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Toftwood Infant and Junior School Federation

Curriculum Statement and Intent

At Toftwood Infant and Junior School Federation, we provide all children with a curriculum we feel is relevant, and critically important to their successes now and in their future in education and life. Through our curriculum, we aim to provide the children with the knowledge, skills, behaviours for learning, and our excellent learner qualities that can be applied across all academic subject areas, and in all aspects of life.

We place a high priority on developing speech and language skills, and ensuring children have the skills necessary to access their learning and develop their understanding of the curriculum. We ensure that vocabulary, which underpins the development of acquiring subject knowledge over time, is taught explicitly within subjects and across subjects. Learning is enriched and supported through visits, visitors, specialists and enhancement experiences, as well as high quality and relevant resources which meet the needs and interests of the children.

We provide rich opportunities for the children to explore citizenship and real-life issues, which then in turn helps them to develop skills such as collaboration and communication, and equip them with the necessary skills for life.

Skills for effective learning

- Critical thinking and problem solving, reasoning, analysis, interpretation, synthesising information
- Research skills, interrogative questioning
- Creativity and innovation, curiosity, imagination, motivation to learn, personal expression
- Perseverance, resilience, self-direction, planning, self-discipline, adaptability, initiative, independence
- Oral and written communication, public speaking and presenting, listening and appreciation of differing views
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology, literacy, media and internet literacy, data interpretation and analysis, computer programming

For the children, this is shared through the Excellent Learner characteristics:

- Ask for help
- Like a challenge
- Listen well
- Learn with others
- Ask questions
- Not scared to make mistakes
- Don't give up
- Are creative
- Learn by themselves
- Want to learn more

The curriculum at Toftwood Infant and Junior School Federation is designed to allow our children to make connections across their learning, leading to deeper learning experiences so that the learning is purposeful and meaningful, and they can apply their reading, writing, mathematical and computing skills and knowledge across the whole of the curriculum. Our approach is designed to allow pupils to master the skills through each sequence of learning. Links are made across subjects where appropriate, however subjects are often planned for and taught in a discrete manner to ensure a progressive and coherent sequence of specific learning.

Our fundamental aim is to ensure that the curriculum inspires children to learn and to develop a love of learning. Alongside this, the promotion of our values through our Golden Rules, as well as British Values, are at the heart of the Federation's work.

Breadth, Depth and Progression

Breadth: Leaders across the school ensure that all subjects are explored in depth through different themes at different points throughout the academic year. Subject leaders work with teachers to ensure that the themes and chosen high quality texts facilitate the quality provision of their subject, and suggest ways to develop the learning journey through the application of learnt skills and taught knowledge.

Depth: The themes and texts that our curriculum is based upon allow for depth in learning to be maintained in all year groups. Through careful planning we ensure that learning, skills and knowledge can be planned for and explored in appropriate depth. Enrichment provision is carefully mapped alongside to ensure this adds to the depth of learning.

Progression: The mapped curriculum for each subject ensures that progression in learning and the building of knowledge over time is clear across the whole Federation. This is then monitored, alongside planning and children's books to ensure that teachers are providing the appropriate level of challenge and progression across the curriculum and ensuring adaptive teaching allows all children to access the curriculum.

Effective Teaching

An effective curriculum goes hand in hand with effective teaching. It is our belief that excellent teaching leads to deep learning and progress. It is our expectation that teaching and learning at our Federation is carefully planned for, structured and resourced to provide deep learning experiences, with opportunities for collaboration, for children to revisit and build on prior learning, and to reflect on their learning over time. Teachers ensure that the best learning opportunities are created so that all children are fully engaged. Best practice is shared across the schools and the Federation through year group planning, through opportunities for team teaching and observation, and through the use of other initiatives to share effective practice. ECTs have the opportunity to work with more experienced teachers and leaders, through carefully planned programmes, to develop their practice. More experienced teachers have the opportunity to work with each other to observe and share ideas and reflect in order to develop their practice. CPD enables all teachers and other staff have opportunities to further their own practice and support that development in others.

Curriculum Enrichment

Enhancements are carefully planned to facilitate learning and engage all children so that the children are enthused and excited by the learning taking place. Alongside this, visits which are specific to the learning, and visits within the local community enrich the children's experiences, knowledge and understanding. Other visitors, such as authors, scientists, artists, performers and musicians are invited into the schools to provide the children with an insight as to what they are learning at school can link to success in later life. These enhancements are not viewed in isolation, but provide an opportunity for deep learning across the curriculum. The Federation also plans specific curriculum events, such as British Science Week and Maths Week England to maintain the integrity of specific subjects and develop specific skills, knowledge and vocabulary in subject areas.

Parental/Carer Involvement

We fully appreciate the importance of parental/carers involvement and the impact that support from home has on a child's education. We strive to maintain good communication and relationships with parents/carers, keeping them informed of what the children will be learning and how they can support this at home and outside of school. The Federation includes curriculum and home learning information for parents/carers which is shared via the website or other means of communication.

We provide regular opportunities for parents/carers to join us in school to understand more about our curriculum and how we teach through our workshops and information programme for families. They are also invited into school for performances, assemblies, events and other activities. We are committed to sharing and celebrating the learning that has happened in school in a variety of ways.

Parents' evenings happen twice a year and all parents are invited to a meeting with their child's teacher regarding their learning and progress. They also have the opportunity to look through the learning in their child's books.

The Federation welcomes feedback from parents/carers in a variety of ways.

The Curriculum and Inclusion

The Federation believe that we have achieved a curriculum model that reaches and develops every child within the schools, including children from disadvantaged backgrounds and those with SEND. Like all aspects of school life, the curriculum is designed to be accessible to all. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment. When children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level that is appropriate to them through adaptive teaching. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENCO. Our curriculum model also allows for children who are achieving greater depth in their learning to have the opportunity to learn and reflect more deeply in order to achieve their best. Leaders promote equality of opportunity and diversity when planning for inclusion in the curriculum at Toftwood Federation, so that the ethos and culture of the whole federation counters any form of direct or indirect discriminatory behaviour. Leaders, staff, and pupils promote tolerance, understanding and acceptance.

Planning

Overviews are created by year group teams in consultation with subject leaders, which detail the required taught knowledge, overarching themes, stimulus and high quality texts that will be used throughout the year to engage pupils in the learning.

Planning ensures that all children are provided with a rich and engaging curriculum. Vocabulary spines have been developed for each curriculum area to enable children to revisit and revise key vocabulary throughout each year group and from previous year groups.

Medium term planning is completed by year group teams to plan in more detail the learning for each half term. Outcomes for learning are made explicit in this point of planning, as well as the opportunities for trips, visits, and extra-curricular activities.

Planning identifies the required knowledge, clear learning intentions and opportunities for high quality questioning to extend children's thinking. Teachers take into account barriers to learning for the children in their class when they are planning.