RECREATION ROAD INFANT SCHOOL

Creative, Caring, Collaborative, Resilient, Reflective, Problem-Solver

Welcome to Recreation Road Infant School

Our Context

Recreation Road Infant School is broadly average in terms of demographics and starting points. Although the school is classified as being in **IDACI 3** and has a low number of **pupil premium children (8.5%)**, our experience is that children who are not technically classified as disadvantaged are subject to poverty. Our federated junior school has 19% pupil premium, and this increase is due to parents no longer being able to access the free infant school meals. Several of our families need support from food banks and others face increasingly high rental costs from the accommodation in the area. We are aware that children in our catchment often have very small gardens and therefore have little opportunity to play outside. This has been a big consideration in our curriculum plans where we take every opportunity to go outside and use the field.

17% of our children are on the SEND register, communication, language, and speech difficulties are prevalent for a proportion of children as they enter the school in reception. Our school employs a speech and language therapist ensuring that, help for those children needing support is quickly put in place and aligned training is provided for our teaching assistants. We also focus on communication-friendly spaces and ensure there is lots of modelling of language throughout the rest of the school.

Curriculum Intent

Recreation Road Infant School offers a broad, rich, relevant and balanced curriculum tailored to the statutory requirements and our core purpose: *To build strong foundations for a lifelong love of learning*. A wide range of opportunities for learning and personal development, enriches our curriculum. Our bespoke maths and writing curriculums are specifically developed to meet the needs and interests of our pupils, ensuring that children are engaged, supported and challenged. Our reading and phonics curriculum follows a systematic program to ensure that reading skills are embedded. This is complimented by our reading for pleasure sessions, in which pupils enjoy and discuss books as a class or group.



Pupils learn a range of knowledge, understanding and skills through our inquiry-based curriculum which encompasses humanities and the arts, encouraging children to ask questions and deepen their learning through child-led hands-on exploration.
Technical subjects are taught discreetly. PE follows a scheme of work, complimented by teacher plans to ensure that pupils learn fundamental physical skills. Computing and Science follow a bespoke school curriculum based on prior and future learning.
Throughout all learning we follow our school's guiding principle, *We Work As A Team.*

Our Aims

To fulfil our core purpose, *to build strong foundations for a lifelong love of learning,* we aim:



- To provide a safe and nurturing learning environment for all.
- To develop lively and enquiring minds through an inquiry-based curriculum.
- To develop learning opportunities beyond the classroom.
- To develop healthy and positive attitudes to learning and living.
- To promote positive parent-partnership.
- To enable pupil-voice and participation.
- To enable pupils to benefit from professionally developing staff.

