

AIMS OF PAULTON SCHOOLS

Children, their needs and interests, are at the heart of school communities. Whilst there are features in education provision and school buildings which are common to all schools, individual establishments have a unique nature. This uniqueness is to be found in the people – children and adults – who work there and in the care and respect they show each other, in their attitude to the tasks they perform and what they see as valuable. The actions and attitudes of each member of the community – child and adult – affect the quality of life within the school, the achievement of its aims and the effectiveness of its work.

At Paulton Infant School we offer each child a broad general education, developing individual skills and talents so that every child, from the slowest learner to the most academically gifted, may achieve the best of which he or she is capable. At the same time, we try to give the children a strong and clear sense of their own worth. We try to create a sympathetic climate, which allows everyone within the school to celebrate the success of others and provide caring support when needed. Children are expected, however young, to take the degree of responsibility appropriate to his/her stage of maturity, for him/herself, for others and for their environment. Within this framework we aim :-

- To keep children's learning at the heart of our thoughts and actions.
- To provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum.
- To create an ethos which nurtures self-belief, independence and a sense of respect for others.
- To ensure that our schools are a happy, safe, supportive and secure place in which to learn.
- To create a stimulating learning environment.
- To develop strong and productive partnerships with parents and the wider school community.
- To have high expectations in all areas of school life.
- To prepare children for the future.

CURRICULUM

The current Early Years Foundation Stage Curriculum for children aged three to the end of the Reception year was implemented in September 2012. The Curriculum starts when the children are in pre-school or nursery and continues through to the end of the first year in school.

The Curriculum for the **Early Years Foundation Stage** underpins all future learning and covers three prime areas which are fundamental, work together and support development in all other areas. These are Personal, Social & Emotional development, Communication & Language and Physical development.

These are complemented by the specific areas which include essential skills and knowledge for children to participate successfully in society. These are :

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

During children's first year in school, their knowledge and skills in relation to the above elements are assessed continually against age related expectations. Parents' Evenings are held three times a year. At the end of children's first year in school a written report and child's Learning Journal provide details of progress and attainment in each of the above areas.

At the start of the children's second year in school, they are introduced to the **National Curriculum for Key Stage 1**. The current National Curriculum was introduced during 2013-2014. When children transfer to the Junior School they follow the Curriculum for **Key Stage 2**.

During both Key Stages a considerable part of each day is devoted to the key subjects of English and Mathematics with one extended session per week devoted to Science. Within the National Curriculum, foundation subjects of Design Technology, Computing, History, Geography, Music, Art and Physical Education (P.E.) topics, are chosen to stimulate and motivate the children and work is carefully structured around those themes. A summary of work to be covered within each topic is sent home termly. Religious Education (R.E.) is also taught as well as Personal, Social and Health Education (P.S.H.E). Sometimes these subjects will be taught separately.

At the end of Year 2, children are currently assessed by SATs (Standardised Attainment Tests or Tasks). A level of attainment is provided for each child in those subjects assessed. However throughout their education at Paulton Infant School children are assessed formally and informally. This enables the teacher to plan work accordingly, to ensure children are working to their ability.

During Term 6, all Year 1 children complete a National Phonics Check.

Children in Year 2 in 2013 were assessed by Teacher Assessment and SATs. Comparative information can be found in the appendices.

ENGLISH

Speaking and Listening

The New National Curriculum document in English clearly promotes 'spoken language' as the foundation of all effective language work. We support this in encouraging children to share and discuss their ideas and to test their soundness either in debate or in the practical application to such subjects as Mathematics, Science or Technology.

Reading

We use a wide range of tried and tested methods with the daily teaching of phonics taking precedence to give children a lifelong interest in books and the skills to become fluent, independent and enthusiastic readers. As parents, you will be invited to help your child achieve this goal. Children will bring books home and you will be provided with a notebook to ensure effective contact between school and home.

Writing

Children are led through a structured programme which balances the need to encourage them to explore their own thoughts and purposes for writing, with the promotion of crucial writing skills. They are encouraged to use their phonic knowledge to make phonetically plausible attempts at spelling.

Handwriting

There is a clearly defined progression from the first attempt at forming letters to the early development of a cursive style.

MATHEMATICS

Acquiring the skills and strategies of mathematics should be an enjoyable experience. Mathematics is not just about reciting numbers! Children develop their understanding of mathematical concepts through practical activity, exploration and discussion. Investigations and problem solving are an integral part of our teaching and children are encouraged to use mathematical language when talking about their work.

Throughout Years 1 and 2 mathematical notation is gradually introduced and increasingly used by the children. Children are also encouraged to develop mental strategies from the start and these are then extended as they move through the school. Daily sessions are based upon the National Curriculum 2014 and the Early Years Foundation Stage Curriculum. We also encourage cross curricular links particularly in ICT, Science, Art and Design Technology.

Opportunities are provided for parents to learn more about the expectations for their children and how to support them at home.

SCIENCE

Children are naturally curious and enjoy exploring and discovering things for themselves. Science encourages the practical side and emphasises the importance of observation and investigation. Developing scientific skills will enable children to increase their knowledge and understanding of the world in which they live. Our children also make regular visits to our outdoor 'Playscape' area which we share with the Junior School. This provides an opportunity to take the learning out of the classroom.

COMPUTING

The school is well equipped with computers and interactive whiteboards. Computing supports all aspects of the curriculum. We are continually adding to our range of software programmes, which encompass word processing facilities, data handling, coding, programming, simulations, problem solving games, picture making and design, music, Turtle, graphs and Logo. We also have a number of programmes designed to support children with Special Educational Needs and to provide challenges for High Achieving pupils. There is a computer in every classroom as well as an ICT Suite, all with internet access. Our aim is to enable our children to become digitally literate.

TECHNOLOGY

Children are given the opportunity to develop their designing and making skills using a variety of media. We encourage independent thinking, creativity and curiosity to find solutions to problems.

PHYSICAL EDUCATION

This area of the curriculum includes games, gymnastics, athletics skills, dance and swimming. Children will work in competitive and co-operative contexts and they are given the opportunity to develop control and co-ordination of body movement, while exploring expressive and artistic possibilities.

THE ARTS

The expressive and performing arts are an important aspect of the children's work in school and opportunities are given to acquire the skills and techniques unique to a variety of media and disciplines while enjoying the exploration of individual ideas. Frequently all the arts – music, design, drama and dance – are brought together in group, class or school productions. These are often performed for a school audience and occasionally for a wider public.

The prestigious "Artsmark" awarded in 2010, which we are currently revisiting, recognises the high quality teaching and breadth of experiences offered to Paulton Infant pupils.

In Music children are encouraged to develop both instrumental and composing skills. There are opportunities for children to take part in music festivals and be an audience to professional artists invited into the schools.

HISTORY AND GEOGRAPHY

Children explore times, places, and cultures in both our local community and the wider world. They are encouraged to identify similarities and differences as a foundation on which sophisticated historical and geographical concepts and skills are taught.

SWIMMING

With a pool adjacent to the school we are in a unique position to be able to offer lessons to Infant age children. Children have the opportunity to participate in swimming lessons following Christmas in their Reception year. No funding is received from the Authority for this so we therefore make a charge termly. In order to comply with insurance, we rely heavily on parental support as we can **ONLY** swim if we have parents helping with changing and assisting in the water

The pool requires all children to wear swimming caps during lessons. Girls should wear one piece swimsuits and boys' swimming trunks should be fitted and above the knee (not baggy!)

RELIGIOUS EDUCATION

As required by law, Religious Education is taught in accordance with the Agreed Syllabus which the Local Authority has drawn up to comply with the Education Act 1944. Under the terms of the Act, parents may ask to withdraw their children from Religious Education and/or from the daily act of collective worship.

Most parents are concerned that education should include personal and social development and we fully support this view. The programme for R.E. provides opportunities in the classroom and in school assemblies for each child to explore his/her own unique identity and to enter imaginatively into other people's experience. Children are exposed to broadly based Christian teaching and within that framework are taught to respect other views and cultures.

SEX EDUCATION

It is considered by the Governing Body that sex education should not be taught in isolation. In its widest sense, sex education relates to a child's personal, social, moral spiritual, physical and intellectual development.

Sex education is integrated into explicit and implicit areas of the curriculum and aspects taught as appropriate for the age and development of the child. For example, the life cycle of the butterfly is taught to children during their first year in school.

It is appreciated that sex-related questions will be asked from time to time and these should be answered with simple, honest facts and correct vocabulary with reference to suitable literature as necessary. Equally, children are entitled to be protected from knowledge that is in advance of their level of development and understanding. Teachers will use all their skills and experience to honour both entitlements.

SPECIAL EDUCATIONAL NEEDS

In consultation with parents, we establish special programmes of work for any child we feel has special educational needs.

Outside agencies may be consulted and specialist teachers come into school to work with individuals or small groups. We regularly use a Speech and Language Therapist as well as having allocated time with an Education Psychologist. Continuity and consistency is crucial for these children and special care is taken at transfer between schools. (See Appendices for information contained within our current S.E.N. Policy.)

GIFTED AND TALENTED

We acknowledge strengths and talents of individual children and provide (where possible within the remit of the school) opportunities and challenges for **all** children.

We encourage children to tackle, challenge and persevere in their own learning at whatever level.

HOMEWORK

Homework is given regularly to all children. All children are expected to practise their reading at home.

In the Foundation Stage, children have a variety of number, phonic and keyword activities which they take with their reading bag and once a term a topic based homework, which allows the children to record their learning in a variety of ways. This work should be supported by parents as it relates to work being covered in the classroom.

In Years 1 and 2, children are given a termly “learning log” homework – this is based on the class topic for that term. This project homework gives children an opportunity to pursue their own interests and to be creative. Homework is celebrated termly with a “Homework sharing morning” to which all parents are invited.

In addition, Year 1 will be provided with English and Maths assignments regularly throughout the term. They are also expected to practise phonics and spellings.

In Year 2 children are given weekly spellings linked to their appropriate Letters and Sounds phase, these are supported by daily phonics sessions in school. English and Mathematics homework will be provided regularly throughout the term.

EXTRA CURRICULAR ACTIVITIES

Currently, there is the opportunity for Year 2 children to receive gymnastics coaching and football coaching lessons. Gymnastics and Football coaching take place after school. In Terms 3 and 4, Year 2 children can also participate in Dance Club as part of a festival.

At the moment, there is an opportunity for Year 1 children to participate in an after school-school Multi-Skills Club.

SCHOOL BOOK CLUB

The Infant School runs a Book Club that has a wide range of books which may be purchased. Children are invited to save on a regular basis towards the cost of a book. Parents are welcomed with their children to the weekly after-school bookstall in the Infant School hall.