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1. Curriculum aims

Our intention is for every child to leave Kington Primary School with a good sense of belonging within our rural community where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

Aims:

- › To motivate and excite children’s curiosity and imagination
- › To provide exciting first-hand learning experiences.
- › To enable the children to develop their interpersonal skills
- › To become creative, critical thinkers by building resilience and independence, ready for the future
- › To achieve personal excellence as a learner.

We will do this by:

- › Having a high academic ambition for all pupils
- › Providing a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to remember these so they can choose and apply them in relevant situations
- › Supporting pupils’ spiritual, moral, social and cultural development
- › Supporting pupils’ physical development and responsibility for their own health, and enable them to be active
- › Promoting a positive attitude towards learning where resilience is celebrated
- › Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Equipping pupils with the knowledge and cultural capital they need to succeed in life and ask pertinent questions
- › Promoting the development of our youngest children and ensure they are ready for learning
- › Engaging parents and the community in supporting our curriculum through providing regular opportunities for children to perform and present their work
- › Share with our parents ways in which they can further support their child’s learning at home.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [EYFS statutory framework 2023](#)

3. Roles and responsibilities

The Governors

The Governors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governors will also ensure that:

- › Curriculum priorities and aspirational targets are included in the Curriculum Development Plan and the School Improvement Plan
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements in providing a "broad and balanced curriculum" for all our pupils
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The Governors are fully informed and involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Governors are advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leaders

Subject leaders are responsible for monitoring and developing their specified subject area by:

- Ensuring learning is meaningful, progressive and appropriate for each year group
- Ensuring that all the aspects of the National Curriculum content are identified within their curriculum overviews. In our school we use skills ladders for foundation subjects to ensure objectives from the National Curriculum will be covered and assessed in each year group.
- Monitoring impact and evaluating the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, data analysis if appropriate, book scrutinies and pupil interviews.
- Providing regular feedback to Governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.
- Setting an action plan for their subject which will feed into the Curriculum Development Plan and be reviewed on an annual basis.

Class Teachers and Teaching Assistants

Class Teachers (and cover supervisors in collaboration with the class teachers) have the responsibility of:

- Producing class specific, medium and short term planning for their pupils
- The standards their pupils achieve, the progress they make and the evidence of this learning
- Sharing the curriculum with parents via the class pages on the school website including ways in which parents can support their child's learning at home

Teaching Assistants will ensure that the school curriculum is implemented in accordance with this policy.

4. How is our Curriculum organised, planned and delivered?

We adhere to the National Curriculum of 2014 and the Statutory Guidance for the Early Years Foundation Stage 2023 whilst incorporating Pie Corbett's Talk 4 Reading and Talk 4 Writing programs, Pearson Bug Club to support reading and spelling, NCETM Teaching for Mastery and Mastering Number in maths and as well as other resources that support children in accessing their education. We have also adopted skills ladders to ensure skills and knowledge are strengthened and built upon in each subject.

Early Years Foundation Stage

Our EYFS policy outlines how we put the principles and commitments of the EYFS into practice in our school and is used alongside whole school policies and procedures.

We follow the **four principles of the EYFS** which place emphasis on:

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

At Kington Primary School we acknowledge and value children's play and exploration as a powerful way in which they develop and learn. We provide a balance between adult led and child initiated activities – therefore children learn through individual play and teaching, structured play activities and whole class activities and discussion. Many activities encompass several areas of the curriculum. Throughout the year, staff ensure that there is a balance between the seven key areas of learning in the EYFS:

Three prime areas:

Personal, Social and Emotional Development

Communication and Language

Physical Development

And four specific areas:

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

The National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE (for which we follow the Herefordshire agreed syllabus)
- Languages (Key Stage 2)
- PSHE, RSE and Citizenship

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

Whilst the curriculum should not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, mathematics and English skills should aim to support and enhance the other subjects. Each year group's half term plans are led by a key question, a great experience and a great outcome that we can share with our wider school community.

We have designed our curriculum to further broaden and enrich these core skills and to make greater use of the natural world. This encourages our children to take charge of their own curiosity and follow their own lines of enquiry from Nursery to Year 6 as well as encourage greater 'stickability' to retain and build on previous learning.

The importance of reading for our children

There is overwhelming evidence that literacy has a significant relationship to people's life chances. Reading for pleasure is more important than either wealth or social class as an indicator of success at school. Parents are the most important reading role models for children and young people, yet according to the Reading Agency, only 1 in 5 parents easily find the opportunity to read to their children.

Our curriculum at Kington Primary School aims to practise and enhance our pupils' reading skills so they can apply them to situations throughout their school life and beyond for the following reasons:

- Reading improves concentration. Children have to sit still and quietly so they can focus on the story when they're reading. Reading also relaxes the body and calms the mind whilst also exercising the connections in the brain.
- Reading teaches children about the world around them; through reading, they learn about people, places and events outside their own experience.
- Reading improves a child's vocabulary, leads to more highly-developed language skills and improves their ability to write well.
- Children learn new words as they read as well as seeing how to structure sentences and how to use language effectively.
- Reading develops a child's imagination - when we read, we translate the descriptions of people, places and things into pictures.
- Reading helps children develop empathy with others around them. When we're engaged in a story, we imagine how the characters are feeling and use our own experiences to imagine how we would feel in the same situation.

How do we know our pupils are learning?

