





## CURRICULUM POLICY

<b>Date Reviewed</b>	11 <sup>th</sup> December 2025
<b>Signed Headteacher</b>	
<b>Signed Chair of Curriculum &amp; Standards</b>	
<b>Date Revised</b>	Autumn Term 2026

confidence and their independence in order that they develop into active citizens. Please read our Curriculum Statement for details of how we achieve these aims.



### Aims of our Curriculum

- To promote a thirst for learning and a desire to find out about new things; to pose questions of the world and have the tool kit to answer them.
- For children to learn with a purpose; to help them make links in their learning and see how it connects to the wider world around them.
- To generate a sense of responsibility for their own success
- For children to feel successful in many aspects of life, not only the academic.
- For them to feel the sense of improvement and achievement; knowing that this takes time, effort and perseverance.
- To develop the skills of collaboration and self-regulation
- To provide consistently high quality, appropriate provision which challenges all children.
- Ensure children know more and remember more.

The design of our curriculum is influenced by the research-based approach of current [pedagogical evidence](#) [Chris Quigley Education](#), through the Education Endowment Fund and [recent publications from the DfE](#). If learning is a change to long-term memory then we must ensure our students experience a breadth of learning opportunities within a carefully constructed learning sequence, facilitated by excellent staff practice. These opportunities must be purposeful and engaging, building deeper knowledge on prior learning and triggering multiple learning pathways.

As an Infant school we work within **Milestone 1** of the Chris Quigley model, which includes the procedural and semantic knowledge children need to understand the threshold concepts, building in progression. Progression maps are created by staff so that individual years groups know where priorities lie and how these links to subsequent learning- Removed as new assessment in place.

6. **Cognitive research** tells us that working memory is limited and that cognitive overload is likely if children are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time and repetition.
7. **Pedagogical style** varies in each of the taught subjects and depends on what cognitive domains of basic, advancing and deep children are at. Research supports focusing on direct instruction in the early stages of learning and discovery-based approaches subsequently. Although, we mainly use direct instruction in the basic domain, we also use exploration to motivate children to develop their sense of enquiry.

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## Implementation

In the EYFS, children learn through a thematic approach in order to give children purpose and opportunities to explore. Discreet sessions, give children the foundational knowledge and skills they will need to explore and use within the environment. Phonics is taught daily from the beginning of Reception alongside Maths. Practitioners will enter children's play to offer new experiences, challenge and support.

Non- Core subjects are taught as isolated subjects as blocks through the year, depending on the cross curricular links made within an "Enquiry Theme". Units of work have been created that build on prior learning and support children's thinking in that subject E.G using artefacts to ask questions in History, or to think about how land is used in Geography. Key knowledge within the unit is sequenced so that it takes into account what children have previously learnt, builds new learning or skills and enables children to make links within the subject and across subjects E.G why the countryside was used to protect children in WW2. Lesson begin with 'Flash Back ' questions that give children the opportunity to retrieve learning from a previous unit of work, as well as "Think and Link" questions that will prepare children to think about the days learning, making links to previous knowledge learnt.

Key knowledge in Maths, English and Science are predominately taught in discrete sessions with opportunities for children to use what they have acquired built in throughout the rest of the curriculum. Once children have received direct instruction children then have the opportunity to demonstrate and use what they have learnt in different contexts. Our non-

- Offer a range of resources, which are familiar to the children as well as activities that are new to them.
- Ensure that the learning and environment offer room for outdoor and indoor play, sufficient space for children to move and collaborate, and encourage exploration and risk-taking.
- Plan for a range of activities which serve different purposes: inspire imagination and role play, exploration of personal relationships and feelings, problem solving, quiet time and reflection.
- Ensure our provision is differentiated to meet the needs of all the children who attend, from very young children to older children, from the most able to those requiring additional support for complex needs.
- Focus on individuals. By considering what children are genuinely interested in and incorporating this into the environment, staff facilitate children to communicate better.
- We recognise when and how children are intrinsically motivated to learn and therefore how they can have choice and control over this. The school day is planned to maximise children's natural motivation.
- Staff understand the importance of building warm and supportive relationships and the importance of nurturing a child's development through secure attachments.
- Ensure resources are at child height and accessible and use resources which can be moved and used in a variety of ways.
- Allow children the time and space to focus.
- Involve children in making the schools' ground rules for behaviour, and creating the behavioural codes of practice, involving them as much as possible.
- Engage children in activities to build their emotional resilience and social skills- especially self regulation.

When preparing our resources for continuous provision we consider:

- The skills and key knowledge we want the children to learn
- Whether each area within the continuous provision has the necessary resources to encourage children to play and explore in a variety of ways.
- Whether areas offer a range of high-quality resources that will act as a good starting point for the children's explorations.
- Differentiation to support and challenge individuals.
- The need for open-ended questioning to engage the children in conversations and prompt their creative thinking.
- Giving children time to revisit what they did yesterday, last week, or even a few weeks ago.

## Impact

Do children know more and remember more? This question drives our evaluation of the curriculum and is answered through the use of [Chris Quiggly's Pupil Book Studies](#).

Learning is a change to long term memory and impact gathers momentum over time. We use continuous assessment to adapt our practice within learning sequences and formative