 and 2:

- Each term every child in Year 1 and Year 2 will have an A3 project book (scrap book style).
- The whole range of subjects in the curriculum will be evidenced in the learning journal. All the outcomes planned in the learning journey will be captured in the project book in sequence.
- Subjects will have colour coded borders e.g. Science work on yellow border paper
- Context stickers will be used so the reader understands what learning has taken place. They will identify the subject and if the activity was a **teach** or **recall** activity.
- The child will record their learning in different ways and all the styles will be part of the project book, e.g. photos, paintings, art work, diagrams, information grids, DT models if they fit, QR codes etc.



Journal Presentation:

- Staff will ensure that presentation of work is actively taught and will be a main focus at the start of each academic year during establishing weeks. It will then be referred to periodically throughout the year.
- All learning will be written in a sharp pencil. Children will be taught how to sharpen pencils during establishing weeks and reminded to ensure pencils are sharp. One single line is used to cross out mistakes, using a ruler.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- All drawings and diagrams will be in pencil. Pencil crayons are used for colouring. Coloured pens will only be used for specific reasons by children, e.g. blue handwriting pen for self-correcting & next steps.
- Presentation will be monitored by all staff on a regular basis through during book looks.
- All learning will be dated.
- Adult feedback will be written in neat and handwriting relevant to the year group.

Tapestry in Nursery and Reception

- Tapestry is used as a collection of 'wow' learning moments.
- In Reception, a 'wow' moment is captured weekly for each child. These 'wow' moments are significant achievements for individual children.

Other books and recording:

As most work will be presented in the learning journal, the number of exercise books has reduced. Each year phases will have the following for each child:

Year One and Two:	Reception:	Nursery:
<ul style="list-style-type: none"> • One A3 learning journal per term • Reading record • Home handwriting/spelling folder • Book of Brilliance for Home Learning • Maths book • English writing book 	<ul style="list-style-type: none"> • Learning patches • Tapestry • Reading record • English writing book 	<ul style="list-style-type: none"> • The learning journey will be displayed on display boards in the classroom • Learning journeys for children's art work observations will either be written on the artwork or written on Tapestry • Tapestry (electronic records) • Floor books are used as a way to record whole class learning and for the children to use for retrieval

Feedback and assessment:

- Teachers use questioning and observation to check children's understanding in lessons. Children receive frequent verbal feedback from teachers, assistant teachers and their peers on ways to improve their learning. They are also given the opportunity to self and peer assess.
- **VF** will be written if children have had verbal feedback.
- High expectations are clear for all children, through the use of learning objectives and success criteria and children's learning is then assessed against these.
- Class teachers assess core subjects at each of the main assessment points. Foundation subjects are assessed using our Milestones overviews at the end of each term.
- At the end of the term, the child and teacher will complete the termly evaluation sheet below before the book is shared at home. Adults at home are invited to respond to their child's work.
- During parents' evening children and parents will continue to complete 'proud work' stickers

Turrets and Tiaras

Name:

My Comments

Comments from Home

SEND/EAL Learners:

In order to ensure Wallace Fields Infant School and Nursery is fully inclusive, children will (in the main) work towards the same learning objective and teachers will differentiate using various methods. These include the use of word banks, cloze procedure, different learning tools including number lines, practical resources, differentiated levels of questioning and scaffolding. The level of adult support given will support children in achieving their learning objectives.

Working with parents and home learning:

- There are strong links between home and school and the importance of parental involvement in their child's learning is recognised, valued and developed.
- In Years 1 and 2 half termly 'Book of Brilliance' is designed to encourage the children to work collaboratively with their children on activities related to their topic.
- Parents are encouraged to help out in classrooms, on school trips and also come into school to share any expertise they may have, linked to school topics/events.
- Social media such as Tweets/Facebook is used to communicate with parents and also share the highlights of learning experiences of children in school.
- Parents are invited into school regularly throughout the year, e.g assemblies, curriculum talks, parents evening, however we are mindful of working parents
- Parents in EYFS are informed of c children's learning through tapestry.

Home Learning activities:

Year One and Two

- Book of brilliance (6 topic related tasks per half term)
- Children take home a fully decodable phonics book to read weekly
- Children take home a shared reading for pleasure book daily
- Reading Eggs
- Numbots
- Fortnightly Maths Fluency activity
- Handwriting
- Spelling Shed
- Children take home the sounds they are learning that week.

Nursery

Include suggested activities on their weekly newsletter

Big Stars take library books home each day

Story sacks to share at home

Reception

- Children take home a fully decodable phonics book to read weekly
- Children take home a shared reading for pleasure book daily
- Reading Eggs
- Numbots
- Maths fluency activities
- Children take home the sounds they are learning that week.

