



# Larklands Infant and Nursery School – The Curriculum

Larklands Infant and Nursery School is a large Infant School in Ilkeston in the Local Authority of Derbyshire County Council.

The Early Years Curriculum is planned for using the Early Years Foundation Stage framework for Nursery and Reception. In Key Stage 1 (Years 1 and 2), planning is guided by the National Curriculum which was revised for September 2014. The school follows the guidance and directives of the Department for Education and inspected by Ofsted to ensure rigorous monitoring of standards.

The school has 7 qualified teachers plus Head teacher. The Head teacher is supported by a relatively new governing body with an established Chair and Vice Chair and 2 Senior Staff who have completed leadership training with the National College. All classes are currently supported by full time teaching assistants who have a range of qualifications including HLTA, Level 3 (various courses), OCN level 3 Forest Schools, Positive Play and Nurture. The range of skills our staff have, enables us to meet the holistic development needs of the children in our care.

At Larklands our overall aim is to provide a broad and balanced curriculum which is enriching and inspiring for all pupils. We work hard to provide high quality teaching and learning that is engaging for pupils and allows every child to reach his/her full potential. Support is also in place for emotional development and well being through our successful Positive Play Programme as well as Forest Schools in our Early Years. Additional support is available through timely intervention groups to support progress over time.

## Early Years Foundation Stage

The Early Years Foundation Stage Curriculum is a statutory framework by the Department for Education (framework for EYFS updated in April 2017) that sets the standards for development from birth to 5 thorough development matters age related objectives. Children are assessed against the Early Learning Goals at the end of Reception (this is the average age related standard children should reach by the end of Reception). The results of the children's attainment at the end of Reception are reported to the Department for Education, the Local Authority and the parent/carer. The EYFS Curriculum consists of three prime areas and four specific areas of learning.

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific areas of learning are:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design



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These areas of learning are achieved through planning for the effective characteristics of learning these are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Assessment of the Early Years Foundation Stage is against the 17 Early Learning Goals, which is done through observations of daily learning and this is also supported by a short narrative describing the child's 3 characteristics of effective learning.

Learning and assessment is shared with parents 3 times a year through parents evenings and end of year reports and at intermittent periods between the formal reports through our 2simple app where a cloud based learning journey is e-mailed out to parents.

Staff in Reception and Nursery use the Early Years Foundation Curriculum to plan for the development matters objectives. Further details can be found on the school website under each year groups curriculum map, this outlines the topic themes covered during the year.

## **Busy Buses**

In Reception we work hard to share our next steps of learning with parents and children.

'Busy Bus Targets' show a child's next steps in learning in Reading, Writing and Maths. The children keep a copy of their targets in their book bag at all times so that parents can support them at home in their next steps of learning. The targets are worked on in school and updated with dates of when the child has achieved the targets.

## **National Curriculum**

The curriculum for Years 1 and 2 is set out in the Key Stage 1 National Curriculum (September 2014). The National Curriculum sets out Guidance for what the children should be learning in all subjects in Years 1 and 2. Children are no longer expected to work against levels and the National Curriculum now outlines end of year and end of key stage objectives.

Teachers work across classes of the same year group to plan learning across the curriculum. Topics have been written through consultation with the children around their interests. This ensures that children working within the same year group have equal access to the same opportunities on offer. Each week the teachers have P.P.A. (Planning, Preparation and Assessment) time together to plan for the weeks learning ahead, to assess pupil progress and to prepare enriching activities for the children.

See the website curriculum map for the topics covered in Years 1 and 2.



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The school website is used by classes as a platform to share their learning.

Assessment in Key Stage 1 is now without levels and staff work hard to assess all the children's understanding against the end of year or key stage objectives. Assessment occurs at the end of each half term as summative assessment and formatively throughout the term through teaching assistant feedback, observations and assessment of daily learning. Assessment informs the next steps in learning and teachers plan towards these gaps. Where extra support is needed (or if a child has a pupil premium entitlement), children access intervention, this may be academic or socially and emotionally.

It is expected that an average child should be working at the expected level for their age and will be attaining the end of year objectives. If a child is working below the end of year objectives then they will be classed as emerging the end of year expectation. If a child is working beyond the end of Year objectives and mastering these in everyday application then they will be seen as exceeding the end of year expectation. For further information on the Year 1 and 2 end of year curriculum objectives please visit the [www.gov.uk](http://www.gov.uk) website and search National Curriculum 2014 Key Stage 1.

Children respond well to marking in Key Stage 1 and this highlights their next steps in learning, the children will have mini targets set through the use of a wishing wand. Children are encouraged to respond to feedback and make improvements to their own work to move learning forward. In Year 1 Rainbow grammar marking is used initially until they can write a sentence that makes sense using finger spaces, capital letters and full stops. When a child can competently record a sentence they move on to the schools smiley face check which is continued into Year 2.

Homework is set in the form of Reading, spellings through look, cover, write, check practice, on line Maths Abacus and topic related work on a weekly basis.

The school plans National and Local celebrations into the curriculum and assemblies, which enriches the curriculum and provides a great deal of enjoyment for the children. We welcome visitors and include trips to enhance the learning for the children.

Children are encouraged to take part in daily physical activity as we value the need to be fit and healthy. In Year 2 children complete daily Physical Literacy to develop core stability which has been supported by Derby Physiotherapists in school. In Year 1 children complete daily activate as a form of aerobic exercise to start the day. P.E. is delivered by sports specialists from First Grade Coaching and is used as CPD for staff. At lunch time there is a range of equipment available to the children to support them in physical activity.



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## Standard Tests

In Year 1 all children sit the phonics screening test which involves the children reading real and nonsense words with their teacher on an individual basis. Children will either pass or fail the test and results are reported to the DFE and the LA as well as the parent/carer. Children who fail the test will retake it again in the summer term of Year 2, following further intervention.

In Year 2 the children are required to complete SAT's tests and these take place in May and June. There are formal papers in Maths and Reading, Writing is assessed through teacher assessment and for Spelling, Punctuation and Grammar there is a formal test, but at this stage it has not yet been made compulsory. Test scores are reported to the LA and shared with the DFE as well as with parents and the feeder Junior School. Test scores now show if a child has met or not met the standard, test scores will be supported by teacher assessment.

Meetings and workshops are held during the year on phonics, the phonics screening test and SAT's tests to support parents to understand what is being asked of their child.

Parents are welcome to help in school and we have a number who have gone on to complete their teaching assistant qualification as a result of helping in school.

Our school team value the support of our parents and carers and are always keen to help with any concerns or questions. Our ultimate aim is to ensure all our children reach their full potential and with a positive parent partnership we can help all our children 'reach for the stars'.

Mrs Helen Smith

Head Teacher



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