

WILLIAM AUSTIN INFANT SCHOOL

School Policy Statement

September 2026

Introduction

Pupils arrive in their first school as individuals in their own right, having acquired various degrees of learning through the family and community in which they live. We believe the task of the school is to ensure the curriculum, in terms of experience and activities, will promote the continued development of each child through learning new knowledge, concepts and skills. A carefully planned learning environment is offered to enable each pupil to make progress. When they leave us, our aim is that pupils are confident, able to demonstrate their knowledge and understanding, and prepared to take an active part in the next phase of their learning for life.

Greenside Nursery shares our school site. There are established and effective links with this provision, where many pupils begin their pre-school education.

Mission Statement

Our school logo links with the vision for the school that William Austin Infants is a school 'Where all Individuals Shine'. The aim is that all staff and pupils know and understand the vision of our school.

The main aims of the school are:-

- To ensure the safeguarding for all pupils.
- To provide a stimulating, safe and happy environment where pupils are cared for, valued and appreciated regardless of race and gender or ability, and reflect this in their own attitudes to each other.
- To provide the learning foundation for a home school partnership, where the school works with the community it serves to develop the basis for life-long learning.
- To provide a broad, balanced and differentiated curriculum which enables pupils to achieve their full potential.
- To develop the pupil's ability to think, question and discuss and take responsibility for their actions.
- To encourage an appreciation of the natural world and human aspirations and achievements.
- To build personal and moral values, respect, tolerance and appreciation for other races and religions. This will be achieved through Values Education and learning about the British Values.

The school identifies its values and priorities in a number of underpinning documents.

These include policies for:

- Planning and Monitoring the Curriculum
- Equality Policy, including Community Cohesion
- Special Educational Needs and Disabilities
- Behaviour, Anti-bullying, PSHE and Citizenship, including Drug Education
- Subject-specific and cross-curricular policies
- Values Education to promote Spiritual Moral Social and Cultural Education

The School Improvement Plan sets out our priorities. Governors and teaching staff contribute to the plan, which runs from the beginning of the academic year. The School Improvement Plan is reviewed at least half termly to monitor progress towards targets and priorities.

The school's work is regularly reviewed and evaluated to ensure improvement in the quality of education provided. The monitoring and review practices benefit both pupils and staff as expectations and standards are raised. Governors hold school to account and ensure that the school continues to provide a high standard of education for its pupils.

We are committed to Continuing Professional Development and in-service training. Teachers learn from each other, sharing talents and expertise. We aim to keep up-to-date with research and developments in all stages.

We take the current National Curriculum as a starting point. The school reviews its schemes of work to reflect changes to national frameworks and to ensure the curriculum meets the needs of the pupils.

The two broad aims for the school curriculum are reflected in section 351 of the Education Act 1996, which requires all maintained schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The four main purposes of the National Curriculum

To establish an entitlement

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

To establish standards

The National Curriculum makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects it includes. These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and schools.

To promote continuity and coherence

The National Curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

To promote public understanding

The National Curriculum increases public understanding of, and confidence in, the work of schools and in the learning achievements resulting from compulsory education. It provides a common basis for discussion of educational issues amongst pupils, parents, teachers, governors and employers.

Fundamental British Values

Fundamental British Values are promoted through the school's Learning Values and Values Based Education. These values are underpinned throughout the curriculum, SMSC, RE, SEAL, PSHE, RHE, Assemblies and whole school events. Children develop their understanding and knowledge of fundamental British Values in the following ways:

- Pupil Parliament elections and procedures support children in developing an understanding of how citizens can influence decision-making through the **democratic** process.
- Clear expectations and school rules within school support children in developing an understanding and appreciation that having rules keep everyone safe. During the school year we invite our local community police officers into school to talk to children about living under the **rule of law**, how it protects them as individual citizens and is essential for their wellbeing and safety.
- Teaching values such as unity, tolerance and respect supports and develops an understanding that the freedom to choose and practise other faiths and beliefs is important in a civilized world and is protected by law. These values also develop children's acceptance that other people have different faiths or beliefs should be accepted and tolerated, and that we can all live harmoniously together.

- Through Values Based Education, children develop appreciation of friendship, empathy and care, understanding what discrimination and unfair behaviour looks like and how they can combat it.

Spiritual Moral Social and Cultural Education

Pupils joining our school enter a climate of care and security in which they are individually valued and respected.

Our aims reflect our commitment to Spiritual, Moral, Social and Cultural Development. The following information is a brief summary of how this is addressed.

Spiritual Education

Our aims are embedded in the:-

- RE Policy
- Collective Worship Policy
- Fundamental British Values embedded across the curriculum

Opportunities are provided for pupils to reflect on their own and other people's beliefs and cultures. We aim to foster a sense of awe and wonder in the mysteries of life. Pupils' ideas across the curriculum in all subject areas are valued, appreciated and discussed. Collective worship enables the pupils to gather in an atmosphere of peace and tranquillity

Moral Education

Our aims are embedded in the:-

- Ethos of the school
- Behaviour Policy
- Values Education to promote further Spiritual, Moral, Social and Cultural Education
- Fundamental British Values promoted across the curriculum

Pupils are given opportunities to develop and express moral values through well-chosen stories or in circle time. They are taught to think, question and discuss and take responsibility for their actions.

Cultural Education

We use the cultural diversity within the school to promote cultural development, enrich pupils' knowledge and provide opportunity for pupils to experience their own and other cultural traditions. This is reflected in our policy for Community Cohesion and in the curriculum through:

- visits to museums and places of worship
- working with visiting artists, poets, storytellers and writers and visiting speakers
- appreciating music and dance from different cultures
- appreciating the natural world through art and literature.
- through promoting fundamental British Values across the curriculum

We promote aesthetic awareness and awaken an appreciation of others through the diversity of the curriculum.

Social Education

Our aims are embedded in:-

- PSHE and Citizenship Policy
- RHE
- RE Policy
- Collective Worship Policy
- Equality Policy
- Fundamental British Values across the curriculum

Respect is the key word in the school - respect for each other, for those who work in the school or visit the school. We foster a partnership between home and school, in order that the school works

with the community it serves. In all areas of the curriculum there are opportunities for pupils to work co-operatively, share ideas and come to a consensus. They also support charities, keep the school and grounds tidy and take part in sharing assemblies. These activities are aimed to lead to tolerance, harmony and citizenship.

Health Education

Our aims are embedded in the:-

- PSHE and Citizenship Policy and Drug Awareness Policy
- RHE
- PE Policy
- Equality Policy

It is also covered in other aspects of the curriculum:-

- assemblies
- discussion
- healthy eating
- washing hands before eating etc
- cross-curricular topics

The school's response to the Equality Act 2010.

We are continually developing our work in order to ensure the requirements of the Equality Act 2010 are met and to reflect our shared values. All pupils, irrespective of gender, race or ability, have equal opportunities in the social and physical as well as the academic areas of the curriculum.

Special Educational Needs and Disabilities

Our support for SEND children is based on the advice and recommendations as written in the Special Educational Needs Code of Practice. We provide high quality teaching for all children in our school and adaptive strategies are used within lessons and tasks. All children are observed daily and there are ongoing assessments of their progress. Additional support will be arranged for children whose progress has slowed which indicates they would benefit from additional support and targets. Once a potential special educational need is identified a graduated approach will be assumed whereby each individual child will be assessed, a plan will be made in liaison with parents, this will be delivered and then the effectiveness of the plan will be reviewed. Should little or no progress continue to be seen, despite appropriate interventions, outside agency support may be requested. Where a child is seen to have more complex needs, school may advise parents of the need to request an Education and Health Care plan assessment (EHCP).

The school works in close liaison with local junior schools and all relevant information is shared and sent to the Inclusion Managers. Additional visits and provisions are arranged for these children to ensure a smooth and successful transition to their new school.

We also recognise that some children are gifted or talented in a specific area of the curriculum. The class teacher ensures that the curriculum is differentiated and caters for the needs of high attainers. Children are challenged in their learning to investigate and apply their knowledge to a variety of tasks, in order to solve problems.

Multi-Cultural Education

We believe Multicultural Education is about educating all pupils to enable them to participate more fully in the multicultural society in which we live. Multi-Cultural Education is not taught as a specific curriculum area, but is embedded in all subjects and in our policy for Community Cohesion.

