



# **Curriculum Policy**

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## **‘Live life in all its fullness’ (John 10:10)**

### **1.0 Intent**

At Kineton, our Believe, Grow, Achieve ethos defines how we approach our curriculum, is in line with our Christian values and school motto.

“Living Life in All it’s fullness”

<b>Christian Values</b>	<b>British Values</b>
Love Encouragement Respect Responsibility Honesty Forgiveness Perseverance Teamwork	Democracy Mutual respect Liberty Pride Tolerance Pride Inclusiveness Individual

### **1.1 Principles**

#### **1.1.1 A connected curriculum**

Our curriculum is planned in order to support depth and retention of learning. Children are taught skills through progressive, well structured topics that help children to see purpose and connections between their learning both within and between year groups.

Our curriculum will be carefully planned and taught to enable pupils to:

- experience the challenge and enjoyment of learning
- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- see clear links between different aspects of their learning

#### **1.1.2 A curriculum for well-being and resilience**

We create an environment that enables pupils to flourish and grow into confident, capable individuals who are resilient and articulate about their learning.

Our curriculum will give children the opportunity to:

- develop self-esteem and confidence in their abilities
- recognise that people are good at different things
- build respectful friendships
- learn the importance of and how to respect themselves and others

#### **1.1.3 Pupil voice**

Pupils are taught how to form and articulate their own ideas and respect those of others and understand the importance of using these to become active citizens.

Our curriculum will give children the opportunity to:

- contribute to planning their own learning
- make choices about things that are important to them
- take part in democratic activities across the curriculum and school

#### **1.1.4 Pedagogy**

Our curriculum is rooted in memorable, enjoyable learning experiences that enable children to ask questions, solve problems and share their learning.

Our curriculum will be taught through a pedagogy that:

- enables and fosters children's natural curiosity
- excites, promotes and sustains children's interest
- promotes problem solving, creativity and communication

### 1.1.5 Enrichment

Our unique, vast school grounds enable us to use the outdoors as a key learning resource for all aspects of the curriculum. We use visits, visitors, specialist weeks and partnerships to help children to deepen learning and make links between their learning and real-life. We will enrich our curriculum by:

- offering opportunities for children to learn outdoors
- providing on and off-site subject or topic related activities
- holding specialist curriculum days or weeks
- developing partnerships with external providers that extend children's opportunities for learning

### 1.3 Curriculum Design and pedagogy

1.3.1 We use 'Cornerstones' to deliver a creative, broad and balanced curriculum for Years 1-6. EYFS follow EYFS Learning Goals. The curriculum dovetails with our pedagogical principles to Engage, Develop, Innovate and Express. The topics are designed to be cross-curricular, have a world and/or creative curriculum focus each half term and link the learning through engaging contexts. See **Appendix 1** Curriculum Overview

1.3.2 Year group long term planning and unit plans are deliberately sequenced, ensuring knowledge, skills and concepts are progressive and pupils given opportunities to revisit learning to support retention.

