

## Our Wider Curriculum

In keeping with our intentions, school provides a wide range of opportunities to promote healthy lifestyles such as cookery workshops, experience of arts such as theatre groups and visiting musicians, religious and cultural opportunities such as Spanish lessons and our annual multicultural market, love of language and literature including visits and workshops by librarians and authors as well providing visits from a range of inspirational role models who reflect and embody our school values. Sports Premium supports our Stockport School Sports Partnership as well as a range of fitness workshops and partnership with PE and dance experts. Community links are made wherever possible such as Warburton 'Healthy Sandwich' making workshops, local authors, RSPB & Aldi environmental workshops and singing club concerts for our neighbours at Elm Court, sheltered accommodation.



School clubs are reviewed regularly in terms of addressing our goals and the needs of the pupils and community.



These include Multi-skills club organised by Stockport County, singing club, Science Club, Dance Club organised by UK Sports Coaching, Homework and Reading Club and the opportunity to take ukulele lessons. A small charge is made for clubs run by outside agencies such as Multi-Skills club, Science Club and Ukulele Lessons.



The *Banks Lane Infant Experience*, which is currently under review, identifies the opportunities and experiences which we believe all children should have during their time in our care. Themed weeks/months such as anti-bullying week, 'values month', British Values week, Science Week and our 'health month' incorporate competitions, wider community involvement and additional opportunities and enable us to focus on promoting our values and intentions.



## Banks Lane Infant & Nursery School

Collaboration, Effort, Excellence, Respect



## Curriculum

Working together, nurturing excellence

The context of our school and its community is at the heart of our work as we build on existing strengths and relationships while bridging gaps to create the best start in life for our pupils. Strong focus is placed on healthy lifestyles, experience of arts, religion and cultures, a language rich curriculum, the development of resilience and a value of hard work.



Please note that curriculum opportunities are under Covid review and will be evaluated in terms of risk and educational benefits

We are committed to preparing children to be healthy, resilient learners and citizens who are able to communicate sensitively and effectively in a range of contexts, respect others and work hard to achieve their highest standards both individually & collectively. We want our children to be able to embrace challenges and opportunities and to develop a lifelong love of learning.

Our vision is underpinned by the values of **collaboration, effort, excellence & respect**. These values lie at the heart of our work and are embedded in our curriculum and approaches. The values are promoted through our *Value Stories* and characters (Cornelius Collaboration, Ethel Effort, Eberhardt Excellence and Radmilla Respect), the names of which have been chosen by our children. Examples of these values are celebrated in our weekly celebration assembly.



All curriculum planning reflects our vision and values, identifying where appropriate how core values are woven through subject knowledge and content. Curriculum overviews identify key end points, as well as the progression of knowledge & skills taught across the year groups. There is a strong focus on revisiting and building on prior knowledge and identifying common themes within subjects. Progression maps are used by teachers to identify key gaps for individuals and ongoing progress.

Our teaching is based on broad themes related to our goals and values and engaging topics, each with an overarching 'big question' aimed at arousing curiosity and interest and focused around a high quality text. Half termly curriculum maps, displayed in classrooms identify the key knowledge and skills across the subjects. This is shared with children and revisited across the half term.



Topics are enriched by meaningful opportunities including visits, speakers, community links and inspirational role models wherever possible. A range of approaches such as drama, engagement and active learning, collaborative opportunities, self and peer assessment and quizzes enable children to secure learning and make progress.



Our quality first teaching approaches ensure high levels of inclusion, collaboration & pupil engagement, efficient use of pupil time and strong focus on learning, high expectations for all pupils, high standards and high quality feedback opportunities.

Within this metacognition and self-regulated learning approaches build skills in planning, monitoring and reviewing learning and optimise working memory. Our Growth Mindset & Mindfulness approaches ensure that pupils are able to build resilience as learners and regulate their emotions.



Assessment of learning and progress is continuous and includes peer marking, feedback and self-review as well as discussion, review of books, learning walls and curriculum maps, quizzes and pupil voice exercises. Feedback approaches are verbal wherever possible and prompt children to evaluate their own work or extend their learning.