Religious Education

Religious Education is provided in accordance with the Luton and Bedfordshire Agreed Syllabus. All pupils take part in a daily act of worship as required by the 1988 Education Act, unless their parents have requested that they are withdrawn; this is usually a time for reflection. Very few parents in our school withdraw their children.

Children acquire some understanding of Religious Education and learn to respect different faiths and traditions in a Multi-Ethnic Society.

Our Commitment to Pupils' Health, Safety, Achievement and the Development of Positive Contributions

The school strives to demonstrate these aims in its practice.

➤ Good Health

Parents are supported in ensuring their children are healthy, through the work of the Family Worker, partnership between the school and the health service and provision for pupils with medical, physical, learning and emotional needs, in partnership with the local authority Access Team. Health issues are a part of the curriculum, particularly through Science and PSHE.

➤ Staying Safe

The school has a Health and Safety policy and documented risk assessments for activities including educational visits. We follow agreed procedures for child protection, and work in partnership with social services to support looked-after children.

➤ Achievement

We aim to provide high quality education for all pupils, as identified in this policy and other curriculum policies. We provide information and opportunities for parents to help their children enjoy and achieve through regular communication with them. We have improved the outside environment to support outdoor learning and encourage cooperative play activities. The school actively encourages good attendance and expects parents to support this aim.

➤ Positive contributions

Through our behaviour policies and the PSHE curriculum and the implementation of the school aims we aim to encourage the social and emotional development of all pupils, including their participation in decision-making, e.g. their 'class rules'.

The curriculum is planned to encourage pupils to achieve economic-wellbeing by equipping them with the skills and knowledge they will need in their future lives, e.g. using money and measures, learning how to write a letter.

Learning and Teaching

Our approach to learning and teaching is centred in the expressed aims of our school, and reflects the aims of the National Curriculum, including the Early Years Foundation Stage. We aim to ensure that key skills, concepts and understanding are taught in a carefully planned way, so that we build on children's previous experience, and prepare them for the next stage in their education.

We recognise that effective teaching and learning can take place in a number of ways, and we reflect this in our attention to planning and to grouping of children where appropriate.

Promoting skills across the National Curriculum

Pupils learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (e.g. painting in art and design), some are common to several subjects (enquiry skills in science, history and geography).

Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning. We aim to provide opportunities for teaching and learning all these skills across the key stages when planning. Pupils are encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

Key skills

Six skill areas are described as key skills because they help learners to improve their learning and performance in education, work and life. These key skills are embedded in the National Curriculum.

A key focus of our curriculum is the identification of key skills and links between curriculum subjects, to promote effective learning for pupils.

Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, and understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literary and non-fiction texts and to reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences. Opportunities for developing this key skill are provided through English in particular and through pupils' use of language across the curriculum.

Application of number

The key skill of application of number includes developing a range of mental calculation skills and the ability to apply them within a variety of contexts. Skills include developing the understanding and use of mathematical language related to numbers and calculations in order to process data, solve increasingly complex problems and explain the reasoning used. Pupils need to be able to apply calculation skills and the understanding of number to problems in other National Curriculum subjects and to real life situations. Opportunities for developing this key skill are provided explicitly in mathematics.

Computing

The key skills relating to the use of information technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purpose including when and how to use ICT for maximum benefit in accessing information, in solving problems or for expressive work. Opportunities for developing this key skill are provided explicitly through the subject of ICT and through pupils' use of ICT across the curriculum.

Working with others

The key skill of working with others includes the ability to contribute to small-group and whole-class discussion, and to work with others to meet a challenge. If pupils are to work with others they must develop social skills and growing awareness and understanding of others' needs. All subjects provide opportunities for pupils to co-operate and work effectively with others in formal and informal settings, to appreciate the experience of others and consider different perspectives, and to benefit from what others think, say and do.

Improving own learning and performance

The key skill of improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning and performance. In lessons, pupils receive ongoing verbal feedback to ensure they are able to action the next steps in their learning. When relevant, they will be given written next steps and corrections to improve their work at the start of the next lesson in that subject area.