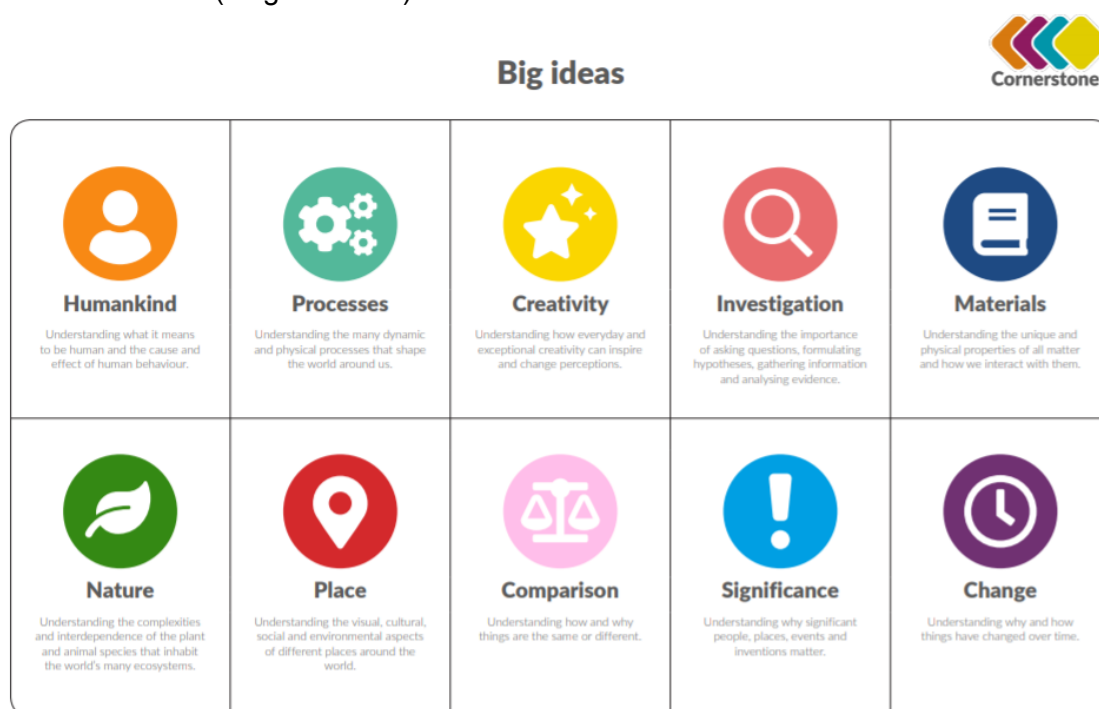
1.3.3 Each topic sets out a topic overview and medium term plans for a half term (a six week block). Teachers are expected to use their experience and expertise to use these and / or adapt them as required whilst ensuring they still meet the necessary programmes of study, to ensure continuity and progression within a year (horizontal links) and so that learning builds year on year (vertical links).

1.3.4 The Cornerstones pedagogy is used throughout the teaching of foundation subjects:



<b>Engage</b>	An experience to hook pupils into learning, provide hands on opportunities to set the scene and provide context, encouraging pupils to ask questions and make connections to previous learning.
<b>Develop</b>	During this stage of learning, new knowledge and skills are developed. Learning is planned to offer opportunities to explore new learning while consolidating previous concepts and skills.
<b>Innovate</b>	Once knowledge and skills have been developed, pupils are given creative, open-ended opportunities to demonstrate their learning.
<b>Express</b>	A chance to share and reflect on learning. Children celebrate their achievements with their peers, parents and the wider school community.

1.3.5 Ten big ideas (**Appendix 2**) provide a way for teachers and pupils to make links between interrelated threads to build increasingly complicated understanding of sophisticated ideas (diagonal links).



### 1.3 Enhancement and enrichment (**Appendix 3**)

1.3.1 In order for children to gain a deep understanding of concepts, children must have a vast range of experiences on which to pin their knowledge. Our curriculum is a dynamic experience through which learning is brought to life through experiences, trips and visitors. Such opportunities are carefully planned to inspire and enhance learning, linking to our ambitious subject intentions; ready to act as a springboard to further learning.

1.3.2 We have a carefully planned programme of enrichment opportunities, balanced across

the school. Usually, each year group takes part in two trips and welcomes at least one visiting expert each year.

1.3.3 Our vast grounds are frequently used to enhance learning. It is expected that, where possible, teachers take learning outside. All classes are entitled to two Forest School units per year through which they are taught progressive skills in aspects such as fire lighting, knot tying, shelter building.

1.3.4 Annually, the whole school takes part in an interfaith week. A world religion is selected as the focus for in depth study including a whole school visit to a place of worship where possible.

1.3.5 As a community school our partnership with our village is integral, where possible we build lasting relationships with organisations within the village, inviting visitors from the local community to share their experiences and expertise e.g. careers such as finance, local shops.

