

Learning together, growing together					
INTENT	VISION	We will nurture our children into life-long learners, who aspire to do their best, promote the well-being of themselves and others and are valued members of the community.			
	VALUES <i>Our values drive our curriculum</i>	LEARNING <i>Lifelong learners. Every child is able to leave our school with reading, writing and maths skills. To be independent, brave learners who take risks. To use learning powers to support their approach to learning.</i>	COMMUNITY <i>To embrace our school values through their everyday life. To learn how to be kind, respectful and to celebrate each other's similarities and differences. To be confident to talk to different social groups and societies. To respect and appreciate the world around us.</i>	ASPIRATIONS <i>To equip children with essential skills, knowledge and confidence they need to prepare them for their future success.</i>	WELL BEING <i>To understand how to have a healthy body and a healthy mind. To be active throughout the day and to understand how to care for your body and your mind.</i>

IMPLEMENTATION	At Cassiobury Infant and Nursery School our curriculum delivers:							
	BREATH AND BALANCE	Communication & Language	Physical Development	Personal, Social & Emotional Development	English / Literacy / Phonics	Maths	Understanding the World	
		Expressive Arts and Design	Science	Computing	Art and Design	Design Technology	Physical Education	
		Religious Education	Personal, Social, Health, Emotional	Geography	History	Music		
	INSPIRING LEARNING	PLAYING AND EXPLORING		CREATING AND THINKING CRITICALLY		ACTIVE LEARNING		
	INSPIRING TEACHING	A learning focused climate built on nurturing positive relationships enabling all to feel safe and thrive	High expectation of learning behaviour and application. Challenge for all with rich opportunities for mastery and breadth	Clear modelling and opportunities for active learning	Robust assessment informs next steps planning	'In the moment' feedback; purposeful marking	Creative opportunities to embed concepts in to long term memory; to recap, apply and make connections.	
	LEARNING POWERS	RESILIENCE		TEAM BUILDING		RESOURCEFULNESS		REFLECTIVENESS
	INSPIRING CONTEXTS	Memorable meaningful cross curricular themes	Inspiring learning environments; Learning outdoors and forest school	Visits, visitors events and experiences which increase cultural capital	Focus weeks	Range of high quality texts which inspire a love of reading	Opportunities for home learning	
	OUR CHILDREN	Timely interventions and reasonable adjustments		Celebration of individual achievements and success		Ecological awareness		Inclusion and Equity
	GREAT READERS	Promoting the love of reading through various reading initiatives	Daily phonics / RWI trained staff	Tracking of reading for every child Variety of reading interventions for lower 20% of readers	Take one book	Polling stations for books		Book Swap / Book Fair
SAFE-GUARDING	Online Safety	Anti bullying and Anti racism	Protection from Extremism	Relationship and Health Education	Protective Behaviour		Health and First Aid	

IMPACT	At Cassiobury Infant and Nursery School we develop cultural capital:					
	Intellectual		Social		Emotional	
	OUR OUTCOMES	LEARNING <i>All children, including the most disadvantaged and SEND make good or better progress and are ready for the next stage of learning. Children demonstrate emotional resilience and are unafraid to take risks in order to develop</i>	COMMUNITY <i>Our children demonstrate our vision and values in their learning and in their behaviour in and around our school. Children learn to make the right choices for themselves and those around them.</i>	ASPIRATIONS <i>Children demonstrate a drive to achieve and are independent learners; they know what to do to move forward in their learning</i>	WELL BEING <i>Children are happy and enjoy coming to school. Parents and carers are happy within the school and high proportions would recommend us to others</i>	
EVALUATION	Nationally generated performance information about pupil progress and attainment (ISDR)	Pupil voice and parent feedback	Governor engagement in school evaluation	External validations of judgements through HIP visits and internal reviews		