

Children First Learning Partnership



Inspiring Excellence Together



Curriculum Policy 2020

The Curriculum Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board

Chair of Local Advisory Board:

Mr. C Clulow

Responsible Officer:

Kingsfield Headteacher- Mrs R Butler

Agreed and ratified by the Local Advisory Board on:

11.05.2020

To be reviewed:

May 2022 or earlier if required



Introduction

At Kingsfield First School we define the curriculum as the coherent and integrated offer we provide to our children from the coverage of the EYFS and National curriculums to the opportunities we provide both explicitly and intrinsically via our strong community based ethos by encouraging children to develop their unique personalities and to act as respectful, responsible, confident, tolerant well-mannered and caring individuals. We believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore, provide the time to have fun, promote equality and also a sense of wonder at the world we live in.

We are continually reviewing and adapting the curriculum we offer to our children. The curriculum at Kingsfield First is evolving according to the needs of our children and to the aspirations of the local and national community in which we live.

Our Curriculum Intent

The intent of our curriculum is based on the context of our school and the needs of our pupils. We believe there are 5 clear and fundamental aims:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: Through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

The rationale for our choices and priorities to achieve them are listed below and are reflected in our individual subject specific intentions. (Please refer to our individual subject specific policies alongside this policy for further information)



RECOGNISE UNIQUENESS

Built in 1908, Kingsfield First School is at the heart of the Biddulph town centre. Generations of families have attended the school and we are very much working in **partnership** with our **local community**. Working together with our **stakeholders** allows us to become stronger and achieve the best outcomes for all pupils. The success of the school is built on the **strong relationships** between staff, parents & carers, other schools, outside agencies and local visitors.

Our wealthy **school environment** consisting of woodland areas, sports fields, computer suite, music room, cookery room, library, outdoor adventure trails, and generous teaching rooms provides a rich variety of opportunities for our Nursery to Year 4 children. Together with our **dedicated staff** who strive to provide a welcoming, happy and secure place where children will flourish, is what makes Kingsfield unique. Our pupils leave us as responsibly, achieving individuals and they then head off together of our two local Middle Schools in Biddulph.

BE INCLUSIVE

All lessons have the same high expectations for all pupils. Achievement in all subject areas is tracked and our progressive curriculum ensures pupils gain a deep understanding and embedded **key skills**. We recognise that children have different family backgrounds, different starting points and strengths and we ensure the **support** is in place, to gain maximum pupil **fulfillment** for all children.

Successes within lessons are **celebrated**, as too are pupil achievements outside of school, along with school events such as the choir's performance. We recognise that our pupils have a range of **interests** and we endeavor to provide opportunities that identify and show case them through lessons, partnership school events and clubs.



ENGAGE & INSPIRE

We aim to ignite **interest** and inspire future dreams. This we achieve through a **topic-based curriculum** that drives standards in the core and non-core subjects. Teachers, alongside Subject Leaders have developed a progressive, engaging curriculum which drives learning, imparts knowledge and embeds skills. Entwined through this are carefully planned **trips**, guest **visitors**, **enrichment days**, **clubs**, **forest schools**, **community events** and **partnership** school activities all of which provide pupils with a variety of experiences to unlock new talents, make strong connections to embed learning, gain knowledge and deepen their verbal communication.

PROMOTE ASPIRATION

Assessment for learning determines children's starting points and **challenges** in daily lessons. Pupils work in **partnership** with staff to drive learning outcomes in response to marking and dialogue. Pupils reflect on their progress and **set new goals** for success. Achievement is **celebrated** through classroom and whole school strategies. Alongside academic achievement Kingsfield also promotes pupils **leaderships** qualities through a variety of roles thus developing aspiration for all children.

CREATE CITIZENS OF THE FUTURE

At Kingsfield we **nurture** and grow individual children, whose personalities are unique, valued and respected by all. We believe that **personal qualities**, combined with **talents** and **academic achievement** provide for a well-rounded, balanced pupil to succeed and achieve their future prospects. Developing a strong moral compass where pupils have a sense of **responsibility** is key to developing confident, independent citizens. Strategies to achieve this include class leadership roles such as the class "Super Friend," school council representative and the Eco Warrior to name a few. We also use emotion boards, worry monsters, nurture based groups, peer mentors, monitors, links within the local community, team work, staff training and work with outside professionals to provide any specialist support.

Curriculum Drivers

Our curriculum intent recognises the acquisition of key knowledge alongside the development of range of subject specific skills.