The school also values the contribution it makes to the local community, working with groups such as Mother's Union, Care Homes, the Parish Council and the close links fostered with St Peter's Church.

#### **1.4 The curriculum and inclusion**

1.4.1 The curriculum in our school is designed and differentiated to be accessed by all children who attend the school.

1.4.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to make reasonable adjustments to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.

1.4.3 The school provides a Pupil Profile or a Pastoral Support Plan (PSP) for each of the children who are recognised as requiring Special Needs Support or who have an Education and Health Care Care Plan (EHCP). This sets out the nature of the special need, and outlines how the school and parents will work together to address it. The Pupil Profile also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Parents and pupils are involved in the review and target setting process.

1.4.4 We are committed to meeting the needs of disabled children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted. Teaching and learning is planned to take into

account the different ability groups in the class including those who are attaining above age related expectations.

## **2.0 Implementation**

### **2.1 The National Curriculum**

2.1.1 Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

2.1.2 This content of the National Curriculum is available for reference here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

2.1.3 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.

2.1.4 At Kineton, our curriculum ensures that the statutory elements of the National Curriculum are brought to life through engaging and stimulating lessons while promoting our wider school values.

2.1.5 Whilst learning is organised into topics to help children to make connections between learning, through the develop stage of the learning process subjects are taught discretely to allow specific knowledge and skills to be taught explicitly.

### **2.2 Subject timings**

2.2.1 Children should benefit from the equivalent of a maths lesson and an English lesson each day per week. The timing and organisation of this may be flexible to allow for in depth high quality learning e.g. a long writing session, an extended practical maths lesson.

2.2.2 A few sessions per week are static due to logistical reasons (PE lessons, PPA time). Teachers have flexibility to plan the rest of the week to best suit the planned learning to enable in depth teaching of concepts, breadth of experience across the curriculum and high quality learning outcomes.

### **2.3 Early Years Foundation Stage**

2.3.1 The curriculum that we teach in Reception meets the requirements set out in the Statutory Framework for the early years foundation stage which can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) .

2.3.2 Our curriculum planning takes into account these requirements while ensuring our children are carefully prepared for the next stage education.

2.3.3 Our school plans an Early Years curriculum where young children can learn through play, and by engaging in well planned teacher led activities and child initiated activities.

2.3.3 Examples of significant learning and achievement, both at home and in school are recorded in online Learning Journeys. This information forms an important part of the future curriculum planning for each child.

2.3.4 We are well aware that all children need the support of both parents and staff to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## **2.4 Subject detail & schemes**

Statements in italics are our subject intent statements encompassing much more than the specified statutory content for each subject.

In order to support the delivery of a high quality, carefully planned curriculum we use a range of products that support our ethos and vision whilst supporting teachers to manage workload and maintain a healthy work-life balance.

### **2.4.1 English**

*At KPS, we instil a love of reading and active development of vocabulary through exposure to a range of high quality texts. We equip pupils with a strong command of the English language to enable them to speak, read and write confidently, creatively, fluently and accurately enabling them to be effective communicators.*

2.4.1.1 Children should receive the equivalent of five daily English lessons each week. This can be combined into longer lessons on particular days and / or combined with other curriculum lessons.

2.4.1.2 A heavy emphasis is placed on gaining a good grasp of basic skills early in a child's school career. The use of structured schemes helps teachers to focus on the delivery of these skills and their application across the curriculum.

#### **2.4.1.3 Phonics and spelling**

We use the RWI phonics programme to teach phonics in a rigorous, systematic way. Pupils in EYFS and KS1 follow the comprehensive programme to develop as fluent readers with good comprehension.

RWI Spelling is used in Year 2-6 to provide an engaging, structured approach to the teaching and learning of spelling.

