



KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

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Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



RATIONALE

This document sets out to describe how curriculum planning, delivery and monitoring are managed within the wider context of the whole school setting in order to meet the requirements of our statement of whole school aims. The document is supported and complemented by our policies for Teaching and Learning, Assessment and Monitoring.

THE NATIONAL CURRICULUM

Kingsnorth CEP is using the Programmes of Study from the National Curriculum 2014.

Subject leaders have set specific guidelines, schemes of work and lesson planning arrangements for their specific subject area. They also hold the overall view of the 'health and wellbeing' of their subject in terms of assessment and monitoring needs. The design of the curriculum is based around utilising the programmes of study from the current National Curriculum and teachers planning from a whole school yearly overview and curriculum vision.

The main aim is to deepen learners' thinking and encourage them to be more intimately involved in their learning. When children normally begin a new unit of work, they are introduced to the key vocabulary, new knowledge and the skills they will be exploring via a 'Subject Organiser'. This document is for the children, enabling them to see the progression their learning will take. It gives a clear explanation of the new topic and allows children to separate coverage and skills. In foundation subjects, it also acts as a planning document for staff.

The National Curriculum provides the framework of areas to be studied. The school's curriculum overview gives a broad and balanced curriculum with subject skills. The purpose of study for each curriculum subject is clearly stated in the National Curriculum for England. At Kingsnorth, subject leaders have taken the purpose of study and the skills and developed a curriculum that meets the needs of our children in our school.

Teachers have a responsibility to ensure their pupils receive the best opportunity to learn in a creative and stimulating way. The pupil's subject contents and knowledge are different for each year group, their understanding and subject skills developing through careful planning and assessment.

THE KINGSNORTH CURRICULUM

At Kingsnorth, we have designed our own curriculum, using the programmes of study from the National Curriculum as our starting point. We are currently on the journey of becoming a Thinking School; this means we are dedicated to the belief that metacognition and an understanding of how we learn are powerful tools to equip our children with, both to support them academically and throughout their life in the wider world.

In order to encourage depth of learning, enthusiasm and a powerful desire for knowledge, the school has adapted the timetable to approach several subjects as a 'Block'. A blocked subject is taught for three afternoons a week, over a two week period, therefore enabling an intense period of study on a particular unit. These subjects include Science, Humanities, PE (there are two units of PE per term, one is taught weekly and the other is blocked), and Art and Design.



Pupils and Staff alike agree this approach allows children to become immersed in a unit of work, leading to greater opportunities for deeper exploration, enjoyment and learning.

At Kingsnorth, the curriculum encompasses more than the subjects set out in the National Curriculum; we ensure our Vision and Values and Church ethos provide our children with a wider approach to life-long learning.

SCHOOL ORGANISATION WITH RESPECT TO THE CURRICULUM

Year group/class organisation

The school is divided into two Key Stage teams. There is a Key Stage Leader responsible for overseeing each. There are two classes per year group. Currently, there are fifteen class teachers, supported by a range of teaching assistants who specialise in taking intervention groups in Maths, Reading, Spelling, Punctuation and Grammar and Writing.

At Kingsnorth School, a 'mastery approach' to teaching and learning is adopted as part of our Maths curriculum. The backbone of Maths assessment, planning and direction for the curriculum is formed through 'White Rose Hub' materials, in conjunction with other documents promoting a 'mastery approach'. Children work towards acquiring the three fundamental mathematical skills underpinning curriculum requirements: to be fluent in various mathematical concepts, to be able to reason logically and to be able to problem solve confidently. They are taught this through initially using concrete objects (manipulatives), moving towards pictorial representations and finally progress towards an abstract approach to their calculations.