The role of governors:

- Our governors determine, support, monitor and review the school policies on teaching and learning, and our 'Curriculum Policy'. In particular they:
 - Support the use of appropriate teaching strategies by allocating resources effectively
 - Ensure that the school buildings and premises are best used to support successful teaching and learning
 - Monitor teaching strategies in the light of health and safety regulations
 - Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
 - Ensure that staff development and performance management policies promote quality first teaching
 - Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders (impact and action statements) and the head teacher's report to governors.

Link Governors have been set up to help the subject leader get the support they need to raise standards and get the insights they need to help the board hold the subject leader and other staff to account and drive improvement. They will help the other governors understand what teaching and learning looks like in practice for their subject area.

Curriculum Leadership:

What is the role of the Subject Leader at WFIS & Nursery?

The Core Purpose of the subject leader's role is... *'To provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.'*

The four key areas of subject leadership are:

- **Strategic direction and development of the subject**
- **Teaching and learning**

- **Leading and managing staff**
- **Efficient and effective deployment of staff and resources**

The core purpose of a Subject Leader:

- Provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- A subject leader provides **leadership and direction** for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
- While the Head Teacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for **securing high standards of teaching and learning** in their subject as well as playing a major role in the development of school policy and practice.
- Throughout their work, a subject leader ensures that practices **improve the quality of education** provided, meet the needs and aspirations of all pupils, and **raise standards of achievement** in the school.
- A subject leader plays a key role in **supporting, guiding and motivating teachers** of the subject, and other adults.
- Subject leaders **evaluate the effectiveness** of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.

A subject leader identifies needs in their own subject and considers these in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils. Therefore they will write and implement 'Subject Leader Action Plans' linked to the School Development Plan. Subject Leaders will periodically evaluate their subject through 'Action and Impact Statements', which will be used to report to Governors and inform on going actions and plans.

- The degree to which a subject leader is involved in monitoring to provide the range of information for evaluation will depend on school policy and be influenced by the size of the school (**FADEs will be carried out regularly**).

National standards for subject leaders: In 1998, the Teacher Training Agency (TTA), whose remit is now covered by the National College for Teaching and Leadership, developed a set of non-statutory national standards for subject leaders (A DfE representative confirmed that the standards have not been updated since 1998). Please follow the link for a copy of 'National Standards for Subject Leaders' [subject_leader_standards.pdf](#)

Overview of teaching and learning and curriculum definitions.

Responsibilities	What is this?	How often?
Curriculum Design: Intent	Intent must be clearly defined in a curriculum vision. It is everything we do. The knowledge and understanding at each stage. <i>"the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage"</i>	Set for the year and reviewed.
Implementation	How will we get them there? <i>"the translation of that framework over time into a structure and narrative, within an institutional context."</i>	Ongoing
Impact	Evaluating what they will have gained (NC expectations) <i>"the evaluation of what knowledge and skills learners have gained against expectations."</i>	Ongoing
Subject leader Action plan	Set no more than three objectives for the year linked to the School Development Plan. What are we aiming to achieve?	Ongoing throughout the year, but must be reviewed termly.

Click here for the template	<p>Actions: What will happen to achieve the outcome?</p> <p>Success Criteria: What will we see when you have achieved the objectives?</p> <p>Monitoring and Evaluation: How will you measure the impact and decide on next steps?</p>	
Impact and Action Statements	Use the objectives from your action plan. What actions have you put in place? What impact have you had? What evidence do you have to make this conclusion? What are your next steps?	Updated in February and July
Curriculum Offer	<p>This is most important! What do we want the children to leave with? Breadth of knowledge and experience. It's not about teaching for the short term memory, as this means nothing as children can't remember it or apply it.</p> <p>How are we developing our curriculum to enable children to transfer skills from the short term memory to the long term? What do we want children at WFIS to know more and remember more (and understand more). We use 'teach, recall, recall, recall' to develop this.</p>	Set for the year and reviewed.
Knowledge and Skills	<p>'Knowledge and skills are closely interconnected. Ofsted considers a skill to be the capacity to perform complex operations, whether cognitively or physically, drawing on what is known'.</p> <p>What do we want the children to know?</p> <p>What do we want the children to be able to do? Related to the National curriculum. Not just interesting facts.</p>	
Milestones	What are the key things we want the children to know? Highlighted in the progression grids. We will use the process of 'teach, recall, recall, recall' to ensure this knowledge 'sticks'.	
Progression grids	Through the progression grids we have mapped out the curriculum from Early Years to the end of Year 2. They are carefully sequenced identifying the skills and knowledge to be taught (why this? why now? What next?).	
Vocabulary	What key vocabulary would I expect to be taught at each year group? Highlighted in the progression grids. Monitored in planning and through pupil discussion/journal outcomes.	
SEND	How do SEND/EHCP pupils access the curriculum, particularly in your subject?	
FADES	School Review and Evaluation. The template we use to record our monitoring. (Focus, Analysis, Do, Evaluation of Impact)	Ongoing throughout the year. Regularly reviewed.
Book look	Looking through samples of learning with a particular focus (triangulating with planning, intent, teaching and learning). Recording evidence on a FADE. Sharing positives with staff and identifying actions/next steps. Setting a review date.	Ongoing throughout the year. Regularly reviewed.
Learning walk	A focussed walk around the school, to support with the triangulation process. Looking at learning environment: is it calm and purposeful? What resources are available? Role of AT? Role of teacher? Pupil engagement and independence?	Ongoing throughout the year. Regularly reviewed.
Pupil voice	Focussed discussions with the children about their learning and experiences. e.g. 'I love maths because it's lots of work and I really like the challenges' and 'I love maths and I like using all the things to help me' (concrete resources)	Ongoing throughout the year. Regularly reviewed.

