

# Curriculum Policy

## Acre Rigg Infant School

Last reviewed in	September 2025
Next review due	September 2026



Every child Every day Every way Experiencing success



## Acre Rigg Infant School



### Curriculum Intent: what we are trying to achieve

At Acre Rigg Infant School, it is our intention that our curriculum:

- extends opportunity,
- raises aspiration,
- enables children to live happy, healthy and productive lives and
- inspires our children to 'be the best they can be.'

	What we want children to know	What we want children to understand	What we want children to be able to do
Knowledge and skills	Children will be taught the knowledge and skills set out in the statutory requirements of the Early Years and National Curriculum		Key skills: Communicate effectively Read and write independently Secure sound number sense Calculate efficiently Solve problems Learn independently Collaborate with others
Personal development	Their own interests and talents Their own social and cultural traditions	How to keep themselves emotionally and physically healthy How to keep themselves safe, including how to take calculated risks The importance of democracy, the rule of law, rights and responsibilities and tolerance How children's rights are recognised and realised	Be creative Be resilient Be caring Be respectful Manage their own self care Develop their own values, beliefs and spiritual awareness Appreciate the diversity and richness of other cultures Value and contribute to their own community and society as a whole in the wider world



## Acre Rigg Infant School



### **Curriculum Implementation: how our curriculum is delivered**

At Acre Rigg Infant School, we use the following resources to support the teaching of the curriculum:

- The Early Years Foundation Stage for two-year old, nursery and reception aged children •
- The National Curriculum and Durham RE Agreed Syllabus for Year 1 and Year 2 children

Additionally, our curriculum is enhanced with opportunities to learn from:

- outdoor learning experiences in the school grounds and local area,
- events with schools across our partnership network,
- events in the community,
- a comprehensive programme of after school clubs,
- visitors in school and
- organised educational visits.

## **Planning**

### Nursery

Long term plans for continuous provision are used for all areas in nursery.

Topic plans are produced each half term.

Short term planning for phonics groups, maths groups and areas within nursery are completed.

Planning through interests also runs alongside topic based activities.

### Reception

Long term plans for all areas of continuous provision are produced for each class.

Overarching topic plans are produced on a half termly basis.

Half termly overviews are produced for differentiated phonics groups and whole class maths teaching.

Weekly planning for differentiated phonics and whole class maths is documented in the form of flipcharts produced to teach lessons.

Planning through interests, covering many specific aspects of the curriculum, is documented weekly and runs alongside topic based activities.



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## **Curriculum Implementation: how our curriculum is delivered**

### Year 1 and Year 2

Subject leaders devise schemes of work and teachers use these documents to create:

- a long term plan, which details the topics and curriculum coverage for the year,
- medium term plans, which detail what will be covered in each subject area across a term or half term and
- knowledge organisers, which detail what we want each child to learn and remember when they move on from our school to the next stage in their education.

Long and medium term planning is regularly reviewed for relevance and interest and subject leaders ensure skills are progressive and coverage is consistent.

## **Delivery**

### **Nursery**

Nursery operate a key worker system. Children have daily phonics and maths sessions in their key groups. The nursery is set up to allow the children to learn through continuous provision. Enhancements and adult led activities run alongside throughout the session.

### **Reception**

Phonics and maths are taught as separate lessons with small group follow up to allow for consolidation of skills. Classrooms are set up to allow children to learn through interests and the environment whilst accessing continuous provision. Enhancements and adult led activities run alongside throughout the day.

### **Year 1 and Year 2**

The subjects of English, Mathematics, Computing, PE, Music and RE are taught as separate lessons and we use a topic approach to teach the subjects of Science, History, Geography, Art and Design Technology.



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## **Curriculum Implementation: how our curriculum is delivered**

### **Special Educational Needs**

The curriculum at our school is designed to provide quality first teaching and learning opportunities for all children. If a child has a special need identified, we comply with the requirements of the SEN Code of Practice to meet specific individual needs. In most instances, the teacher is able to provide the resources and educational opportunities to meet the child's needs within the normal classroom organisation. This may include support in lessons or intervention work from the teacher or teaching assistant. Additionally, a child's need may be met with targeted support from professionals from outside agencies.

## **The Learning Environment**

### **Nursery**

Nursery is set up using continuous provision. Children are able to access areas and equipment independently, and staff support learning through play. Children have access to the outdoor space on a daily basis. Adult led activities and enhancements are used throughout the setting. Areas include practical spaces such as building and painting, and more quiet spaces for story telling or adult led games and activities.

### **Reception**

Classrooms are set up with areas of continuous provision, including practical areas such as role play, building, creating and modelling as well as quieter areas such as small world, reading and writing. All classrooms also have access to a shared outdoor space, to enable children to follow their interests and extend their learning in an outdoor environment.

### **Year 1 and Year 2**

Classroom areas are set up to enable children to follow their own interests and learn independently. When children are not engaged in directed teaching, they access the areas to develop curiosity, creativity and independent thinking and problem solving skills. It is also a time which supports the development of children's social skills. Teachers resource and enhance the areas to ensure learning is appropriate and purposeful and they monitor the use of the areas to ensure each child is accessing a range of activities across the curriculum.



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**Curriculum Implementation: how our curriculum is delivered**

## **Gem Learning**

Dr Tom Robson's 'Gem Powers' are used across school to foster positive behaviours for learning. Children work as a class to earn gems to 'boost' their learning powers. Each gem represents specific 'skills:'

- Diamond Power to develop independence, problem solving and thinking skills. Teaching children to "be responsible" for their own learning.
- Ruby Power to develop collaborative skills. Teaching children to "learn with and support others."
- Emerald Power to develop resilience. Teaching children to "persevere with challenges" and "learn from mistakes."
- Sapphire Power to develop the ability to "maintain focus on learning, stay on task and avoid monster distractions."
- Amethyst Power is 'boosted' when children work with a partner and Topaz Power is 'boosted' when children work and learn as part of a group.

## **Parents/Carers**

We value parents/carers as partners in their child's education. Regular curriculum meetings and workshops are held to share curriculum expectations and half termly topic plans, knowledge organisers, vocabulary lists and newsletters are supplied to enable parents/carers to support their child's learning at home. Individual meetings are also held termly to discuss progress and share learning targets. Parents/carers can come in to school throughout the school year to see lessons in action and they are regularly invited into school to work with their children and attend events which celebrate learning.

## **Subject Leaders**

All subjects at Acre Rigg Infant School are led and monitored by subject leaders who attend relevant training and termly network meetings to update their own knowledge and skills. High quality teaching and learning is a priority and subject leaders work with staff to ensure that effective teaching and learning takes place across school. Subject leaders are also responsible for monitoring attainment across their subject.



## **Curriculum Impact: how we measure our curriculum**

At Acre Rigg Infant School, we measure the impact of our curriculum against four main intentions:

Children's attainment across the curriculum should be in line with or exceed age related expectations.

We measure this intention by using established assessment systems which are embedded across school. Termly data is input and meetings are held with the Head Teacher to discuss children's progress and plan additional learning opportunities or interventions as necessary.

Impact: Data shows that all children make expected or better progress from entry into nursery to the end of Key Stage 1

Children should have a positive attitude to their learning, be motivated to succeed and be willing to persevere with challenges.

We measure this intention in the behaviours we see in lessons and the work children produce.

Impact: Staff have high expectations for pupil engagement in lessons and the work children produce. With the implementation of 'Gem Learning,' the rewards offered in class (gems, 'chance tickets, Marvellous Me messages) and the encouraging and supportive relationships between teachers and pupils, children respond positively to these expectations. Parents, governors and other visitors who come in to school to observe children working in lessons comment on how children are on task and how they can talk enthusiastically about their learning. Our Educational Development Partner and colleagues at network moderation meetings speak positively about the pride and productivity which is evident in children books.

Children should understand the complex values of friendship, trust and equality to prepare them for living in a community which demonstrates kindness, respect and tolerance.

We measure this intention in the behaviours we see in and around school, on the playground and out in the local community.

Impact: Respectful relationships between adults and children are evident across school and children readily demonstrate that they know how to help and support one another. Visitors who come into school and the people we work with in the community commend our children's conduct and behaviour.

Children should have a strong personal sense of morality; to be able to decide what is right and what is wrong and be resilient to the influence of others. They should be able to make decisions for the right reasons and in the best interests of their community.

We measure this intention in the behaviours we see in school; in how children behave and interact with others throughout the school day.

Impact: Children understand the importance of 'making the right choices' and 'being kind to other people.' (These being two of our three school rules.) They know that following these rules ensures we are all part of a 'happy' school. Furthermore, children understand that being part of a 'happy' school helps us to learn and 'be the best we can be.'

Our school's mantra of 'being the best we can be' is the driver behind achieving the intentions which underpin our curriculum.