



# **Linton CE Infant School**

## **Policy for: Curriculum**

**Agreed by: The full Governing Body**  
**Date: February 2022**  
**Review Date: February 2025**

# **Linton CE Infants where happiness and achievement go hand in hand**

---

## **Linton CE Infant School: where happiness and achievement go hand in hand**

The staff and governors at Linton C.E. Infant School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

We believe that children will learn best if the conditions in which they work are supportive, affirming and have the highest possible expectations for their achievement. As a result we embrace the principles underpinning the Early Years Foundation Stage curriculum.

A unique child	Positive relationships	Enabling environments	Learning and development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and key people.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Linton C.E. Infant School curriculum aims to develop:

At Linton C.E. Infant School our engaging and holistic curriculum lays at the heart of everything we do. As a church school our ethos and curriculum is designed to develop the whole child both academically and spiritually reflecting our Christian values. We aim to foster autonomous critical thinkers through a broad and inquiry driven approach.

Our curriculum intent is to provide an engaging and safe space for children to learn through which we

- Promote Characteristics of Effective learning to inspire lifelong learners.
- Teach fundamental basic skills to ensure the success of the children's future learning journey.
- Establish a nurturing school community in which children are celebrated and happy.
- Encourage them to engage with our local community and recognise themselves as empowered global citizens.
- Prioritise high levels of wellbeing and involvement through the development of positive and secure relationships throughout our school family.
- Nurture resilient, creative, and ambitious learners and prepare them for their future.

The foundations of our curriculum are rooted in the National Curriculum 2014 and the Statutory Framework for the Early Years Foundation Stage. It is organised in such a way that we can provide for how we believe children learn best.

# **Linton CE Infants where happiness and achievement go hand in hand**

---

As a result the subjects are taught through a thematic approach, with basic skills and values at its core. In order to ensure a broad and balanced curriculum the themes take a different subject emphasis across the Key Stage. Staff use long and medium term curriculum maps to ensure there is coverage of all curriculum objectives. While many of our subjects are taught through stand-alone units, our termly topics tie them all together and bring the curriculum to life.

Throughout the school we place an emphasis on children having an understanding of how they learn and promote Characteristics of Effective Learning. Children are encouraged to think about what learning skills they have demonstrated and these are celebrated in school.

## **Topic Cycle**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me!	Through the Keyhole	Long, long time ago	Earth Explorers	Storyland Express	Mad About Minibeasts
Year 1	We are Inspired	We are Performers	We are Inventors	We are Family	We are Explorers	We are Champions
Year 2	Who Am I?	Is Fire Good or Bad?	Inspiration al Inventors	The Show Must Go On	Me and My Planet: Let's Save the World!	

All children (regardless of ability, gender, culture, religion) access the curriculum offer, above. The curriculum is personalised, according to the needs of group or individuals.

## **Monitoring**

The Governing Body is responsible for monitoring the way the school curriculum is implemented. The curriculum committee liaises with subject leaders and monitors the way the school delivers the curriculum and spends the allocated budgets. The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher and Senior Leadership Team monitors the curriculum through planning, classroom observation, work scrutiny and liaising with the staff.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning to ensure that there is full coverage of skills and knowledge and that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards, identifying any trends and making recommendations for change, as necessary. Subject leaders are encouraged to seek opportunities to further their own, and their colleagues', understanding of the subject and pedagogical approaches. They are supported to enhance their awareness of up-to-date research and good practice, to promote consistently high standard teaching across the school.

## **Review**

The Governing Body will review this policy statement every three years and update, modify or amend it as it considers necessary to ensure the policy meets the needs of the school.