The English curriculum has a love of reading at its core. Children are taught to read using the phonics programme section of Read Write Inc, and then move to using Accelerated Reader to foster enjoyment and independence. Classes are named after authors, with pupils become experts in their particular writer. All classes have a 'class reader' and Key Stage 2 also have dedicated reading skills lessons. We use Literacy and Language to develop our children as writers, focusing on the skills of editing and redrafting. If children still have some strong blending/phonological awareness issues in Key Stage 2, they work through a programme called Fresh Start in order to increase their confidence in English, with an attempt to bring them up to Age Related Expectations in Reading and Writing.

On occasions, all year groups will have the opportunity to take part in workshops/ competitions/ visits/ class trips in order to enhance their curriculum experience.

Children are taught in single age classes. However, there are times when they may be taught in either of their year group classes and may also be taught in small groups that across year groups for 'interventions' or for specific input such as RWI. In Year R there is an opportunity for children to 'Free flow' through classes during Child Initiated time.

CURRICULUM DELIVERY

Curriculum Delivery

Learning is celebrated in many ways, and a weekly "Achievement Assembly" is held for all the school. Children are selected for recognition of their achievements with an emphasis on the process of learning. These assemblies also provide an opportunity to celebrate learning within and outside school. Each child belongs to one of 6 named houses, Shakespeare, Harvey, Holmes, Dickens, Churchill and Beckett. The team points are awarded for excellence in work or



behaviour or social contribution. A weekly report is shared in assembly of the number of house points awarded to each team, culminating in a trophy being awarded at the end of the year.

Home Learning

Home learning is set throughout the school. It takes a variety of forms depending on the age of the children and the topics being studied, but tends to focus on core skills. Children are encouraged to read to or with their parents/carers on a daily basis. Further details may be found in the school's Home learning Policy. Teacher's use their own discretion for home learning in the Upper School, always adhering however to the school's Home Learning policy. With most pieces of home learning, children are given a set amount of days in which to complete it (usually one week).

Classroom management

Classroom management is an area not constrained by a tight set of guidelines. The individual class teachers, through careful thought and planning, take due account of the following to achieve effective organisation of a classroom and of the children in any class:-

- the age of the children.
- the nature of the task to be tackled.
- the desired learning outcome.
- the chosen teaching style.
- the range of ability within the class.
- the level of special educational needs within the class.

High expectations across the school for both staff and children, along with a clear structure for dealing with any children who may be uncooperative, lead to effective whole school class management structures.

Assessment and the use of marking

See Marking for Improvement Policy

Record keeping and reporting to parents

Records are kept in order to provide information to further children's learning. The following records are kept:-

- ✓ Curriculum Coverage (Whole School Overview and Year Specific Overviews)
- ✓ Curriculum plans (Subject Organisers)
- ✓ Planning for core subjects (White Rose plans for Maths)
- ✓ Individual pupil workbooks (where applicable).
- ✓ Individual Education Plans (I.E.Ps).
- ✓ Annual School reports
- ✓ Foundation Stage profile
- ✓ EYFS Baseline reports

There are termly opportunities for parents to meet with teachers to discuss the child's progress. Parents are encouraged to meet teachers at any point during the year if they have worries or concerns. A written report to inform parents of their child's progress, achievements and areas for development is issued in February with a summary report in July. Parents are requested to discuss the report with their child's teacher.



School Journeys and Other Visits

Children in all age groups participate in a variety of visits during each school year. These visits are planned to enhance and reinforce children's learning in different areas of the curriculum and are usually linked to particular topics being studied.

Year 4 children participate in a three day residential to Kingswood Activity centre. Year 6 children participate in an annual residential visit (usually to France). As well as providing the stimulus for a great deal of curriculum work it also gives the children a valuable social experience.

The Outdoor Environment

The school grounds are used for a number of educational and recreational purposes. The area can be used as an outdoor classroom for a wide variety of activities and investigations in many areas of the curriculum; in maths for practical and problem solving activities e.g. measuring, scale, shape; in science for environmental investigations, building materials, etc.; for geography there is a weather station. EYFS has a dedicated outdoor provision which is zoned in line within areas of the EYFS curriculum.

