



Curriculum Policy

Approved by governors: June 2023

Next Review: June 2025

Committee: Pupil and Personnel / Strategic Development

“Making a World of Difference”

Rationale

At Kingsway we want to support all of our children to be the best version of themselves they can possibly be. We believe that children need opportunities to develop skills and personal qualities which will take them through the rest of their lives as confident and capable individuals who make a world of difference.

The aims of our curriculum are to:

- Support children in overcoming barriers and prepare them for their futures
- Raise aspirations, inspiring our pupils and preparing them for the opportunities, responsibilities and experience of adult life in an ever-developing world.
- Embrace the values and culture within our community and what matters to the pupils themselves.
- Promote spiritual development and enable pupils to develop moral sensibility through carefully taught values.
- Ensure core knowledge is woven through the curriculum and combine knowledge and skills across subjects to allow pupils to make connection and deepen their understanding and thinking.
- Make learning purposeful by providing meaningful contexts.
- Promote kindness, independence and teamwork to enable children to be success in the world.
- Essential skills in English and Mathematics are applied and underpin everything.
- Support children in developing a lifelong love of learning which will take them well beyond Kingsway.
- Ensure all pupils have the opportunity to access extension and enrichment activities to enhance classroom learning and promote interpersonal skills and social development.
- Promote physical and well-being to address local health issues which may occur in later life

Our curriculum is underpinned by our core values of:

- Kindness
- Independence
- Teamwork

We believe that by developing children’s ‘Kingsway KIT’ they will leave primary with the skills needed to be successful so that they can make a world of difference.

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve the following:

Secure development and achievement...

- provides opportunities for students' personal development.
- allows students to achieve their personal best.

Prepare students for "life beyond Kingsway"...

- challenges, motivates, inspires and leads to a lifelong interest in learning.
- prepares students for further education whether academic or vocational and for the world of work.

Promote active community involvement...

- ensures students are fully prepared for life in modern Britain.
- offers a wide range of quality extra-curricular opportunities for personal development.
- involves working with the community to promote local, national and global awareness.

1 Introduction

1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. As well as encompassing the formal requirements of the National Curriculum, it also includes the various extra-curricular activities that the school organises in order to enrich the children's experience. In addition to the 'hidden curriculum', what the children learn from the way they are treated and expected to behave, our long term plans for each class are based on the new National Curriculum framework for Key Stage 1 and Key Stage 2 (September 2014), the EYFS Framework and guidance from the DfE relating to SMSC (Spiritual, Moral, Social and Cultural development) and promoting British values. It is enhanced through the delivery of a number of creativity weeks and days throughout the year. We want children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives in the culturally diverse society which is modern Britain today.

2.2 The main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis and thirst for lifelong learning;
- to teach children the basic skills of English, Maths and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to appreciate and value the contribution made by all groups in our multi-cultural society and to foster acceptance and tolerance of those with different beliefs or no belief;
- to enable children to be positive citizens;
- to fulfil all the requirements of the new National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong, including an understanding and respect for how the law is made and applied in England.
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively showing consideration for others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each class. This indicates which topics and skills are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

4.2 Through our medium-term plans, we give guidance on the objectives and teaching strategies for each topic.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents and outside agencies. If outside agencies are to be involved the school will inform parents and request consent in advance of any meeting or discussion taking place.

5.2 If children have additional needs, our school does all it can to meet the individual needs. If a child displays any signs of having additional needs, then their teacher will make an initial assessment of this need and adapt teaching to meet this need within the classroom curriculum delivery. Where a child's needs are more severe and complex, information will be gathered from a range of sources including parents, education and health care service to identify approaches to support learning. We will provide additional resources, support and where appropriate involve specialists at the earliest opportunity to ensure a positive outcome for the children involved.

5.3 The school provides support for each of the children on the SEND register. Targets are set and reviewed on a regular basis with the parents and any other agencies involved to check the child's progress.

5.4 We are committed to meeting the needs of these children with disabilities as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted with scaffolds for support, a variety of resources may be used and additional adult support may be provided.

6 The Foundation Stage

6.1 Foundation Stage planning is done in line with the EYFS Framework

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

7.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels, attending training and network events. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

8 Monitoring and review

8.1 The head teacher is responsible for the overall organisation of the curriculum. To support this, the head teacher monitors planning, in addition to evidence gathered from work scrutiny activities and observations.

8.2 Subject leaders monitor the way in which their subject is taught throughout the school through work observations, scrutiny activities, planning reviews etc

8.3 This policy is monitored by the governing body and will be reviewed every two years, or if necessary due to other changes in policy or guidance.