



Intent

At Kingskerswell Primary School the curriculum is designed to allow children to **achieve** their full potential in a supportive environment. We **believe** that all children should leave school with the skills needed to become independent learners and develop a thirst for new experiences and knowledge about the world we live in. Our curriculum **creates** opportunities for learners to ask questions, build resilience and be creative critical thinkers. As a church school family we want children to leave school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

Our School Aims:

- Provide a sequence of exciting learning experiences, underpinned by our ethos values:
Love and Friendship, Forgiveness, Respect, Trust, Resilience and Community
- Ensure children learn to be successful communicators so that they can collaborate effectively with others.
- Provide opportunities across the curriculum for all learners to develop language skills and gain a bank of vocabulary to support their ability to communicate effectively.
- Develop all pupils as creative thinkers, questioners and avid problem solvers
- We want children to develop a moral compass to guide them throughout their life
- We draw upon our strengths as a village school to enable children to flourish and develop spiritually through our links with the church and the many historical resources on our doorstep

Context of the school

We retain our Christian Distinctiveness by providing daily collective worship and a rich RE curriculum, that incorporate the school's core values. These values are included throughout all areas of the school curriculum through the use of a moral compass which unites all of the school's core Christian values and is also linked to growth mindset. The compass is essentially used as a guide for pupils to reflect upon, to develop their moral character and support them in making good choices throughout their time at primary school and beyond into the wider community.

On entry to Reception many of our children display a lack of independence and many have Speech & Language and Emotional needs. We are currently developing the use of Makaton across the school to support children, particularly with speech and language difficulties to develop vocabulary and language to improve their ability to speak and communicate with more confidence and accuracy. We have implemented the Devon Early Language Programme (DELP) through ensuring language and vocabulary are taught explicitly across the curriculum to enable pupils to use language accurately and build a bank of vocabulary.

The school has aimed for a number of years to broaden the horizons of the children through its strong emphasis upon SMSC and emotional well-being through its Forest School, Thrive and Spanish provision. Children have regular forest school sessions in our purpose built forest school area. The forest school approach truly benefits all learners, particularly children who are facing challenges both within or outside of the school environment. Spanish is taught across all stages of the school by our fluent Spanish speaking HLTA and provides all learners with the key skills in learning a foreign language. Learners have access to the school's resident chickens, which all classes are expected to care for throughout the year.

According to school tracking data, girls perform better than boys across the curriculum. To engage the boys, we have developed exciting topics in our curriculum that will enthuse and motivate, such as Battle of Britain, The Romans and Dungeons and Dragons. Within each class, teachers have freedom within the curriculum planning to create teaching sequences to target boys in the class and create schemes of work that enthuse and interest all pupils.

Our Curriculum

We have planned a topic-based and skills led curriculum. Curriculum subjects are combined where possible to provide cross-curricular learning experiences, e.g. a scheme of work could include teaching the children about where populations of orang-utans reside and writing persuasive letters to stop the destruction of their habitats. To ensure breadth and balance, the full range of subjects are planned for over the course of the year in line with the National Curriculum expectations. Each sequence of lessons will be preceded by a motivating and inspiring 'hook' that encourages questioning, awe and wonder and interest from the pupils. This might also include a visit, a special visitor, an extraordinary activity or an event and will allow for learners to guide their own level of enquiry, curiosity and enthusiasm. Throughout the learning unit, the learners will work towards a real outcome that will enable pupils to use their learning to make a difference to their community or the wider world.

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

Outdoor Learning

At Forest School children explore and learn about their environment as well as work in teams on activities such as making objects from natural materials, shelter building, using tools and cooking on a fire. These sessions are linked to all aspects of the curriculum and help to further develop children's independence, self-esteem and motivation. We believe that Forest School should support children to gain confidence and self-esteem, communication and teamwork skills by providing opportunities to take controlled risks, engage in team challenges and explore the natural environment. We celebrate each child as an individual, recognising the importance of achievement beyond the academic. We support each child's holistic development, allowing well rounded individuals to carry their confidence back into the classroom and beyond

Thrive, Growth Mindset and Mental Wellbeing

It is our aim, by utilizing the Thrive approach, to create a workforce of adults who understand how to work with children in ways that enhance their emotional and social development and thus help the children to better access learning and realise their potential. We have educated children in the principals that lie behind developing a growth mind set, encouraging children to value the effort in their learning, rather than the end product. Children evaluate their own successes from their own starting points. We encourage pupils to discuss mental health issues in class and recognise and support the wellbeing of other pupils around the school and in wider community. During the weekly celebration assembly, pupils are rewarded with certificates for demonstrating a positive growth mindset in their learning.

Wrap Around Care

We provide a 'breakfast club' for working parents and carers from 7:30 am until 8:30am. The children are welcomed into reception and taken into our main school hall where they have the choice to eat a healthy and nourishing breakfast. This is run in the school between various classrooms and the outdoor area. The children have the option to be creative with play as well as engage with staff and children. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a weekly movie night which alternates each week. They are provided with a healthy snack, although one night a week they have a treat, again, this is alternated.

Enriched Learning

We have developed and enriched the curriculum within the school day through a wide spectrum of extracurricular activities to develop the **cultural capital** of every learner. We take full advantage of accessible local opportunities and the curriculum is broadened and balanced by:

- Learning through the outdoors through our Forest School provision which also provides additional opportunities for pre-school children to experience the outdoor setting.
- High quality sporting opportunities for both personal skills and team competitiveness
- Modern foreign languages – throughout the school – with a core thread throughout on Spanish
- Excursions linked to topic.
- Residential in year 4 with a strong focus on the arts.
- Residential in year 6 to develop outdoor skills and confidence in activities such as stream scrambling, kayaking, climbing etc.
- High-quality creative arts - art, music, drama, dance, performance.
- Ethos and Eco groups
- School council

Implementation

Curriculum maps for each year group detail the key areas of learning and subject specific expectations. Teachers are encouraged to be creative and plan high quality schemes of work that provide every learner with the key skills as set out in the National curriculum. There is clear progression of skills from Foundation to year 6 in each subject. Teachers are expected to use the age-related expectations set out for each year group, to ensure all learners have access to a broad and balanced curriculum. Pupils will be assessed against these in all subjects and used as tools for teachers to recognise who is on track, greater depth and who is not on track may require extra support or intervention.

Our curriculum is informed by the National Curriculum which is monitored by subject leaders. We have designed the curriculum so that skills are progressive and built upon as children move up the school. Subject Leaders ensure that knowledge, skills and

understanding within their subject are covered through regular termly monitoring of teaching and learning.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, ie: Book Scrutiny;
- School visits to observe classroom practice in role as Link Governor;
- Teaching and Learning is a standing item on every agenda

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly newsletter entitled 'Curriculum News';
- Holding regular Parent's Evenings and Termly Learning Conferences;
- Inviting parents in to the school to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Teacher assessment forms sent home twice a year and one annual report at the end of each academic year

Impact

The impact of our curriculum will not only be measured by assessment procedures, however they do allow us to measure outcomes against all schools nationally:

But, will in fact be measured by how effectively it helps our pupils develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners, and moral future citizens. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of a subject. Subject monitoring by subject leaders will gauge how effective the curriculum has been taught within each topic. Subject monitoring will be reviewed by senior leaders.