Our topics and lessons are carefully planned to ensure our pupils learn and retain the key skills, knowledge or understanding they need to engage and grow. We use a range of questioning and assessment strategies throughout each lesson and topic to assess how effectively children are responding to the learning outcomes and remembering the content of our curriculum. Through the use of our 'great outcomes', homework activities, website and parents evenings, we can share the content of our topics and objectives with our children and their families and support our children's learning.

Enrichment

Each half term, we have Enrichment mornings based on the 'Harmony' model formed by Richard Dunne. In mixed age-group classes, pupils spend a day working together to explore a range of subjects that focus on one of the following six principles of nature:

- Diversity
- Cycle
- Health
- Adaptation
- Interdependence
- Oneness

Examples of this include cooking around the world to highlight the diversity of our school community, creating e-books about creatures that have adapted to a specific environment and taking part in calming meditation and yoga sessions to help pupils understand the importance of oneness and looking after our mental health.

Spiritual, Moral, Social and Cultural

As a 'Values Quality Mark' school, we see every child as unique and we aim to encourage everyone to celebrate their own strengths as well as those of others. Through the promotion of British Values and PSHE/RSE in our curriculum, we explore and value people's differences, both in our school community and the wider world. There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum:

Spiritual development is promoted through RE sessions and a range of collective worships that explore our school and community values.


Moral development is promoted through class Circle Times, discussions about class and school rules, and collective worship themes around our agreed Values.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, School Council, Sports Council, House and Vice House Captain duties, community events and class assemblies.

Cultural development is promoted through positive sharing of the variety of languages and cultural identities of our pupils and their families. This includes assemblies and Enrichment day themes.

Planning

Year A 2019-20 (Year 5 and 6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question to explore	What can we learn from life on the Home Front?	How can we live in peace?	What did the Victorians do for Kington?	Child-led enquiry based around Victorian inventions	How can we save water?	Child-led enquiry based around our oceans
Sustainability theme (How will we value our world?)	Grow your own Make do and mend	Respecting differences	How can we look after our own heritage?	Carbon-neutral living (linked to the Industrial Revolution)	Climate Change Alternative ways to create electricity	Saving our oceans project
Great work outcome (End result to share)	Seasonal soups for Harvest festival Making bread	War poetry and letter writing Evacuation diaries	Create a Victorian museum	Our own Great Exhibition of new inventions	William Morris & River art gallery	Create documentaries to show how we can save our oceans now
Great reads (Reading spine book(s))	Fireweed by Jill Paton Walsh Goodnight Mr Tom by Michelle Magorian		Street Child by Berlie Doherty Oliver Twist by Charles Dickens		Holes by Louis Sachar	
Great texts (Including Talk 4 Writing)	Using Fireweed: Characterisation and diaries.	WW1 poetry Radio speech propaganda	Skellig: (TES unit) Fear and suspense Dialogue	Historical setting using Blists Hill and Street Child. Biography of ground-breaking scientists	Explanatory texts Persuasive writing	Script writing KS2 show
Great experience (Trip/visitor/event)	Local farmer talk Year 5/6 Kington Walks festival Kington Museum	Interview local residents with memories from the war time	Victorian stage show	Blists Hill	Old Mill trip The Water Museum	Residential in London City day trip

An example of our medium term planning from Year 5 and 6 (we plan in phases to allow for collaborative planning and activities: Nursery and Reception, Years 1 and 2, Years 3 and 4, Years 5 and 6).

Class teachers are responsible for their class's medium and short term planning which incorporates a key question to explore for each half term such as 'What can we learn from life on the Home Front?' or a question that is created by the pupils to travel deeper into a topic.

We have included a 'great work outcome' for each half term so that children have a chance to prepare and present their work to an audience regularly, often linking with the great experience designed to enhance and enrich their learning. Great work outcomes can include sharing final pieces of work linked to specific topics e.g. a DT model or artwork with people at home or in a more formal sharing by inviting families into school to see e.g. a class dance, musical performance or sharing a class museum.

The use of 'great reading material' is often integral when delivering our curriculum so we have made sure children and parents know what we are working on and some of the writing we are aiming to explore in detail.

Further information on our curriculum can be found in the school policies listed in section 7 and on our website. The skills that we aim to bring together for each year group are found on each class page in the form of Early Learning Goals and our half termly plans. There are also further suggestions and resources that help support parents in further consolidating, supporting and extending their child's learning at home.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and, through adaptive teaching, plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds including CLA
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equalities policy and in our Special Educational Needs and Disability policy.

6. Monitoring impact arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- › Visiting the school during a range of educational and social activities to ensure quality assurance. This includes school visits, meetings with pupils & staff and achievement assemblies.

Subject leaders monitor the way their subject is taught throughout the school by:

- › Planning scrutinies, learning walks, book scrutinies, and moderation during staff meetings within school and with other schools, lesson observations and pupil voice sessions.
- › Monitoring the way in which resources are stored and managed for that subject.
- › Evaluating and comparing the differences any changes or initiatives have had on the children, staff, stakeholders or areas of school life and how they will evidence this. This will inform their next decisions

with regards to next steps, actions to be incorporated into the Curriculum Development Plan and best value for money.

This policy will be reviewed every year by the staff, led by the Headteacher. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS
- Assessment and Target Setting
- Equalities
- Special Educational Needs and Disability.
- Pupil Premium – policy and strategy
- Relationships and Health Education
- British Values
- Homework Policy