KINGS HILL SCHOOL
PRIMARY & NURSERY

Kings Hill School
Primary and Nursery

Curriculum Policy

Date of Policy: March 2024

Date of Review: March 2025

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CURRICULUM POLICY

Curriculum Intentions

The school's curriculum is the body of knowledge pupils learn while at Kings Hill School.

1. **Intent**: What should children know by the time they leave Kings Hill?
2. **Implementation:** How do we teach our curriculum?
3. **Impact**: How do we know how well pupils have learnt the curriculum?

Intent

The breadth of our curriculum is designed with two goals:

- To provide a coherent, structured academic curriculum that leads to the mastery of knowledge and skills learnt.
- To give all pupils a wide range of experiences to develop as a confident, resilient, respectful and motivated individuals prepared to be global citizens of the future.

Curriculum Design

Our curriculum is ambitious. It is knowledge based with regular opportunity for retention whilst also securing the necessary skills to become successful independent and expert learners. It builds on the school's strengths including well-developed SMSC provision, embedded school and British values, outdoor learning and enrichment. Children are developed as valued individuals with an emphasis on health and wellbeing both physically and mentally. Subject Leaders have designed the curriculum to ensure that it is relevant and contextual both locally and globally to develop a deep understanding of the changing world and community that we live in.

As well described in the Ofsted Inspection Handbook: "Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills."

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever changing wider world around us:

- *I am a good communicator.*
- *I am knowledgeable.*
- *I am an innovator.*
- *I am an individual.*
- *I am a good citizen.*
- *I am emotionally intelligent.*

Values –Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

Our coherently planned academic curriculum is underpinned by our learner profiles and uses the EYFS or National Curriculum (DfE 2014) as the basis for content and expectations. The implementation of our curriculum is informed by educational research in to effective teaching practices and cognitive science on how knowledge is attained and understanding occurs. Our approach is made explicit in our Teaching and Learning policy. We have structured this as follows:

- All year groups have curriculum maps for each term including key expectations for each subject and values covered. Teachers have deep knowledge of the subjects they teach and develop in pupils well-connected networks of ideas (schema).
- Retrieval practise and precision teaching is used daily in maths, spelling, punctuation and grammar and foundation subjects to retain knowledge with all pupils involved in the lesson through effective teacher questioning
- Pre-teaching booklets have been developed in science and history to support children in learning and remembering the key knowledge and substantive concepts of a unit.
- Reading, phonics, vocabulary and spelling are taught systematically to master fluency, comprehension, language and prosody.
- We aim for pupils to be able to connect new knowledge with existing knowledge so they have fluency and can unconsciously apply their knowledge as skills.
- Assessment is also ongoing through retrieval practice, low stake quizzes, questioning and feed forward sessions. There is regular feedback between children and teachers. Core subject summative assessment takes place three times a year to inform teacher's knowledge of gaps in learning. End of unit quizzes are used in foundation subjects to ascertain what the children know and remember.
- Teachers must assess learning and provide timely feedback, reshape learning and adapt teaching as needed.
- Developing strong partnerships with parents and carers that influence good attitudes to learning at home and school.

Curriculum Planning and Organisation

The National Curriculum subjects are taught as discrete subjects and coordinated as part of an integrated approach to learning. Learning within these subjects is based on the acquisition of new knowledge and skills and subject leaders have developed progression documents for their subject that ensure the National Curriculum is well covered and knowledge, skills and vocabulary are built progressively.

These documents have been used to develop progression documents for each year group to ensure coverage of the National Curriculum and progression of knowledge and skills. The progression documents are used as medium term plans for the foundation subjects. Weekly plans are in place for English and maths- these plans are flexible and are adapted based on daily formative assessments. These plans are in the form of interactive boards which shows the sequence of learning over the week. Children's interests and previous knowledge is sought prior to the planning stage to ensure that the topics are tailored for the cohort.

Reading is prioritised first and foremost through providing high quality texts in subjects beyond English and rewarding and motivating reading through reading challenges and awards. We aim to close the vocabulary gap by explicitly teaching new words. Phonics is explicitly taught through the Little Wandle programme and then the teaching of reading continues through a structured guided reading programme from Year 2.

The breadth of our curriculum helps prepare children for the opportunities, responsibilities and experiences of later life in the modern world and our values-based education philosophy underpins our work to actively promote values across the curriculum.

Enrichment activities are incorporated in to our curriculum such as life skills, outdoor learning and community engagement so to make real life links for our children throughout the curriculum. A rounded assembly programme and school events promote children's spiritual, moral, social and cultural development, enabling them to develop their own moral compass to guide them. Pupils are consulted in the development of their curriculum and pupil voice is used as a tool in the continuous evaluation and development of curriculum practice.

Wider curriculum opportunities are available to all children and include:

- Learning a musical instrument and using music technology
- Outdoor learning experiences
- Cookery lessons
- Belonging to a pupil leadership group
- A planned residential programme, including educational visits
- Visits to places of worship
- Assemblies and performances
- Welcoming visitors to the school who we can learn from
- A planned careers awareness programme
- Visits centred around safety and well-being
- Charity events led by pupils
- Promoting Spiritual, moral, social and cultural development
- Competing in sport

These wider curriculum opportunities form part of our pupil offer for every child.