Our outdoor environment, including the MUGA, also plays a huge part in the PE and Sport we actively promote for our children. In PE, children use the space on the field for numerous sports activities, as well as for orienteering work, OAA activities etc. Within the field of sport, our children are encouraged through numerous methods to take part in a wide range of different sports. We also host numerous sporting competitions, using our outdoor environment as widely and imaginatively as possible to enhance the children's learning, health and wellbeing.

The School library

The library is seen as a vital tool in enabling us to deliver our curriculum which is why it is situated at the heart of our school. We aim to encourage children to read widely, to promote enthusiasm for reading, to develop retrieval skills and promote books as a lifelong source of pleasure. We use Accelerated Reader as our method of tracking children's reading progress and assessing their comprehension of the texts that they are reading.

We encourage our children to read as widely as possible, from newspapers and magazines to picture books and non-fiction texts. We hold regular book sales in school to foster the children's love of reading.

CURRICULUM DEVELOPMENT

The school has a clear structure for curriculum development through the use of a School Improvement Plan which it writes and reviews with all key stakeholders three times during the year (particularly focused upon by Key Stage Leaders in team meetings). This enables us to be responsive and reflective of the needs of the school community. It is built around five key areas:

Leadership and Management
Quality of Education
Behaviour and Attitudes
Personal Development
Evaluating the Quality of Education in Early Years.

This is monitored by the SLT, WLT and teachers within the school setting. The governors of our school have a strategic overview of the way in which the School Improvement Plan is to be implemented. Visits by governors are made in order to address the relevant points of the School



Improvement Plan. Key Stage Leaders also review and implement certain parts to the School Improvement Plan in team meetings.

ROLE OF SUBJECT LEADERS

Every subject taught within the school has a lead member of staff to oversee their management. Each person has a responsibility to:-

- ✓ set policy and schemes of work
- ✓ regularly monitor the teaching of the subject(for curriculum areas)
- ✓ maintain systems of monitoring children's progress (for curriculum areas)
- ✓ communicate knowledge, ideas and advice to colleagues
- ✓ ensure adequate provision and availability of resources
- ✓ consult with other subject leaders regarding the integration of their area with others across the school
- ✓ develop their subject within the context of the national curriculum and the needs of the school
- ✓ Work with others schools in Aquila in subject development
- ✓ Write a subject action plan with clear objectives for their subject for the coming year.
(See Subject Leaders policy)

Each aspect is carried out in consultation with the Curriculum Leader and Head of School.

ROLE OF CURRICULUM LEAD

The Curriculum Lead supports the Subject Leaders as they implement the School Improvement Plan and has an overview of the Curriculum. This can be detailed as follows:-

- The Head of School has overall responsibility for monitoring the quality of education; namely the teaching and learning.
- Through lesson observation and feedback to class teachers, INSET and staff development the Head of School ensures all remain informed of progress and issues.
- Subject leaders, through consultation with the Curriculum Lead, co-ordinate the monitoring programme for their specific subject area.
- The Curriculum Lead disseminates any CPD opportunities relating to curriculum that they have attended with staff as appropriate, such as through INSET days or staff meetings.
- The Assistant Headteacher/ Curriculum Lead will discuss SATs results and any other relevant aspects of monitoring with the School Leadership Team and Governing Body either as a whole or through committees. Trends, strengths and weaknesses will be noted.

ROLE OF GOVERNING BODY

The Governing Body has a Learning and Development Committee which plays an integral part in overseeing the curriculum, reviewing and adopting policies and monitoring the curriculum in a number of ways. Their role is to keep a strategic overview of the curriculum. The Committee:-

- reviews the policy for each subject in the curriculum and recommends its adoption to the full Governing Body.
- works with the Headteacher and the SLT in examining the SATs results. Trends and imbalances with national figures are concentrated upon.



- Governors are also assigned to one of our school 'teams' (upper, middle or lower) and by liaising with team leaders and other staff members, have a strategic overview of their area, and of the 'teams' schools improvement plan.