At Kingsfield First School we intend to promote and plan for the development and use of the 4 curriculum drivers (Communication, Evaluation, Create & Problem Solving) in all that we do to enhance engagement, deepen learning, develop key life skills and raise attainment for all.

Communication	Evaluate	Create	Problem Solving
Focus for Development in the Early Years			
Respect		Explore	Inquisitive
Taking turns		Imagination	
Listening			
Focus for Development in KS1			
Tolerance	Self-driven	Responsive	Team work
Good Understanding	Open minded	Open minded	Challenge
Vocab rich	Confident	Inquisitive	Adaptable
Co-operation	Resilience	Independence	Reasoning
Confidence	Reason	Individuality	Perseverance
Compromise	appreciation	Adaptation	Interest
Ask questions	Optimism	Inspired	Drive
Patience		Experience	Acceptance
Body Language		Resilience	Communication
			Application of skills
Focus for Development in KS2			
Articulate	Objectively acceptance of praise/criticism	Learn from mistakes	Logic
Accept others' opinion	Balance view	Resourceful	Methodical
Awareness of audience	Reflective		
Empathy	Empathy		
Debate			

What do we teach?

The provision we offer is guided by the requirements of the EYFS Curriculum, National Curriculum and the requirements of the Local Authority Agreed Syllabus for RE.

Our provision takes into account every aspect of a child's development. The curriculum gives all of our children the aspiration and opportunity to achieve the highest possible standards in all subject areas. We recognise that reading is the key to unlocking our curriculum and a high emphasis is placed upon it from the moment a child arrives at our school. To enable our children to develop socially, morally, physically, emotionally and spiritually, we provide stimulating learning environments in which children are encouraged to learn how to learn through their own experiences and apply their knowledge independently. Within this framework of both a broad and balanced curriculum, our planning and progression documents ensure that our curriculum suits the needs of all pupils in school where lessons are practical in real-life contexts where possible to provoke curiosity we want our children to have in order to fully engage in our exciting curriculum. The individual needs of each child are met through well planned and varied learning activities, including visits, workshops and specialist tuition.

Teaching for depth of learning

At Kingsfield First School, our progressive curriculum has been carefully designed, organised and planned to ensure that our children are not merely covering the statutory content of the EYFS and National Curriculum but achieving a depth of learning through the widening and deepening of essentials knowledge and skills thus allowing these to be used across all areas of the curriculum. Within our curriculum, we build in many opportunities for repetition and practise to ensure that children are able to revisit previous learning, which allows them to gradually develop and build upon this to achieve a clear depth of understanding. This includes time to teach subject specific language and time to use such language in the correct context.

Teaching for a breadth of learning

At Kingsfield First School, we carefully design, plan and implement our curriculum to provide balance across areas of learning to allow for children to develop both academically, personally and socially. It is part of our underlying belief that every child should feel valued and experience feeling success in a wide range of curriculum areas as responsible and resourceful pupils who reflect on their learning, building resilience and taking risk whilst understanding that we learn from our mistakes. In addition to this we want to ensure that our children build and develop and maintain strong relationships.

Furthermore, we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we adopt a flexible approach through the effective use of assessment for learning techniques so that we can meet and respond to the needs of our pupils both in advance via prior learning opportunities and in the moment during our learning pathways via effective questioning, learning facilitation and the informed and timely use of a wide range of resources and learning prompts.

Our balanced curriculum is not at the expense of high standards in core subjects in fact we believe the more curriculum breadth and depth we offer our pupils the wider range of knowledge and skills they will have to achieve high standards. Our cross curricular approach to learning ensures that high standards and expectations of our children's work and outcomes are consistent across all areas of their learning.

Our full, rich and varied curriculum, with its excellent range of experiences, ensures that every pupil at Kingsfield First School makes excellent progress both academically and personally. It is unique to our school and allows our children to flourish.

Teaching for knowledge, understanding and skills

Our subjects are taught discreetly under the umbrella of a topic which may last a half term or term so that our children are aware of the many subjects within our curriculum and the skills within these (both subject specific and transferable), alongside knowledge and understanding. Our topics have been selected based on their ability to enthuse and motivate our pupils alongside the need to create a cohesive long term plan which utilizes our school resources and local contexts effectively. We plan very carefully to always ensure there are purposeful links to interweave subjects where it naturally fits, are topics are not the driver for learning but are instead a vehicle to help us get there. This ensures that planning and learning is sequenced appropriately to help support understanding and for progression and to allow children to be able to obtain knowledge whilst applying the skills necessary and vice versa. This is done through our unit pathways and non-negotiables for lessons, all written individually by leaders for their subjects areas.