#### **2.4.1.4 Reading**

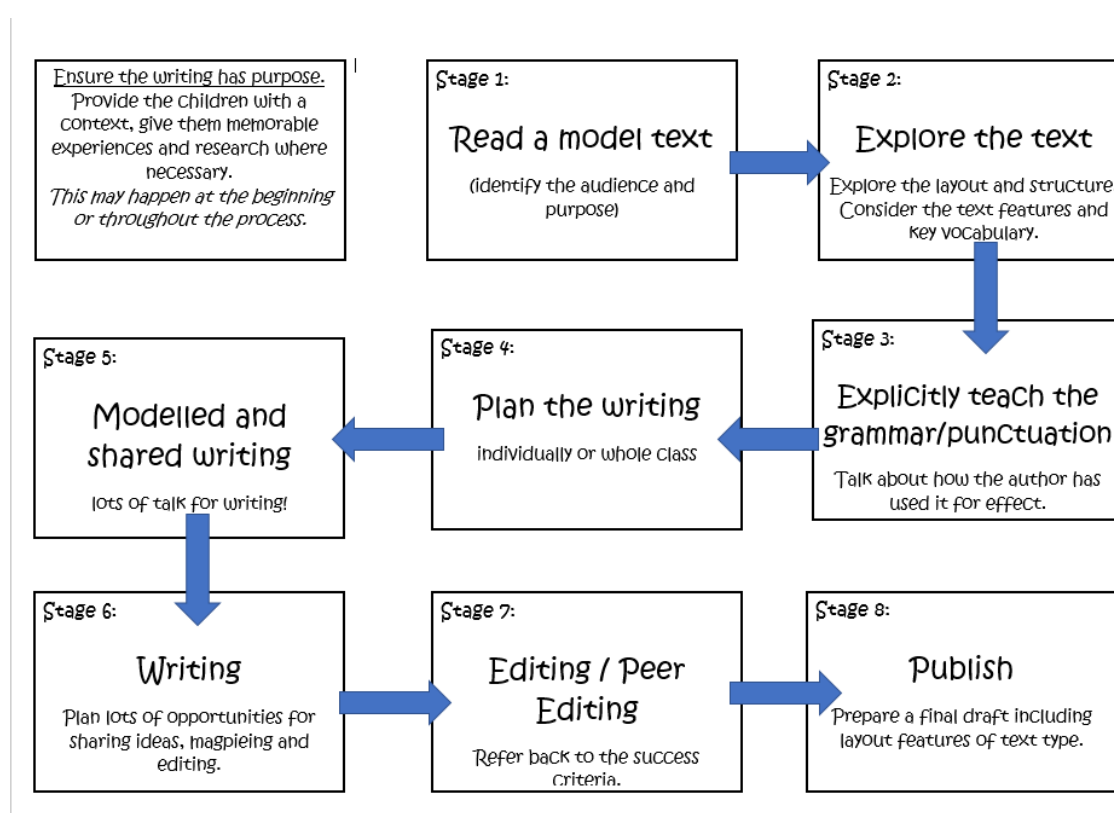
Once children are sufficiently fluent, we use the Accelerated Reader system to aid children to select and enjoy books appropriate to their ability. Children take an online test when they have finished each book. Teachers monitor the number of books read and the success of the tests to encourage children to understand what they are reading and are having regular

reading practice. There is an expectation for children to read regularly at home during the week with an adult as well as allocated daily reading time in school.

Classes have half-termly texts linked to their topics. Specific reading skills are taught through the VIPERS framework through guided reading sessions.

### 2.4.1.5 Writing

It is expected that children will be given as many opportunities as possible to use and apply their writing skills across all text types and across the whole curriculum. Teachers are expected to plan for this accordingly using the Writing Process in a range of writing purposes as outlined in the long term planning.



### 2.4.1.6 Vocabulary

Emphasis is placed upon supporting pupils to develop a wide range of vocabulary as early as possible.

Specific topic vocabulary is identified and shared with pupils and parents through knowledge organisers. This vocabulary is taught to ensure children have a sound basis to build understanding.