Problem Solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes. In our school this key skill is developed especially in Science and Design Technology, and is also in PSHE.

Thinking Skills

By using thinking skills pupils can focus on 'knowing how' as well as 'knowing what' – learning how to learn.

We aim to introduce thinking skills, such as information processing, reasoning, enquiry, creative thinking and evaluation through involving children in discussion of their work.

Organisation of the curriculum

We teach using the areas of learning outlined in the Early Years Foundation Stage:

The Prime Areas

- Personal, social and emotional development
- Communication and language
- Physical Development

The Specific Areas

- Literacy: Reading and Writing
- Mathematics
- Understanding the world
- Expressive Arts and Design

In Key Stage One, teaching is organised following the programmes of study for all the National Curriculum subjects:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Art and Design
- Design Technology
- Music
- Physical Education
- Religious Education
- PSHE
- Relationship and Health Education

The school uses a cross-curricular approach when relevant, linking together themes and topics of work to give more meaning to the work the children complete. Where possible, real-life experiences are incorporated into work to ensure the children understand the purpose for their learning.

The Core Subjects

The majority of the English and Mathematics curriculum is taught as discrete subjects, although cross-curricular links are planned with particular reference to Key Skills.

In English, we believe that the development of Speaking and Listening is fundamental to our work. We use the National Curriculum programmes of study where appropriate, with some modifications to reflect the needs of particular groups of children.

In Mathematics, we use the National Curriculum programmes of study where appropriate, again with careful attention to planning for the needs of our pupils. We believe that practical, first-hand experience is essential for children's understanding, together with development and use of mathematical language.

Science is taught as a discrete subject. It is also a key element of cross-curricular topics and forms the basis of many of them. Our priority is to develop investigative skills and those of communication. In 2014 we were awarded the Bronze Primary Science Quality Mark (PSQM). In 2016 we were awarded the Silver Primary Science Quality Mark (PSQM). In 2023, we successfully achieved the required standard for the Science PSQM Gilt Award.

Computing is taught as a discrete subject, and also across the curriculum, as appropriate to the context of the learning. We have interactive whiteboards (IWBs) in all classes and laptop trolleys for all year-groups so that ICT, including the internet, can be used across the curriculum. Children use Ipads and Chromebooks regularly to support their learning.

Throughout the school the pupils develop the skills to use the computers and other forms of communication equipment to enable them to have access to a range of Computing programs covering the curriculum including: word processing, painting, coding and adventure games. The children are taught how to use the internet safely to access information from a variety of sources and utilise this in their work.

Digital cameras and recorders are used regularly to record children's work, by pupils and by staff. Used in conjunction with the IWBs they encourage the children to learn to evaluate their own performance.

We have developed the School Website and this provides information about our school to parents, along with showcasing the work the children have completed and sharing their achievements.

The Foundation Subjects, R.E and PSHE

The foundation subjects of History, Geography, Art and Design, Design Technology, P.E., Music, together with RE and PSHE, are planned using the National Curriculum guidelines. Wherever possible, links between subjects are identified and explored. Planning ensures that skills and knowledge are taught as specified in the National Curriculum and there is a clear progression of skills for different Year Groups.

Discrete teaching is still planned when cross-curricular links are not possible or when specific skills need to be taught.

Planning the curriculum

Our principles are set out in the policies for Planning and Monitoring the Curriculum and for Assessment, Recording and Reporting.

All teachers and support staff have some involvement in planning the curriculum.

Target-setting

Staff are involved in setting appropriate and challenging targets for children, using data collected by the school as well as local and national comparisons. Whole school targets for school improvement are an integral part of teachers' Appraisal objectives.

Involving pupils and parents in the target-setting process is one of our key objectives for development, as identified in the School Plan.

Arrangement of Classes

Children in the Foundation Stage Reception classes start school full-time in the September following their fourth birthday. The Foundation Stage accommodates up to 120 children. The pupils follow the Early Years Foundation Stage curriculum and are assessed using the Foundation Stage Profile.

