

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Curriculum Vision









Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

CURRICULUM IMPLEMENTATION

We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness		Resourceful Squirrel Resourcefulness		Tough Tortoise Resilience	Team Ant Reciprocity
Learning will provide a broad	EYFS: Early Years Foundation Stage Curriculum (Reception Year)					
	Prime Areas of Learning			Specific Areas of Learning		

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and balanced mix of these subjects	Personal, Social & Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design	
	KS1: Key Stage 1 (Years 1 and 2)							
	English	Mathematics		RE	Science			
	Computing	Design Technology		Geography	History			
	Art	Physical Education		Music				
	PSHE (Personal, Social, Health & Economic Education)				Relationship Education			
	Our School specific components	 Crookham C.E Aided Infant School Crookham Toolkit ('How we teach here')		 The ZONES of Regulation Emotional Health Curriculum	 School Library Service		 Oracy Approaches	
 SCARF coram Life Education		 OUR SCHOOL USES sounds-write FIRST RATE PHONICS sounds-write.com		 Stormbreak		 EY EY Maths with Karen Wilding * /eymaths		

Curriculum Vision

	SCARF PSHE Curriculum	Sounds-write Phonics			(movement for mental health)	EY Maths
	Spirituality Framework	RE Syllabus			Guildford Diocese Collective Worship	
CURRICULUM IMPACT						
MEASURING IMPACT						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:						
Reception Baseline Assessment and EYFS outcomes	Summative Assessment	Year 1 Phonics screening	Formative Assessment	Team Subject Reviews		External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations		Book Looks	Pupil conferencing