Texts are selected to give pupils opportunities to build language linked to topics. Pupils are encouraged to play with language, noticing and questioning unfamiliar words and rehearsing new words to aid their transmission from short to long term memory.



#### **2.4.1.7 Speaking and listening**

The importance of developing clear communication skills is not underestimated at Kineton. Pupils are taught how to share their thoughts and opinions in an articulate manner whilst listening carefully and respectfully to others. Daily opportunities are built into teaching for pupils to listen, share ideas and develop their learning through collaborative discussion, roleplay, reading and performance.

Children who have speech and language difficulties are identified as early as possible, expert advice sought and comprehensive programmes of support implemented.

Throughout the year, pupils are given opportunities to speak and/or perform in front of larger audiences for example through class assemblies, school productions and church services.

#### **2.4.2 Maths**

*At KPS, we strive to equip children for the modern world through teaching them the importance of mathematics as an interconnected discipline; ensuring children are fluent, can reason and solve problems both in a mathematical context and in the real world.*

2.4.2.1 Children should receive the equivalent of five daily maths lessons each week. This can be combined into longer lessons on particular days.

2.4.2.2 The maths curriculum is a spiral curriculum. Units are carefully sequenced to allow pupils to develop and revisit concepts and skills over time in order to gain a deeper understanding of concepts. **Appendix 4 Spiral Maths Planning**

2.4.2.3 White Rose Hub units are used to support teachers planning clear progressive lessons building from fluency through to problem solving and reasoning.

2.4.2.4 When teaching concepts, teachers should build carefully through the concrete->pictorial->abstract progression in order to help to develop a secure understanding of concepts through a range of representations.

2.4.2.5 Teachers can use a variety of resources to support their planning including Maths Shed and Grammarsaurus depending on which is most suited to their teaching style and class's needs.

#### **2.4.2.5 KIRFs**

Learning in maths builds on previous learning so it is important that the children get to grips with the basics early on. There is a clear link between knowing number facts and progress in maths.

Our progressive KIRFs (Key Instant Recall Facts) support the gradual learning of number facts as the children move through school. Children are expected to recall facts within 3 seconds.

Facts are organised sequentially into half-terms. Pupils are tested regularly and supported to practise these key facts in school and at home to build instant recall. Once they have mastered one set of facts, they move on to the next.

## **2.4.3 The World**

**2.4.3.1 Science** - *At KPS, we aim to deliver a high-quality science education that provides the foundations for understanding the world through the scientific disciplines of biology, chemistry and physics. All pupils will be taught essential aspects of knowledge, methods, processes and uses of science.*

Science learning is outlined in topic planning with each year group covering one unit per half-term.

The Association of Science Teaching's PLAN Planning and Assessment (including exemplification) materials are used to support teachers deliver high quality science lessons.

The five types of enquiry skills are embedded within science teaching:

- Pattern seeking
- Identifying, classifying and grouping
- Research using secondary sources
- Comparative and fair testing
- Observing over time

Rather than being taught as a separate strand, science lessons focus on the key features of enquiry, so that children can learn to use a variety of approaches in order to answer scientific questions.

**2.4.3.2 History** - *Through history, children will develop skills, knowledge and understanding of how people and events have transformed local, national and global societies.*

Topic planning has been carefully mapped to ensure that children experience full coverage of the statutory elements of National Curriculum.

The history skills progression and long term planning supports teachers to ensure learning is progressive and high quality.

**2.4.3.3 Geography** - *Geography will inspire in children a curiosity and fascination about the world and its people.*

Topic planning has been carefully mapped to ensure that children experience full coverage of the statutory elements of National Curriculum.

The geography skills progression and long term planning supports teachers to ensure learning is progressive and high quality.

A locational skills progression has been developed to map out exactly what knowledge should be embedded in each year to give pupils fluency with key geographical facts e.g. names of continents, capital cities.

**2.4.3.4 RE** - *Using our Christian foundations, children will explore the big questions of life with curiosity and respect. We will support children to understand what different religions believe and how they live in answer to these questions.*

There are two key aspects to our R.E. planning at Kineton Primary School The SACRE agreed syllabus and Understanding Christianity. The R.E. long term plan outlines coverage of both aspects of planning ensuring balanced R.E teaching with a distinctly Christian focus.

The **Coventry and Warwickshire Agreed Syllabus** sets out what pupils should be taught in religious education (RE) from ages 3 to 19. All maintained schools have a statutory duty to provide a broad and balanced curriculum which includes RE.

**Understanding Christianity** is a coherent and challenging curriculum to raise levels of religious literacy. It aims:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

There are eight core concepts at the heart of Christianity that pupils need to understand. These concepts tell the 'big story' of the Bible and are revisited a number of times as they move through school.



As pupils build up their understanding, there are 'knowledge building blocks' related to each concept.



Pupils encounter these concepts, and teachers teach them through key questions, using a model with three elements. This develops pupils' abilities to make sense of texts related to the core concepts, to understand the impact of belief in these concepts in the lives of Christians and the Christian community, and to make connections beyond the concepts with other learning, including pupils' own responses.

**2.4.3.5 PSHE** - *We aim to teach children to be reflective and responsible members of both the local and global community. Children will be equipped for life with skills in physical, mental and emotional health and well-being.*

You, Me, PSHE is a scheme of work provides a clear, progressive PSHE curriculum that has been adapted to fit our long term curriculum planning covering the following programmes of study:



The Taking Care Project is a protective behaviours programme designed to teach the two key themes “We all have the right to feel safe all the time” and “We can talk with someone about anything, even if it feels awful or small”. This is taught annually across the school in the second half of the autumn term

RHSE is taught through the My Feelings, Friends and Family programme during the second half of the summer term covering all the objectives from the DfE guidance for relationship education. Please see the RHSE policy for further detail.

No Outsiders teaches the Equality Act 2010. Through structured exploration of picture books and topical current affairs pictures in assemblies, children learn to explore and accept difference and diversity. The No Outsiders ethos develops confidence and resilience in children, preparing them for life in modern Britain. No one is an outsider in our school; everyone is different and everyone belongs

**2.4.3.6 Language** - *The study of a language will provide children with the tools to communicate as world citizens, enable them to develop cultural awareness and provide a foundation for learning further languages.*

We teach Spanish as a Modern Foreign Language in Key Stage 2. The Rachel Hawkes scheme of work provides structured, sequential planning supporting teachers to ensure coverage and progression in language and skills.

## **2.4.4 STEM**

**2.4.1 Computing** - *At KPS, we encourage children to develop their computational thinking and knowledge about how to stay safe online. We create meaningful links across the curriculum allowing children to program, be digitally literate and equipped for a future digital world.*

Computing is taught both discretely as part of an integrated digital literacy curriculum. Progressive planning outlines skills pupils are taught in each group.

The Evolve materials are used to support the teaching of online safety both as planning computing lessons and as the needs of require.

**2.4.2 Design Technology** - *At KPS, we enable our children to solve real life design problems with innovative solutions by acquiring and using a broad range of practical and evaluative skills.*

The Projects on a Page scheme of work is used to deliver our DT teaching. Written by the D&T association and based on the principles of effective teaching and learning in D&T, the scheme supports teachers to deliver DT in an imaginative, meaningful way while ensuring a careful sequence of learning within units and between year groups to develop skills.

## **2.4.5 Creativity**

**2.4.5.1 Art & Design** - *At KPS, we expose children to a range of great artists, craftmakers and designers ensuring children are engaged, inspired and challenged. We equip them with the knowledge and skills to experiment, invent and create their own world of art.*

Emily Gopaul's *Teaching Primary Art and Design* is used to provide a framework for teaching the five main skills for making art: drawing, painting, collage, printing and sculpture.