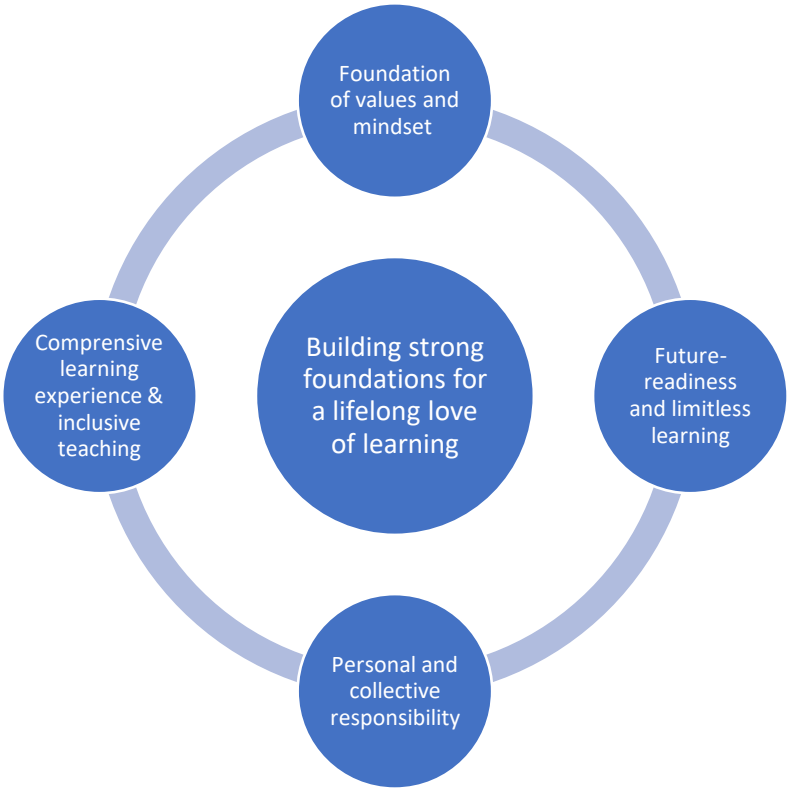
Our Vision

Our Federation's vision guides and inspires us when we make important decisions. It unifies our schools and helps us work towards common goals. It also encourages us to improve and communicates our aspirations for the future.

- Everyone feels safe, welcomed, respected and valued.
- Consistently great teaching and support, underpinned by a nurturing and child-centred approach, leads to excellent academic outcomes.
- We have high expectations and aspirations for all children, regardless of their backgrounds and starting points, and provide expert support to help them all succeed.
- Children make great progress, and practically all reach or exceed age-related expectations, because our staff know them as individuals and aim to make every day of learning meaningful.
- Children of all ages have a meaningful voice and are engaged by an active, interesting, creative, challenging, purposeful and inclusive curriculum.
- The structure, content and teaching of our curriculum prepares children to become successful lifelong learners and agents of positive, sustainable change in our diverse world.
- Children's pastoral and learning journeys are seamlessly supported by excellent teamwork, underpinned by joined-up systems and approaches.
- Wellbeing is treasured. Everyone is expected to do and give their best, but is able to maintain a sustainable balance between home and school life.
- We recognise and celebrate families' vital role in their children's education and actively support them to help our pupils thrive, contribute and achieve.
- Staff improve their practice through high-quality Learning and Development, which encourages professional curiosity, thoughtful risk-taking and innovation.
- Staff are our lead learners, engaging with research and conducting their own to ensure that our provision for children, families and staff is as good as it can be.
- We have a truly excellent reputation as an educator and an employer, which we cultivate through clear, simple, informative and friendly communications.
- We live out our schools' values and this vision every day, through how we approach our day-to-day tasks and interactions with others.



Curriculum Intent Principles



Central Purpose:
"To Build Strong Foundations for a Life-Long Love of Learning"

1. Foundation of Values and Mindset:

- Demonstrate appropriate attitudes and learning skills based on our Learner Values.
- Foster a positive and collaborative mindset in the learning process.

2. Future-Readiness and Limitless Learning:

- Teach essential future skills by fostering curiosity and instilling a pressing need to know.
- Provide an open-ended curriculum without unnecessary limits, ensuring boundless learning opportunities.
- Encourage a mindset where there is no ceiling on the potential for knowledge and growth.
- Ensure excellent literacy and numeracy standards.

3. Personal and Collective Responsibility:

- Foster personal responsibility by instilling a sense of ownership and recognizing the influence individuals have on the direction of their learning.
- Cultivate a community where everyone is actively engaged in shaping their educational journey.

4. Comprehensive Learning Experience and Inclusive Teaching:

- Offer depth and breadth in the curriculum, allowing time for immersion, retrieval practice, and clear endpoints across all subjects.
- Ensure curriculum accessibility through scaffolding, promote mutual respect, and provide an engaging curriculum with a clear purpose.
- Create an inclusive environment where each student feels valued, supported, and actively involved in their learning journey.
- Integrate well-being, embrace differences, understand the big picture, manage emotions positively, and promote values such as democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Foster a holistic approach that considers not only academic growth but also the social, emotional, and ethical development of each learner.
- Incorporate evidence-based practice and prioritize continuous professional development.

Implementation

Subject leaders have been in place for just over two years. During this time, these leaders have been given autonomy for their subject and release time to monitor the impact of any implementation. Recreation Road is part of the VNET community ang uses this widely to ensure that subject leaders have the most up-to-date knowledge, this is disseminated to all staff. Each half term SLT and subject leaders complete a subject reflection day, to focus on strengths and next steps for each subject, meaning that over the academic year, each subject has one deep analysis day to compliment ongoing subject lead monitoring. The school carries out two focussed improvement plans per academic year, allowing half a term for the outcomes to become embedded.