Key Stage One is divided into classes by age group:-

Year 1 5 - 6 years old (aged 5 by 31 August on entry)

Year 2 6 - 7 years old (aged 6 by 31 August on entry)

Children follow the National Curriculum in all subjects

We encourage good liaison between pre-school providers, the Infant and the Junior School, through meetings and visits.

Assessment and Record Keeping

Foundation Stage

Upon entry to school in Year R, children complete the statutory baseline assessment within the first 6 weeks of starting school in the Autumn Term. Any children joining Year R later in the school year who have not completed the baseline assessment at a previous setting will also complete the

assessment upon being admitted to the school. Children are assessed internally when they enter Year R using observations and planned activities.

In the Early Years Foundation Stage, children are assessed using the Early Years Foundation Stage Profile at the end of Year R. To help inform judgements, Year R staff use the Developmental Matters Stages as guidance. Teachers and other staff work alongside the children and observe how the children are progressing against the developmental matters. Regular discussions take place between staff to discuss the children's progress and from these discussions, areas for development and any concerns in children's learning are identified. The children's progress is assessed against the Developmental Stages in the Early Years Foundation Stage three times a year. Assessment against the Early learning Goals and Characteristics of Learning is done at the end of the year. An excel document produced by the Local Authority is being used in the EYFS to track and monitor pupils' progress. They are assessed against the characteristics of effective learning and all areas of the Foundation Stage Profile. Staff in Year R carry out the statutory baseline assessment with children when they first start in our school.

Statutory National Assessment- Phonics Screening Check

The school follows statutory national guidelines for the Year 1 Phonics Screening Check. This takes place in June for children in Year 1 and those children who need to retake in Year 2.

Assessment throughout the school

The school reviews its policy and procedures for assessment regularly

Pupils are regularly assessed through classroom observation, and work sampling. There is also a whole-school Monitoring Plan that identifies a range of assessments that will be undertaken by each year-group at appropriate times, up to four times per year. Assessment records and pupil profiles are transferred from class to class, as the child progresses through the school, and to receiving schools. The results are used to determine the Value Added progress children make.

We monitor the outcomes of assessment and use these outcomes in planning for continued school improvement. We consider assessment outcomes in terms of age, gender, ethnic origin, attendance and prior attainment. We use local and national data to compare our pupils' attainment with the outcomes of other children at the same stage of education. All staff are made aware of the strengths and areas for development through oral and written feedback.

Parents are notified of individual pupil assessments in the end of year school report. Consultation evenings are held termly and there are curriculum workshop sessions for parents offered during the year to ensure that parents are fully informed of their child's progress and close contact between staff and parents is valued.

Monitoring and Evaluation of the Curriculum

Our aims are embedded in the Policy for Planning and Monitoring the Curriculum.

The Headteacher has ultimate responsibility for ensuring that the curriculum is monitored. The 'Intent', 'Implementation' and 'Impact' of each curriculum area is monitored by each subject leader.

'Intent'

- The Headteacher or Deputy Head monitors medium, short-term and long-term planning and discusses them with the staff.
- Curriculum Leaders monitor planning to ensure balance in the curriculum and continuity and progression in the subject.

'Implementation'

- The Headteacher, Deputy Head, and Year Leaders observe lessons as part of a planned programme.
- Curriculum Leaders also contribute to the school monitoring programme.

‘Impact’

- The Headteacher and Senior Leaders collect samples of children’s work, representative of the ability range in the class. This is done for English, Mathematics and Science work during the academic year, and for other subjects on a rolling programme.
- The whole staff monitor samples of children’s work, especially in the core subjects, in order to evaluate progress and target areas for improvement. Each core subject is monitored at least once during the school year. Other subjects are monitored on a rolling programme.

Annual Key Stage Assessments

- The Lead Teacher for Assessment, Recording and Reporting, the Headteacher and Senior Leaders analyse the results and produce any necessary action plan.
- The Headteacher and Senior Leaders compare results with LA and national data using RAISEonline and other information, e.g. Local Authority data.
- The data is presented to the Governing Body and used as part of the target-setting process with the School Improvement Partner.

Monitoring and Review of the policy

The policy will be reviewed by staff and Governors on an annual basis. Amendments will be made as necessary, in light of school or national perspectives.

Reviewed in September 2026

To be reviewed in September 2027