Through carefully planned lesson frameworks, pupils explore ideas and express their skills visually and verbally.

Units begin with a focus piece of art or artist. Pupils then explore the skills and techniques (including drawing) before undertaking their final piece. The focus is placed upon the process and individual creativity rather than on a fixed outcome.

**2.4.5.2 Music** - *At KPS, we grow a love of music and develop as musicians by listening, creating, playing and performing.*

Charanga's Musical School Scheme provides comprehensive units for each year group with clear planning and progression and exciting whiteboard resources for every lesson.

The learning within this scheme is based upon listening and appraising, creating and exploring including opportunities to play tuned instruments and singing and performing.

Pupils receive quality music provision each term.

**2.4.5.3 PE** - *At KPS, we inspire children to participate, succeed and excel in competitive sports and other physically demanding activities. Children will be given opportunities to participate in competitive sports which build character. Physical (and mental) fitness/ wellbeing.*

The Twinkl progressive planning scheme is used across the school to deliver progressive P.E. lessons across a range of indoor and outdoor disciplines.

Woodland skills is also taught to all year groups with children learning increasingly more complex and with greater independence as they move through school.

Swimming is taught twice a week for the summer term in our outdoor swimming pool.

### **3.0 Impact**

The impact of delivering a broad and rich curriculum and therefore high quality learning will be demonstrated in what the children have learned and retained.

Learning is an alteration to long term memory and as such in our evaluations of the curriculum we should be able to see that pupils know, remember and be able to more. The way in which we evaluate the curriculum focuses on evaluating this rather than on tick boxes or data.

#### **3.1 Evidence**

##### **3.1.1 Quality of learning**

Pupil outcomes including evidence in books, conversations with pupils and observations of children in their learning are all used as primary sources to evaluate the impact of the curriculum.

### **3.1.2 Knowledge Organisers**

Half-termly knowledge organisers are used to encourage reflection and revisiting of learning to support pupils, parents and teachers to reflect not only on what has been taught but what has been retained.

### **3.1.3 Moderation**

Regular opportunities are given for teachers to meet within school, with other local schools and across the authority to moderate judgements.

## **3.2 Monitoring and evaluation**

The senior leadership team organise the monitoring of teaching and learning as well as curriculum development, working closely with subject leaders and teachers to achieve maximum impact. Monitoring schedules are planned for each term with specific foci based upon the school improvement plan.

### **3.2.1 Flipped monitoring**

Before monitoring, teachers are asked to self-evaluate pupil outcomes identifying strengths and next steps before this is flipped to be looked at by the curriculum teams.

### **3.2.2 Curriculum team monitoring**

3.2.2.1 Subject leaders are grouped into three teams: The World, STEM and Creative. Each team works collaboratively to evaluate and plan for development in their subjects. **Appendix 5 Subject leader expectations**

3.2.2.2 Once teachers have undertaken their self-review, curriculum teams quality assure these judgements. They draw conclusions about development points across the school, planning next steps for training and subject development.

### **3.2.3 Subject leaders**

3.2.3.1 Subject leaders have overall responsibility for their specific subjects. They examine long-term and medium-term planning, evidence of children's learning in books, in digital form and on display. They may also talk to pupils to ascertain their views. Subject leaders review the impact of the curriculum on children's learning and then make any required changes.

3.2.3.2 Subject leaders will then take on the actions as identified by the curriculum teams to ensure they are undertaken in a timely manner and any subject specific support or training is provided to other staff as necessary.

### **3.2.3 Governors**

3.2.3.1 Our governing board's Performance and Standards Committee is responsible for monitoring the way in which the school curriculum is implemented.

3.2.3.2 Members of this committee liaise with the respective subject leaders when a particular subject or area is a focus on the school's improvement plan (SIP), and monitor the

progress and attainment. There is also a named governor assigned to SEND, pupil premium, Early Years Foundation Stage and child protection.