Teacher Voice	<p>Focussed discussions with adults about the children’s learning and experiences. e.g. <i>‘The vocabulary that the children have been using within their vocal reasoning has been incredible for the start of Year 1.’</i></p>	<p>Ongoing throughout the year. Regularly reviewed.</p>
Deep dives	<p>Deep dives are a methodology that Ofsted inspectors use to gain a deeper understanding of a school's curriculum. A ‘deep dive’, which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects, is to seek to interrogate and establish a coherent evidence base on quality of education.</p> <ol style="list-style-type: none"> 1. Top level view with SLT (max 5. Subjects. Always reading and maths with three foundation subjects. What is the view of SLT? Strengths and weaknesses. How is curriculum designed? 2. Middle leaders. Talk about the sequence of progression from EYFS to end of KS1. Knowledge and skills. NC expectations. Why this? Why now? What next? 3. Connect the dots. What are we seeing when we observe in lessons? Do all of the dots add up? Lesson visits and work scrutiny. <i>‘This is what you will see. This is why. When they leave us...’</i> <p>Everyone MUST be saying the same messages. The aim of the deep dive is to ‘test’ leadership and management at all levels.</p>	<p>Ofsted Subject leaders SLT</p>
Cultural capital	<p><i>‘As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’</i></p> <p>What are the children’s starting points? Finding out key information from early years teachers, e.g. working parents, newly arrived to UK. Our children’s cultural capital may be the ‘softer skills’ deficit. How are we building on from this to close the gaps?</p> <p><i>‘Inspectors aren’t inspecting ‘cultural capital’; they’re looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital.’</i></p> <p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p>	<p>Every year</p>
Progress	<p><i>‘Progress, therefore means knowing more (including knowing how to do more) and remembering more. When</i></p>	

	<i>new knowledge and existing knowledge connect in learner's minds this gives rise to understanding. As learners develop unconscious competence and fluency, this will allow them to develop skills. Progress should not be defined by hitting the next data point. Rather, if learners attain within a well-sequenced, well-constructed curriculum, they are making progress.'</i> Knowing more, remembering more (and understanding more) knowledge and skills.	
Learning	<i>'Learning has been defined as cognitive psychology as an alteration in the long term memory. If nothing has altered in long-term memory, nothing has been learned.'</i> How do we alter the long term memory? Learning must be memorable. Recall must be on the sticky knowledge.	
Working memory	How do we help to free up the working memory? Transfer knowledge from the short term to the long term memory to free up the working memory: 'teach, recall, recall, recall.'	
Automaticity	<i>'Automaticity is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. Examples of tasks carried out by 'muscle memory' often involve some degree of automaticity.'</i> Concepts children must have mastered. We should not have to teach it again (this doesn't apply to all skills, e.g. essential core skills). What are the absolute basics that you think children should have? <i>'Ofsted will pay close attention to whether pupils are readily able to remember previously gained understanding of facts, concepts and procedures necessary for subsequent mathematical activities, e.g. automatically recalling number bonds of addition and subtraction.'</i>	
Going on training	CPD (Continuing Professional Development) - helping to enhance and deliver our curriculum.	Ongoing
Delivering training	Supporting others to develop their skills and knowledge, in order to deliver a high quality curriculum.	Ongoing
Resources	Monitoring and ordering resources.	Ongoing
Subject leader release time	We aim to support teachers with their release time where possible, however subject leadership forms part of the teaching standards. Regardless of release time, there is an expectation to fulfil subject leader responsibilities.	