

Curriculum Intention- <i>The goals of education in our school community are informed by our context, values and aims.</i>																
School Values	Honesty We tell the truth even when it is difficult			Kindness We welcome everyone who joins our school and help each other			Pride We enjoy achieving together and on our own			Ambition We try our best and rise to a challenge, never giving up!						
Curriculum Intent <i>The goals of education in our school community are informed by our context, values and aims.</i>	Talavera Infant School offers a broad and fully inclusive curriculum for all children ensuring every moment matters. With a high percentage of learners with English as an additional language, we ensure that reading and vocabulary acquisition are at the heart of our curriculum and that every child has equal opportunities to achieve their full potential in a ‘hands on’, challenging and stimulating learning environment. Our curriculum is ambitious and progressive; sequenced towards clearly defined end points for every pupil, in every subject. We offer more than just the development of subject-based skills, language, knowledge and understanding; we ensure that our curriculum is developed around the needs and interests of the ‘whole child’ where all learning is memorable, focused and personalised for our pupils’ individual needs. We aim to equip the future generation with the knowledge and cultural capital they need to succeed as educated citizens in modern day society with sound judgement and strong core values which will enable them to thrive, be safe, and be the best that they can be. Our intention is for every child, no matter how long they are with us, to leave us well prepared with a broad skillset, interest in the world around them, and a range of life-long learning experiences which will inspire them throughout their future education and beyond, contributing positively within our community															
EYFS curriculum Goals	I listen carefully and I am confident to say my ideas	I am kind to myself and kind to others	I understand the importance of having a healthy body and mind	I can co-ordinate my body effectively	I am proud to be part of Talavera infant school	I can read a simple sentence	I can retell and share my favourite stories	I can write a simple sentence	I can make and use my numbers to 10	I am curious about the world around me	I can use my imagination and my creativity	I celebrate my own and others cultures				
Teaching Intentions <i>We are committed to tackling educational disadvantage in all its forms and an inclusive culture so that every pupil has access to high quality teaching and achievement.</i>	Evidenced informed practice Our teaching is based on a clear understanding of cognition and learning. Teachers use professional enquiry to enhance their skills which is informed by current research and sharing of best practice.		Exceptional standards Everyone models high standards of personal and professional behaviour and skills at all times. It is expected that everyone will work hard. Effective assessment for learning is consistently used to find out what pupils know, understand and can do.		An inclusive culture Every child has access to high quality teaching and achievement. Factors that influence the learning, progress and attainment of children are understood; barriers and inequalities are addressed.		Planned Curriculum The curriculum is relevant and responsive to pupils’ needs and context. It is engaging, meaningful and focussed on developing strong communication skills. It provides the body of knowledge and skills for them to succeed.		Reflective feedback Everyone in the community is expected to be active learners with a clear understanding of how they can improve their own knowledge, skills and learning. Children evaluate and reflect on their learning and their peers in age appropriate ways.		Healthy minds and bodies Every child is encouraged to be the best learner they can be. The children learn about themselves – how they can be content with who they are becoming and how they can respect and care for themselves and one another.		Strong partnerships The role of parents in the success of their child’s time at school is significant. We strive to build strong relationships with parents providing them with timely information and inviting them to join in with learning and experiences.		Transition The context of the school means children are often in transition. Ensuring children are supported through the transitions and the use purposeful assessment allows children to make the best progress during their time with us. Every minute counts.	
Curriculum Implementation- <i>Our whole school curriculum comprises an entire planned educational experience informed by organisational principles, approaches and making full use of opportunities for real world first hand experiences.</i>																
At the centre of our curriculum are the core subjects of English, Mathematics and Science. Our wider curriculum, covering all other National Curriculum subjects is organised into learning journeys. These are taught through a blend of thematic approaches, where meaningful links are made that add value, and discrete subject specific work taught as ‘stand-alone’ units of learning. Learning progression of knowledge, skills and understanding is carefully mapped (this can be seen in our Year Group Overviews). Curriculum mapping is reviewed and adapted yearly.																
EYFS	PSED <i>Self-regulation Managing self Building relationships</i>	Communication and language <i>Listening, Attention &Understanding, Speaking</i>	Physical development <i>Gross and fine motor skills</i>	Reading <i>Comprehension Word Reading</i>		Writing		Number		Numerical Patterns		Past and Present	People, culture and communities	The Natural World	Expressive arts and design <i>Creating Being imaginative</i>	
Key Stage 1	English	Mathematics	Science	Computing	History	Geography		Art & Design		Design Technology		Physical Education	Music	Religious Education	PHSE including SRE	
Curriculum enhancements	Real experiences	Visitors	Educational visits	Outdoor learning	Assemblies		Responding to topical events	Pupil voice groups		Extra-curricular clubs	Whole school events	Charity events	Parental involvement			
Curriculum Impact- <i>Our curriculum has an ambition for high achievement for all pupils irrespective of background and starting point.</i>																
Standards From accurately evaluated starting points, children make expected or greater than expected progress – socially, emotionally, physically, creatively and academically. Skills are secured and embedded so that they can be applied in a range of context.			Personal development Children's actions demonstrate school and British values enabling them to contribute to society and have successful personal and professional relationships.				Wellbeing Children enjoy learning and coming to school. They develop a growing understanding of gratitude, self-regulation, patience, care and respect. They communicate respectful, inclusive attitudes and behaviours towards others.				Transition Talavera children transition frequently and every minute of their education counts. Purposeful assessment and information ensures that they can successfully move to their next phase of education with confidence; demonstrating the skills, knowledge and attributes necessary to tackle new challenges.					
Evaluation- <i>Our impact is systematically monitored, evaluated and reviewed, through a range of activities, to adapt and improve provision</i>																
Periodic summative assessments capture achievement and progress at key points throughout the year and the curriculum. These are subject specific and lead to adapted planning and provision for next steps.		Ongoing formative assessments across all subjects provide pupils with feedback and opportunities to improve skills and knowledge, day-by-day and week-by-week.			Qualitative assessments will be made by staff capturing achievement across the breadth of the curriculum via observations, discussion and scrutiny of outcomes.			Moderation of assessments and judgements will occur within the school and through work with colleagues from other schools within the local area to ensure accuracy and consistency.			Subject leaders review the provision of their subject area termly using this information to inform strategic planning including professional development.					