Our intent is to ensure that our children develop the knowledge and understanding needed in what we must cover statutory from the EYFS and National Curriculum as a starting point, but to also take their learning deeper to ensure it has 'stickability'. Alongside the knowledge and understanding, are the many subject specific and transferable skills we teach. We recognise the need for children to both know and remember what they have taught in order for longer term memory gains to occur and transferability and recall to be achieved.

Beyond the Classroom

We are fully committed to providing the children with a wide and rich range of learning experiences beyond the classroom and this is based on the resources we have and the needs of our children.

20% of our pupils are those most disadvantaged. Due to this, offering pupils those opportunities to develop a 'cultural capital' and context to learn is vital to ensure engagement can be higher and knowledge can be grasped first hand. We also want to open our pupil's eyes to the world beyond their community, raising aspiration and an inquisitiveness to explore and gain a thirst for future knowledge.

Educational Visits

We build opportunities for children to visit museums, galleries, theatres, parks, places of worship and historical landmarks. Not only do our children regularly explore our local area, visiting places such as the library for special events and residential home, we also take full advantage of the wealth of our local heritage. We expect that all children will participate in all educational visits as it links and enhances their classroom learning.

Specialist Visitors and Projects

Artists, musicians, authors, religious leaders, sports coaches and theatre groups frequently visit our school to work with children, providing specialist support in developing new skills. We also introduce swimming lessons in Year 1, where we use the facilities of Knypersley First School with whom we are federated with and is one of our multi-academy partners. Such lessons are taught by a swimming coach. A forest schools programme is also integrated throughout the year for all classes including Nursery, here learning is linked to class topics to deepen knowledge as well as developing key skills. The programme of forest schools is delivered by a specialist forest schools teacher in conjunction with our staff. A third specialist teacher is our peripatetic music teacher who teaches ukulele to all key stage 2 pupils.

School Residential

We feel it is important that children experience a residential as part of their learning experience to help in their personal and social development. Children get the opportunity to experience this in Year 4. Parents pay a contribution towards the cost of this.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering a wide range of extra extra-curricular activities, including: sporting clubs, crafts, choir, maths, violin, and drama. Such clubs are delivered by both specialist coaches and school practitioners.

The role of the Headteacher

- provides strategic lead and direction for the curriculum ensuring it matches the school intent and planned implementation.
- supports and offers advice and challenge to colleagues on issues related to their subject
- provides appropriate subject specific CPD
- provides efficient resource management
- (alongside subject leaders) monitors how their subjects are taught through monitoring the medium and short term planning and ensuring that appropriate teaching strategies are used
- Ensure evidence of the impact of the curriculum intent is gathered effectively and used to inform future actions.

The role of the Subject Leader:

Within the school's organisation, each class teacher takes on the responsibility for leading a subject area. It is the role of the subject leader to:

- Provide a clear and relevant vision for their subject intent and implementation
- keep up to date with developments in their key area of learning both at local and national levels
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities
- monitor how their subjects are taught through monitoring the medium and short term planning
- lead improvement through supporting colleagues
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that a coherent and progressive gain in knowledge and skills is planned for
- oversee the mechanism and analysis of the impact of their subject provision within the whole school curriculum
- audit, order and manage resources to enhance learning experiences for the pupils

Monitoring and Review

Our Local Advisory Board Curriculum Link Governor and Children First Learning Partnership Curriculum Champion are responsible for monitoring the way the school curriculum intent is implemented and the impact it has on pupil outcomes. This may be through the analysis of data, the impact of CPD, pupil voice or by scrutinising the monitoring findings and actions of the Headteacher and subject leaders.

The Headteacher is responsible for the day to day organisation of the curriculum and monitors the curriculum through planning, classroom observation, liaising with the Subject Leaders and School Leadership Team.

Subject leaders monitor the way their subject is taught throughout the school ensuring their planned intent is implemented resulting in a clear and positive impact. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

REVIEW

Unless the need arises before this date, the Local Advisory Board will review this policy every 2 years via the Local Advisory Board Summer 1 meeting, modify or amend it as it considers necessary to ensure the policy meets the needs of The Kingsfield First School.