Four-year progression documents are in place (from EYFS to Year 3) to ensure that teachers understand prior and future learning. Curriculum justifications highlight why skills and knowledge are being taught when they are being taught to build on prior learning. Staff are developing end points to further strengthen assessment across all subjects. Retrieval practice is also being embedded to ensure that pupils know more and remember more.

Foundation subjects are integrated as part of our enquiry-curriculum, allowing pupils to lead their own learning. Planning ensure that key learning is met for all pupils along the enquiry journey, but different pupils engage in the learning in different ways. This ensures that every child has the opportunity to achieve.

Recreation Road Infant School recognises the high levels of children suffering with adverse mental health or childhood traumas. The curriculum has been constructed to support social, spiritual, moral and cultural development, offering opportunities for pupil voice both in group and 1:1 situations.

Through careful planning and revisiting of learning, pupils embed the schools six Learner Values.

- Caring
- Collaborative
- Creative
- Reflective
- Resilient
- Problem Solver

Reception
Collaborative
Percy Park keeper



Year 1
Caring
Friend in Deed



Year 2
Resilient
Ernest Shackleton



We believe that these values are key to developing children that will be able to live and work in the modern world when they reach adulthood. The learner values are taught using Bruner's spiral curriculum. Hence why every value is explored in depth three times across a pupil's journey. Each time the value is revisited it is accompanied by a learner champion, a real or fictional individual that encapsulates the value. This supports cognitive load of quite challenging words, by bringing them to life. These values and champions are further embedded through assemblies, discussion and displays.

Reception



In Reception at Recreation Road, pupils focus on belonging to their class and our school, focussing on the here and now. This helps them to understand themselves and their emotions. It supports children to begin to learn about relationships and builds outwards from self as children move through school. The enquiry questions are carefully planned are designed to link with these themes.

Pupils in Reception follow the Birth to Five Matters curriculum throughout the year and are assessed using the Early Learning Goals. They follow the Little Wandle program for phonics and reading which aims for pupils to segment and blend phase two and three sounds. This program begins in autumn term one, once all pupils are full time. All pupils are assessed each half term.

EYFS follow bespoke literacy and maths curriculums tailored to the needs and interest of the pupils. These are sequenced to ensure that learning is repeated and practiced promoting consolidation. The Little Wandle handwriting mnemonics are used to support letter formation.

Pupils also enjoy an enriched outdoor curriculum through use of the EYFS outdoor area, forest schools' area butterfly garden, playground, field and climate classroom. Reception pupils benefit from a mix of structured learning 'must do jobs' and independent learning through continuous provision. Adults extend and support both types of learning.

Year 1

In Year 1, pupils learn about relationships with people they know. They start to think beyond their immediate surrounding to consider local and national issues, initially studying and understanding their own locality and then considering the wider world. Pupils also begin to learn to look beyond the here and now and consider both historical events and events that may happen in the future.



Pupils in Year 1, follow the National Curriculum and are assessed through ongoing teacher assessment, Little Wandle half termly assessments and regular phonic screening checks. The Little Wandle program is used for reading and phonics, building on the learning from EYFS and developing this to include phase five sounds as well as alternative sounds and graphemes.

Year 1 follow a bespoke English and maths curriculum based on National Curriculum objectives. Lessons are sequenced to promote a spiral curriculum approach, in which skills and knowledge are repeated regularly for consolidation and practise.

Pupils enjoy an enriched curriculum through weekly forest schools' sessions, enquiry through drama, sharing work with a wider audience and a range of local visits. Pupils benefit from a more structured approach to learning, whilst still having opportunities for continuous provision to promote independent investigation.

Year 2

In Year 2, pupils Legacy and international citizenship. They begin to consider how the past has shaped who we are today and what we can learn from this comparing and contrasting with people from the past and from different places in the world. This moves into considering personal legacy through pupils considering what is special about them.

Pupils in Year 2, follow the National Curriculum and are assessed through ongoing teacher assessment, regular White Rose maths assessments and optional SATS papers which are administered during the summer term. Pupils that require additional phonics support continue to receive the Little Wandle program as required. Year 2 spelling rules and grammar are embedded into teaching. The focus for reading is on comprehension, considering the aspects of retrieval, prediction, sequencing, vocabulary and inference.

Year 2 follow a bespoke English and maths curriculum based on National Curriculum objectives. Lessons are sequenced to promote a spiral curriculum approach, in which skills and knowledge are repeated regularly for consolidation and practise. Pupils learn to develop independence and stamina in their work.



Pupils enjoy an enriched curriculum through weekly forest schools' sessions, enquiry through drama and a range of local visits. Pupils benefit from a more structured approach to learning, whilst still engaging in a child led approach through the enquiry curriculum.

Year 2 also engage in fortnightly swimming lessons and are given regular opportunities for develop their leadership skills through roles such as digital leader and play leader.

Wellbeing Curriculum (PSHE / RSE)

At Recreation Road Infant School, we want the children at our school to know how to keep themselves and others healthy, happy and safe now and as they grow older. Wellbeing education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

Our Wellbeing curriculum is taught through a spiral approach enabling pupils to gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. Our Wellbeing curriculum supports the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

The statutory curriculum content for children of this age is focused on relationships and health. Relationships and Health Education (RHE) is a compulsory part of the school curriculum for every primary-aged pupil.



At Recreation Road our relationships education gives pupils the knowledge, skills and understanding they need to make informed decisions about their wellbeing and relationships, including individual responsibility around healthy relationships and mutual understanding of each other's similarities and differences.

Our health education equips pupils with the knowledge they need to make good decisions about their own health and wellbeing including individual responsibility around a healthy physical and mental lifestyle and how we can support each other's.

Enrichment and Learning Beyond the Classroom

A core aspect of Recreation Road Infant School is our '50 things to do before you leave Rec Road' initiative. This offers cultural capital to our pupils, opening their eyes to what is possible. The scheme ensures that every child has an equal opportunity to a benefit from a broad range of memorable learning experiences from meeting an author to taking part in water day.



Our school advocates using the outdoor environment to improve education and wellbeing. All pupils make regular use of the Forest Area, Twyzle Towers (our climate classroom), the large field area, playground and butterfly garden. Pupils are encouraged to use these spaces in a range of ways to promote physical activity, oneness with nature, environmental learning and mindfulness. A range of resources are used to enable this, ensuring that pupils can fully participate in what our school site has to offer.

Pupils at Recreation Road are encouraged to take on leadership responsibilities such as becoming a playleader during breaktimes or digital leader as part of their computing lessons. They are also able to access Eco-club in which they take responsibility for spearheading initiatives supporting sustainability and the environment. This has included, promoting switching off lights when leaving the classroom, our school recycling schemes, litter picking and maintaining the pong and garden areas. We believe that such roles instil a sense of ownership, pride and self-esteem which are crucial in the modern world.



We view trips and visits as powerful and positive teaching tools which enhance social, personal, and emotional development of all learners through offering new and real-life perspectives. Such experiences enrich and extend the curriculum in many subject areas, encouraging co-operation, teamwork and application of problem-solving skills. Extra stimulation in new environments can be particularly beneficial to our vulnerable students and those with SEND through teaching life skills and improving independence.



In additional to visits off site, we engage pupils through a wide range of visitors to the school. We believe these to be an integral part of broadening student experiences through meeting individuals that have lived those experiences or are experts in their field. These include meeting emergency services personnel, road safety talks and individuals from a range of cultures and backgrounds. These visits also enable pupils to develop there interpersonal and questioning skills in order to engage and interact with different people.



A broad range of extra-curricular activities are offered at lunchtimes or after school. These include sport, music, wellbeing, and creative activities led by experts in their field. To ensure access is available to all pupils, pupil premium funding is allocated to allow low-income families to access payable clubs.

British Values



Recreation Road Infant School promotes British values through our broad and balanced curriculum and our school values of Caring, Collaborative and Reflective. We are committed to serving our community and recognise the multi-cultural, multi-faith and ever-changing nature of society. With this in mind, British values are introduced to pupils as our Global Citizen values, to ensure inclusivity for all pupils, no matter what their country of origin. British values are promoted strongly across our curriculum through regular discussions, use of terminology and assemblies.

Many of our 50 things to do before you leave Rec Road also relate to British Values, for example, take part in a celebration from a different culture or tradition, make and try foods from different cultures and cast a vote in a school referendum.

Recreation Road Infant School
We work as a team

To build strong foundations for a lifelong love of learning.