Learning Environment

Our curriculum is supported by a rich learning environment. Working walls support children's learning in every classroom for English and maths; these show the learning journey and are a support for children and encourage independent learning strategies.

Displays reflect learning through pupil contributions, questions and pupil reflections. Our school values are displayed prominently both around the school and in every classroom and children are encouraged to discuss how they actively show values through the curriculum. Our themed days, working with the wider community and participating in workshops with secondary schools and collaborative schools are ways in which we further enhance our curriculum. Our outside learning area plays a key part in delivering our curriculum. We use the outdoor area regularly to ensure key skills are related to real life experiences so the learning is relevant. Teachers are expected to plan an outdoor curriculum day each term- this expectation is highlighted in our teaching and learning expectations.

Impact

Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point.

I am a good communicator.

Our pupils are secondary ready as motivated learners able to communicate to others clearly and articulately. They can listen to others and use the views of others to inform their own. They have a love of reading and literature with a well-developed vocabulary and can work well with others as well as independently.

I am knowledgeable.

Our pupils are knowledgeable in a broad range of subjects. They are inquisitive and keen to expand and deepen their learning further. They can share with others what they have learnt and feel confident to challenge themselves. The majority of children will have achieved key

expectations in all programmes of study and some will have exceeded expectations by making deeper links across subjects

I am an innovator

Our pupils have well developed enquiry and investigative skills. They are creative, imaginative and resourceful. They embrace new technologies and show competencies such as problem solving, risk taking, planning, leadership and team working ensuring that they are well placed to be entrepreneurs of the future.

I am an individual

Our pupils are self-confident individuals with a strong moral compass ensuring respect and understanding of equality, fairness and diversity. Our pupils recognise their own talents and the strengths of others and are proud of who they are. They have their own views and opinions and have the freedom to change these. The values of responsibility, kindness, courage, cooperation, resilience and respect are deeply embedded.

I am a global citizen

Our pupils are global citizens with a well-informed understanding of the world around them, the importance of community and topical issues that affect everyone's lives such as climate change. They know their role and responsibility within our community and respect the rights of everyone. They have an appreciation of the outdoors and an ability to be self-sufficient young adults.

I am emotionally intelligent

Our pupils integrate health and wellbeing into their daily lives. They are physically active and are resilient to setbacks with a positive mind-set. They develop healthy relationships and are respectful to themselves and others online. They are aware of how they feel and how others may be feeling and can support in resolving disputes.

Equal Opportunities

Our knowledge-based approach enables all children to fully participate in the curriculum and make progress from their starting points. The use of flexible planning supports rigorous assessment for learning. For those children with high SEND needs, the curriculum is adapted so that they can master the skills needed at their level so to progress through the curriculum – we ensure that children have access to a 1:1 teaching assistants to access the curriculum if their needs are severe.

Parental Involvement

We involve parents fully in their child's learning. The school's curriculum is published on the school website (www.kingshillschool.org.uk) in accordance with DfE guidelines. To aid transition, parents are given the opportunity to meet the new teacher and discuss curriculum and expectations for the following year. All parents are given a copy of the end of year expectations so that they have a good understanding of that year's curriculum and expectations to further strengthen parental involvement. Curriculum maps are shared at the beginning of each term and are available on the school's website. Parental workshops are held throughout the year to support the parents in understanding different aspects of the curriculum or of new developments and initiatives. Parents evenings, open afternoons and pupil progress reports inform parents of their child's progress towards the expectations of their year group curriculum.

Home learning focuses on the basic skills for maths and English and enables parents to support their child's learning at home.

Monitoring the Curriculum

The Deputy Headteacher, alongside the Headteacher, has responsibility for the leadership of the curriculum and for monitoring its provision. Working with curriculum leaders, the Deputy Headteacher has the responsibility for developing and updating the curriculum as necessary.

Curriculum Leaders are responsible for ensuring the content and delivery of their subject, for monitoring provision, keeping up-to-date with curriculum developments, providing support, guidance and INSET where necessary, providing efficient resource management, monitoring children's progress and ensure that there is appropriate challenge, support and intervention.

Class teachers ensure that the curriculum is well-planned and taught and that learning objectives are met. They evaluate and review their medium and short term planning.

The Governors monitor the success of the curriculum at Governing Body meetings through the Head Teacher's report and direct feedback from leaders.

We regularly review how well our curriculum intent enables consistent high achievement and impact by considering the following:

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make horizontal, vertical and diagonal connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge?

Embedding knowledge and skills

- Planning allows pupils opportunities to build long-term knowledge and understanding so that they can they apply cognitive skills such as analysis, evaluation, and problem solving?
- Evaluate what knowledge & skills pupils have gained against expectations?
- Is each subject given integrity and taught systematically and progressively?
- Are there coherent links that increasingly challenge and embed knowledge and skills?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, national and global issues?
- Are pupils able to relate their values and experiences to British Values?

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires