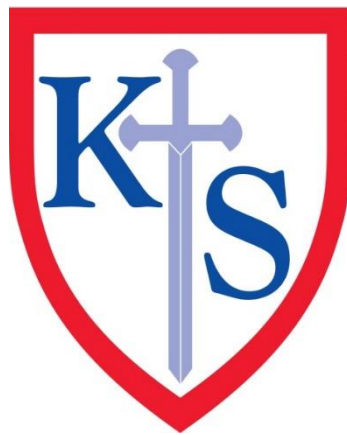


Kingsland CE Primary School

Curriculum Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2025

Kingsland CE Primary School

Curriculum Policy



Date for full implementation: September 2025
Review date: September 2026

This policy informs how our rich, diverse, inspirational curriculum has been carefully designed and structured to develop progression in teaching and learning for the inclusivity of all children. It informs how teachers teach and how pupils learn so that every adult and child can be built up to live life to the full. (John 10:10).

Guiding Principles:

As a Church of England Primary School, we base our understanding of teaching and learning on Biblical principles.

- We consider it a huge privilege and responsibility to be teachers; many of us would describe it as a vocation for which we feel God's calling and enabling. Therefore we are committed to serving the children, our colleagues, this school and this community whole-heartedly.

"We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach."

Romans 12: 6-7

- We believe that every child is a precious and unique child of God, formed in His image and created in God's love. Therefore we want the best for every child in every way. We aim to understand each child as an individual. We seek to build on their strengths and weaknesses, providing the challenge and support that they require. We strive to provide the best education for them so that they can flourish in body, mind and soul. We are aware that we are laying foundations for the future:

'Start children off on the way they should go, and even when they are old they will not turn from it.'

Proverbs 22:6



- We do not want children to fit into boxes but we want them to thrive and flourish as they discover their own unique talents. Therefore we offer an education that is rich, broad and balanced. We desire that teaching and learning are inspirational and will therefore engender a love of learning for life.

'Education is not the filling of a bucket; but the lighting of a fire.'

W.B. Yeats

- We desire that our children grow in wisdom as well as knowledge, skills and understanding. At the heart of our wise education is a delight in wisdom and a passionate pursuit of it, through our innovative and ambitious curriculum. Therefore we seize opportunities to discuss ethical issues and to consider the implications of their decisions for others.

'Where is the life that we have lost in living?

Where is the wisdom that we have lost in knowledge?

Where is the knowledge that we have lost in information?'

T.S. Eliot

- We believe the worth of each child impels us to work to fulfil their God-given potential so that a shared vision of educating for hope and aspiration are at the root of our inclusive and progressive curriculum.

"We have this hope as an anchor for the soul, firm and secure."

Hebrews 6:19

- We embrace the conviction that we are created and sustained by God for the benefit of the whole community, embodying the centrality of relationships and living well together in love, compassion, generosity, truth-telling and forgiveness. Our community is bound in a covenant that commits us to love God and be a good neighbour to all.

'You shall love the Lord your God with all your heart, and with all your soul, and with all your might.'

Deuteronomy 6:5

'You shall love your neighbour as yourself'

Leviticus 19:18

- We share a commitment to the dignity and ultimate worth of everyone, rooted in each being created in the image of God and loved by God, embodying the love, compassion and respect of God for each person. To encounter Jesus is to be invited into 'life in all its fullness':

'I have come that they may have life, and have it in all its fullness.'

John 10:10

- We want children to learn to love. In addressing 'life in all its fullness', our curriculum is founded upon the principles of discovering joy in each other, harbouring respect and reconciliation.

'If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing.'

1 Corinthians 13:2

- We are not embarrassed by excellence. We want to develop to be the best teachers that we can be in all subjects. Yet we appreciate our own God-given gifts and passions. Therefore we shall continue to employ a teaching team that can build each other up for the good of the children. Staff will be expected to lead and encourage within their own specialisms. They will be supported professionally to grow and give of their best.

'The heart of the discerning acquires knowledge, for the ears of the wise seek it out.'

Proverbs 8:15

- We want children to develop spiritually so that they are able to revel in life's joys and have strength, resilience and perseverance when life is tough. Therefore spiritual development is at the heart of our curriculum.

'Education is about forming people who have the moral strength and spiritual depth to hold to a course and weather ups and downs. It is about forming a people who know that economic competition is not more important than family life and love of neighbour, and that technical innovation is not more important than reverence for the beauty of our creation. It is about forming people who, however academically and technically skilful, are not reduced to inarticulate embarrassment by the great questions of life and death, meaning and truth. Church schools themselves embody the truth that a context of firm principles suffused by faith and love is the best and right basis for learning and growing.'

Dr George Carey 'The Way Ahead'



Kingsland CE Primary School

A Rich and Vibrant Curriculum

'If learning is to be enhanced it has to be rich, based upon a continuum: a journey with multiple endings. Along this journey the learner needs to know where they are and more importantly where they are going and how they get there.' David Spendlove, *Putting Assessment for Learning into Practice*

At Kingsland CE Primary School, we view learning as a journey, each year building upon the skills and knowledge developed previously. We understand that for pupils to be fully engaged with all aspects of the curriculum, a secure knowledge of the key skills for English and Mathematics is vital. Therefore, all aspects of our curriculum ensure that opportunities are provided for pupils to consolidate and further enhance these skills. In all subject areas, effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to all children, within a carefully sequenced programme.

By the end of Key stage 2, we aim for all our pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We expect them to have developed:

- A love of reading
- A thirst to enquire; ask questions and find out
- Positive relationships
- Good behaviour
- An ability to problem solve both within and outside the classroom
- Key Maths and Literacy skills to prepare them for their next phase of education

To ensure that teaching in our school is Outstanding, a degree of consistency is required. The list below are the school's **non-negotiables** as these strategies have been found to be the most beneficial and key in promoting progress and raising attainment for the pupils in which we serve. **They must be evident as part of everyday classroom practice** and will be monitored by the Senior Leadership Team as part of ongoing quality assurance and observation processes.

Expectations

Teachers have high but achievable expectations of learning and progress for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards in books. Expectations are evident through the learning pupils produce. For example, pupils who are 'levelled' as a Year 2 EXS writer must always produce writing of at least that level in every circumstance. Teachers must not accept learning / work at a lower level.

Pace

Teaching sessions are well paced to make effective use of time and respond to the learners' emerging needs within the lesson. No learning time is wasted as a result of careful planning and organisation of lessons. Pace is aided through the use of the following (*this is not an exhaustive list*):

- An interactive starter which engages learners and initiates thinking at the start of a lesson.
- Focus group teaching which does not necessarily involve the whole class at all times throughout the lesson. This ensures that learning is always well pitched to individual need.
- Mini plenaries: these ensure that all pupils make progress within a lesson.
- Plenaries: this ties the learning within a lesson together and allows pupils to apply their learnt skills/ knowledge in different contexts. These should be used as an assessment tool and feed into the learning journey for the next day.

Pitch

All lessons are pitched to support and challenge **every** learner including EAL, SEN, PP and Rapid / Slower Graspers. Pupils should be encouraged to become independent learners, making informed choices for

themselves. The classroom should be set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionary thesaurus etc.). Learning walls should support children in becoming independent, providing a resource to aid learning.

Climate for Learning

Teachers create a positive learning environment where children are interested and engaged through positive pupil / teacher relationships. An environment where pupils are not afraid to make mistakes should be created by establishing clear systems of support. Learning walls should be used to capture learning in the moment and act as a resource to develop independence. The classroom should be set up to allow children to access resources independently.

Quality of Inclusion

Lessons should be well planned and differentiated according to personal need. Pupils are never referred to using terms such as bright or low ability. Provision may need to be made for individuals, according to individual need.

Positive Behaviour

Positive behaviour management is evident in all lessons with clear expectations and boundaries consistently reinforced, ensuring a safe learning environment for all. Raised voices should be avoided and other behaviours strategies should be used to gain the attention of the class.

Quality First Teaching

The most important purpose of teaching is to raise pupils' achievement. Reviewers consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They also evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.



When evaluating the quality of teaching in the school, reviewers will consider the extent to which:

- The teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum.
- Teachers have consistently high expectations of pupils.
- Teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions.
- Reading, writing, communication and mathematics are well taught.
- Teachers and other adults create a positive climate for learning in which pupils' attitude to learning is exemplary and they are fully engaged.
- Marking and constructive feedback from teachers contributes effectively to pupils' learning.
- Teaching strategies, including setting appropriate home learning, together with support and intervention, match individual needs.

Teaching, Learning and Assessment

Teachers have a good understanding of where each child is in his / her learning and use effective and rigorous Assessment for Learning (AfL) strategies to give quality feedback to promote future planning and learning. AfL opportunities are planned for in ALL lessons and include: observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self-assessment and peer assessment. Where written feedback is given and next steps set, children must be given time to respond. Purposeful intervention takes place by the teacher (within the lesson) when misconceptions occur and this is evident through formative feedback. Where children require extra input, "keep up" sessions allow them to revisit the learning from the lesson to ensure that they are ready for the next steps in learning in future lessons.

Kingsland CE Primary School

A Rich and Vibrant Curriculum

Intent, Implementation and Impact

Our Shared Understanding of the Definition of 'Curriculum'

"A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**Intent**)...

...for translating that framework over time into a structure and narrative, within an institutional context (**Implementation**)...

...and for evaluating what knowledge and understanding pupils have gained against expectations (**Impact**)."

In practice, this means we consider the following questions carefully:

1. What are we trying to achieve through our curriculum? (**Intent**)
2. How is our curriculum being delivered? (**Implementation**)
3. What difference is our curriculum making? (**Impact**)

In simpler terms, a curriculum is:

"The yardstick for what school leaders want their pupils **to know and to be able to do** by the time they leave school."

Curriculum Intent

Our understanding of Curriculum Intent is:

A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage. Put simply, "What are we trying to achieve with our curriculum?"

When considering our curriculum's intent, the following questions are reflected on:

- What are the objectives for our curriculum? What do we want pupils to be able to know and do by the time they leave?
- How does our curriculum plan set out the sequence and structure of how it's going to be implemented?
- Why is it shaped the way it is? What values have guided our decisions about the curriculum we have in place? How does our curriculum reflect our school's context?
- To what extent have we made these objectives clear? Does everybody know them?
- How does our curriculum reflect national policy (e.g. British values) and current issues?
- How does it cater for disadvantaged and minority groups?

The Principles of a Rich and Vibrant Curriculum

At Kingsland CE Primary School, we follow the [Primary National Curriculum 2014](#). The national curriculum is an "important benchmark", but the content, structure and how it is developed is adapted to suit the needs of our children.

We believe that an inspirational and effective curriculum:

- Is **deliberately** thought through and planned, in terms of its **intent, implementation and impact**
- Is **ambitious** and challenging
- Is **rich in knowledge** and vocabulary
- Clearly considers the **sequence** of content necessary for pupils to make excellent progress
- Has a clear **purpose for assessment**
- Provides pupils with the **transferable knowledge** they need for subsequent learning
- Is one where **all pupils** have access to its content
- Prepares children for life outside of school
- Is **relevant** to our children and **responsive** to their needs, as well as the current global climate
- Uses the skills, talents and interests of the passionate teachers
- Has clear methods for **reviewing** and **evaluating** its content, checking what pupils know and can do
- Has clear leadership and **ownership**
- Enables children to see the world from a wide **range of perspectives**
- Helps children to know how to live **healthy lifestyles** – both physically and mentally
- Develops **resilience, perseverance**, challenge and support so they have the confidence to aim high and **aspire** to more

Our rich and vibrant curriculum is rooted in the teaching of the Bible, stemming from the overarching vision, mission and aims of the school, and influenced by our deep understanding of spirituality and our Christian and British Values.

As such, there are seven key drivers to our Curriculum Intent:

- Biblical principles
- Our vision
- Our mission
- Our aims
- Our Key Stones and Character Virtues
- Christian and British values
- Spiritual development



Kingsland CE Primary School

A Rich and Vibrant Curriculum – Curriculum Offer Summary



Intent - What are we trying to achieve through our curriculum?

What are the key drivers for our curriculum?						
Biblical Principles	Our Vision	Our Mission	Our Aims	Our Keystones and Character Virtues	Our Christian and British Values	Spiritual Development
<p>As a Church of England Primary School, we base our understanding of teaching and learning on Biblical principles. In particular:</p> <p>“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16</p>	<p><i>As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.</i></p>	<p>Our deeply Christian character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a precious child of God. The school's motto "Learn to Love – Love to Learn" encapsulates the school's commitment to provide a nourishing education which is deep and broad, equipping children for life in all its fullness, focussed through wisdom, hope, community and dignity. With spiritual development at the heart of the school, our children are inspired with a love of learning, enabling them to flourish and embrace their fullest individual potential, and empowering others to do the same.</p>	<ul style="list-style-type: none"> • Foster confidence, delight and discipline in seeking wisdom; open up horizons of hope and aspiration; promote the qualities of character that enable people to flourish together in community; and, embrace a deep respect and dignity for the equality of everyone. • Celebrating individualism and uniqueness: Through God's light, foster both children's and adult's uniqueness, leadership and courageous advocacy so that they can shine their light throughout the community. • Whilst nurturing resilient individuals who are able to cope with life's joys and disappointments and are able to engage in a lifelong search for meaning and purpose, seek human flourishing and practical wisdom through positive personal character virtues. • Learning to love through faith: Promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others, valuing and celebrating diversity and individuality. • Provide a safe, happy, inclusive and stimulating environment for learning at the heart of the community, in which everyone is special and all are valued and equal. • Developing a love of learning: Promote educational and cultural excellence, through academic rigour, innovation, creativity and deep spiritual development. • Help children develop lively enquiring minds and a love of learning, enabling them to flourish and to find the strength through wisdom to acknowledge their weaknesses and build their resilience so they can fulfil their God given potential. • Opening our eyes to a bigger world: Encourage tolerance, teamwork and cooperation, and build relationships on mutual respect and self-discipline. • Being part of the common good: Work together to challenge, inspire and motivate all our children to become successful, confident and caring global citizens within our diverse world. 	<p>At Kingsland CE Primary School, we embrace five KEY STONES which enable us to aim towards living out our vision and mission. We aim to develop Practical Wisdom through ten key Character Virtues in both our children and our adults, in order to let all our lights shine and ensure human flourishing.</p> <p>Learning to Love through faith</p> <ul style="list-style-type: none"> • Honesty • Loyalty <p>Developing a Love of Learning</p> <ul style="list-style-type: none"> • Resilience • Motivation <p>Being part of the common good</p> <ul style="list-style-type: none"> • Kindness • Service <p>Opening our eyes to a bigger world</p> <ul style="list-style-type: none"> • Equality • Compassion <p>Celebrating individualism and uniqueness</p> <ul style="list-style-type: none"> • Self-belief • Humility 	<p>At Kingsland CE Primary School, we believe that our six deeply Christian values illuminate and inform all aspects of school life. Each half term, a value is unpicked and investigated, both in classrooms and during Worship Time. British Values are also entwined into the timetable of values, carefully considering the Church of England's Vision for education: Deeply Christian Serving the Common Good, which encourages "living life in all its fullness" (John 10:10) through:</p> <p>Educating for: Wisdom, Knowledge and Skills Hope and Aspiration Community and Living Well Together Dignity and Respect</p> <p>Our Christian values are: Love Respect Justice & Courageous Advocacy Thankfulness Forgiveness Peace Compassion Kindness & Honesty Service & Humility Gratitude Resilience Equity & Equality</p>	<p>Definition of Spirituality in our school: <i>'Spirituality is the recognition of your soul, the soul in others and that there is something greater than ourselves'</i></p>

Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Let your light shine on our mission:

Our deeply Christian character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a precious child of God. The school’s motto “Let your light shine” encapsulates the school’s commitment to provide a nourishing education which is deep and broad, equipping children for life in all its fullness, focussed through wisdom, hope, community and dignity. With spiritual development at the heart of the school, our children are inspired with a love of learning, enabling them to flourish and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.

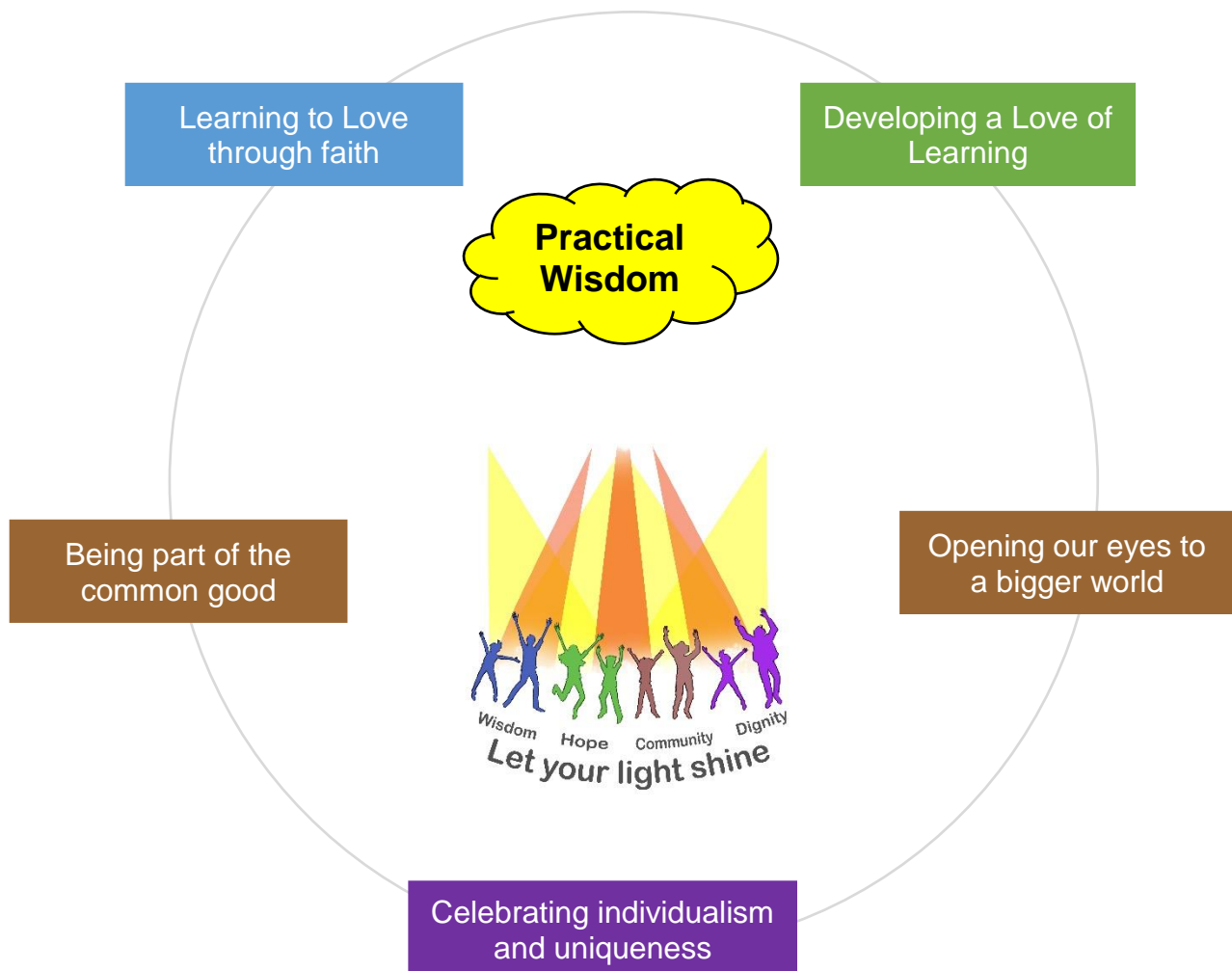


Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Key Stones, Aims and Character Virtues

At Kingsland CE Primary School, we embrace five **KEY STONES** which enable us to aim towards living out our vision and mission. We aim to develop **Practical Wisdom** through ten key **Character Virtues** in both our children and our adults, in order to let all our lights shine and ensure human flourishing.



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our aims:

- Foster confidence, delight and discipline in seeking **wisdom**; open up horizons of **hope** and **aspiration**; promote the qualities of character that enable people to flourish together in **community**; and, embrace a deep **respect** and **dignity** for the equality of everyone.
- **Celebrating individualism and uniqueness**: Through God’s light, foster both children’s and adult’s uniqueness, leadership and courageous advocacy so that they can shine their light throughout the community.
- Whilst nurturing resilient individuals who are able to cope with life’s joys and disappointments and are able to engage in a lifelong search for meaning and purpose, seek human flourishing and practical wisdom through positive personal character virtues.
- **Learning to love through faith**: Promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others, valuing and celebrating diversity and individuality.
- Provide a safe, happy, inclusive and stimulating environment for learning at the heart of the community, in which everyone is special and all are valued and equal.
- **Developing a love of learning**: Promote educational and cultural excellence, through academic rigour, innovation, creativity and deep spiritual development.
- Help children develop lively enquiring minds and a love of learning, enabling them to flourish and to find the strength through wisdom to acknowledge their weaknesses and build their resilience so they can fulfil their God given potential.
- **Opening our eyes to a bigger world**: Encourage tolerance, teamwork and cooperation, and build relationships on mutual respect and self-discipline.
- **Being part of the common good**: Work together to challenge, inspire and motivate all our children to become successful, confident and caring global citizens within our diverse world.

Character Virtue Definitions

Flourishing individuals and community



Practical Wisdom: choosing to do what you know is right



Spiritual Development at the Heart of the Curriculum

At Kingsland CE Primary School, and as a Church of England school, we believe that spiritual development should be at the heart of the curriculum, in order for children and adults to flourish and excel in all areas of the curriculum. It is why we do what we do. Aspects of spirituality are actively planned into the curriculum and are regularly reviewed, in the light of sound educational research and advice.

Definition of Spirituality in our school

'Spirituality is the recognition of your soul, the soul in others and that there is something greater than ourselves'

The following document summarises how aspects of spirituality are woven into our curriculum:

Spiritual Development at the Heart of the Curriculum

Definition of Spirituality in our school:

'Spirituality is the recognition of your soul, the soul in others and that there is something greater than ourselves'

Aspects of Spirituality	School opportunities	Educating for Life in All its Fullness	School Improvement
<p>A sense of the mystery of life</p>	<p>Geography, Science, Number – links to real life Literacy – Poetry / texts Sex Education / Life cycles - RSHE curriculum Mystery of number – patterns, sequences etc. Unanswerable questions / questioning Intrigue and curiosity Staff 'journeying' with pupils Philosophy (P4C) / RE Children's questioning Unanswerable questions allow opportunity to reflect & philosophise Big Questions in weekly newsletter</p>	<p>Educating for Wisdom, Knowledge and Skills:</p> <p><i>'For the LORD gives wisdom; from his mouth come knowledge and understanding'</i> <i>Proverbs 2:6</i></p> <p>How does this link to the school's vision and mission?</p> <p>Our children are 'inspired with a love of learning'.</p>	<p>Sacred spaces outside (ongoing)</p> <p>Learning with open eyes</p> <p>Actively planning for and finding the sense of mystery</p>
<p>A sense of the human capacity for choice, decision making and personal responsibility</p>	<p>Behaviour choices in and out of classroom Opportunities to choose creative responses to work Young Sports Leaders / Sports Crew Worship Team PE Group / Team work Play Home Learning Philosophy (P4C) Eco-group Meeting targets Self-evaluation in learning Librarians School Council</p>	<p>Educating for Community and Living Well Together:</p> <p><i>'You shall love the Lord your God with all your heart, and with all your soul, and with all your might.'</i> <i>Deuteronomy 6:5</i></p> <p>How does this link to the school's vision and mission?</p> <p>Our children 'empower others to do the same'.</p>	<p>Continue to develop independence in learning and in practical life skills</p> <p>'House' opportunities</p> <p>Choice of how, where and when to pray</p> <p>Community links / choosing to support those who have needs</p> <p>Curriculum-themed days</p>

			Teachers' planning and teaching style YR/Y6 story sharing opportunities
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<p>A sense of awe and wonder</p>	<p>Everywhere – small things and big things Element of discovery Use of all senses Awareness of world Programming / IT innovations Visitors to school Worship times Visits e.g. Queenswood Visits to churches and other places of worship Wildlife Wonder zone Global school links The Meadow</p>	<p>Educating for Hope and Aspiration:</p> <p><i>‘That their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God's mystery, which is Christ’ Colossians 2:2</i></p> <p>How does this link to the school's vision and mission?</p> <p>We ‘provide a nourishing education which is deep and broad, equipping children for life in all its fullness’.</p>	<p>Inspirational Worship Times for everyone</p> <p>Embracing and seizing ‘wow’ moments</p> <p>Sacred spaces</p>
<p>A sense of transcendence and an awareness of there being something more to life than meets the eye</p>	<p>Using the language of ‘God’, ‘prayer’ etc. Stilling Imagination Reflection - I wonder Not always an answer Stories Relationships Prayer Art work e.g. remembrance Worship times RE visit to Wolverhampton Interfaith Learning Days</p>	<p>Educating for Hope and Aspiration:</p> <p><i>‘Glory to God in the highest, And on earth peace among men’ Luke 2:14</i></p> <p>How does this link to the school's vision and mission?</p> <p>We will shine before others ‘to inspire, nurture and bring joy ...’</p>	<p>Displays / posters / outdoor environment</p> <p>Exploring symbols</p>

<p>A reflective attitude to the natural world</p>	<p>Recognising the impact of the natural world on human nature Celebrating our rural location Play area / conservation area / field / Croft Castle / Brook / Ventures Off-site visits - walks / residentials / Oakerwood / Manor Adventure Wildlife Wonder Zone Eco –issues / Fairtrade / African garden / Zero Waste project Displays / flowers Pattern in animals and nature Photographs / pictures / class books / art / sketch work Pet Day The Meadow Creativity / creation stories AT ALL TIMES – INSIDE / OUTSIDE – VALUE ALL THINGS</p>	<p>Educating for Dignity and Respect:</p> <p><i>‘And God saw everything that he had made, and behold, it was very good’ Genesis 1:31</i></p> <p>How does this link to the school’s vision and mission?</p> <p>Our school is a place ‘where everyone is understood and respected as a precious child of God’.</p>	<p>Use of Millennium Green / Croft Castle</p> <p>Eco work with School Council</p>
<p>A sense of pattern, sequence and order</p>	<p>Animals and the natural world – life cycles Dance / Music Language Class Routine Maths and Science Organised and well managed classrooms Christian Year / festivals Making connections within the curriculum Extra-curricular Visual timetables in classrooms</p>	<p>Educating for Community and Living Well Together:</p> <p><i>‘In the beginning God created the heavens and the earth’ ... ‘And there was evening, and there was morning—the sixth day.’ Genesis 1:1 and 1:31</i></p> <p>How does this link to the school’s vision and mission?</p> <p>Through the development of leadership at all levels, ‘we will shine before others’.</p>	<p>‘Bringing the children’s attention’ to pattern and sequence (TfM)</p> <p>School tidiness and organisation</p> <p>Improving attendance for some children</p>

<p>A spirit of enquiry and open mindedness</p>	<p>Philosophy for Children (P4C) Circle time / speaking and listening / show and tell Higher order questioning / topic questions Teaching for Mastery maths Encourage time to ask questions Own research Self-evaluation / assessment Interfaith Learning Days / Wolverhampton places of worship visit Appreciating other people's points of view Personal writing targets Inference through reading Tanzania / France links Worship Times Big Questions in weekly newsletter Leominster Church visit</p>	<p>Educating for Wisdom, Knowledge and Skills:</p> <p><i>'Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.'</i> <i>Romans 12:2</i></p> <p>How does this link to the school's vision and mission?</p> <p><i>'With spiritual development at the heart of the school, our children are inspired with a love of learning'.</i></p>	<p>Encouraging children to ASK more questions</p> <p>Further develop partner work and mixed ability pairings</p>
<p>A sense of life's joys and achievements</p>	<p>Celebration assemblies / Awards / Show and tell / News Recognising and appreciating special moments Celebrating birthdays / special occasions of others – gifts Inspirational speakers Fun and laughter / smiles ALL THE TIME High standards = genuine achievement John 10:10 "Live life in all its fullness" Appreciating others' achievements Personal targets Headteacher awards House tokens / house points Developing aspirations Sports' Day / productions Maths rock</p>	<p>Educating for Dignity and Respect:</p> <p><i>'Then I was constantly at his side. I was filled with delight day after day, rejoicing always in his presence, rejoicing in his whole world and delighting in mankind.'</i> <i>Proverbs 8:30-31</i></p> <p>How does this link to the school's vision and mission?</p> <p>We enable our children 'to flourish and embrace their fullest individual potential'.</p>	<p>Pupils leading worship times</p> <p>Worship Team leading Worship every term</p> <p>'Be the Best you can'</p>

<p>An awareness of disappointment and failure, suffering and pain, decay and loss</p>	<p>E.g. bereavement or illness; pets dying or ill; flowers, leaves; Jesus Disasters – earthquakes, tsunami, bombings, floods, famine, drought Adults and children leaving Worship Times Circle time History / Science / Stories / RE Global School Partnership Supporting charities Emotional resilience Mental health and well-being: policy and practice Christian values encouraging empathy and compassion Current affairs e.g. Newsround House competitions Child protection / safeguarding High expectations in all things and a positive attitude to ‘failure’; we learn at the point at which we fail – challenging the Most Able Growth mindset – resilience School of Sanctuary work Numerous sporting fixtures and events</p>	<p>Educating for Dignity and Respect:</p> <p><i>‘Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.’ Colossians 3:12</i></p> <p>How does this link to the school’s vision and mission?</p> <p>The school is a place ‘where everyone is understood and respected as a precious child of God’.</p>	<p>Current affairs</p> <p>Speakers in Worship Times e.g. a local soldier</p> <p>Develop resilience, empathy and independence</p>
<p>A sense of others as feeling, thinking persons</p>	<p>Relationships with others – playtime, all times throughout day Resolving conflicts as they happen – restorative action Sharing, giving in, taking turns, respecting, working in pairs / groups Inclusion / SEN Respect for each other – unique and special Allowing time to think / feel Caring for each other’s feelings Circle Time / P4C Worship Time Christian values Mutual support and care for staff Mixed-age groupings Global school links – Tanzania / France Friendship seat Community / charity work Theraplay / ELSA – emotions displays / emotional literacy</p>	<p>Educating for Dignity and Respect:</p> <p><i>‘You shall love your neighbour as yourself’ Leviticus 19:18</i></p> <p>How does this link to the school’s vision and mission?</p> <p>The school is a place ‘where everyone is understood and respected as a precious child of God’.</p>	<p>Break down any gender stereotyping</p> <p>Developing active listening skills and empathy</p>

<p>An increasing ability to empathise with others</p>	<p>Encouraging children to imagine how it would feel to be hurt / suffering Drama / role play Open the Book RE visits Inclusion / SEN / Accessibility Use opportunities as they arise Social stories Learning buddies Challenge for able pupils Good sportsmanship Emotional intelligence Worship times / songs Global school links – Tanzania and France Supporting charities School of Sanctuary work Ukraine links</p>	<p>Educating for Dignity and Respect:</p> <p><i>'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'</i> <i>Ephesians 4:32</i></p> <p>How does this link to the school's vision and mission?</p> <p>We enable our children 'to flourish and embrace their fullest individual potential'.</p>	<p>Residential / visits to cities that are culturally and socially different</p> <p>Can the children "walk the walk" in daily life?</p>
<p>A sense of the quality of silence and reflection</p>	<p>Ideally everywhere and anywhere Wildlife Wonder Zone PPA time Leave space + provide space Assessment for learning informing lesson planning Worship time / personal connection with God Listening Quiet / calm working environments Teaching skills that allow time to think / respond / evaluate A calm / colourful / stimulating school environment Prayer places – in library / classroom reflection areas GIVE CHILDREN TIME and silence; teachers too Staff room P4C / music Theraplay Kingsland Church</p>	<p>Educating for Wisdom, Knowledge and Skills:</p> <p><i>'Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!'</i> <i>Psalm 46:10</i></p> <p>How does this link to the school's vision and mission?</p> <p>A sense of silence and reflection is instilled 'so all may embrace life in its fullness to the glory of God'.</p>	<p>Sacred spaces outside and in</p> <p>Stilling activities</p> <p>Develop independence</p> <p>Children thinking for themselves / taking responsibility</p> <p>Developing self-control</p> <p>Recognising how silence and reflection has positive impacts on academic results / mental health</p>

<p>A sense of self-worth and the worth of others</p>	<p>Display celebrating <u>all</u> effort and achievement High academic standards Circle time / PSHE – especially and specifically BUT <u>all</u> the time All are unique and special SEN / Gifted and talented provision Health and Safety policy and procedures Safeguarding children Teamwork - sport Family / mixed-age groupings Teaching about Jesus Admissions policy How we do assessment / feedback – praise, understanding, personal Challenge of materialism Guest speakers Houses International Dimension Learning styles Year 6 Leavers' awards Challenging any behaviour which puts the other 'down' / lack of dignity A broad curriculum in which all children can experience success</p>	<p>Educating for Dignity and Respect:</p> <p><i>'Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony.'</i> <i>Colossians 3:12-14</i></p> <p>How does this link to the school's vision and mission?</p> <p>Both our children and adults are valued <i>'as God's children, overflowing with His light'</i>.</p>	<p>Friends intervention: aspiration and self-belief</p> <p>Developing links with the community</p>
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<p>A growing self-confidence in expressing inner thoughts (spiritual communication)</p>	<p>Discussions / P4C Listening skills Circle time Creative expression – dance, art, drama, music (concerts) Not being afraid / embarrassed / unqualified for teachers and pupils to talk about difficult things Make mistakes / take risks Interactive play Child / Class-led assemblies and worship times Well-taught RE and Spiritual development that offers and models a spiritual and emotional language (emotional literacy) Opportunities for prayer Herefordshire Performing Arts Festival</p>	<p>Educating for Wisdom, Knowledge and Skills:</p> <p><i>‘Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will.’</i> <i>Romans 12:2</i></p> <p>How does this link to the school’s vision and mission?</p> <p>A sense of spiritual communication is developed ‘so all may embrace life in its fullness to the glory of God’.</p>	<p>Pupil-led worship</p> <p>More opportunities for extemporary prayer</p>
<p>A sense of the <u>joy</u> in life, all achievements and play</p>	<p>Taking part Extending good EYFS practice Worship Times / Celebration Assembly Competitions e.g. Cup Cakes Laughter and fun Healthy school issues After School Clubs - Spotlight / Drama / Sports clubs etc. A relaxing / inspirational staff room PE partnership PTA / Social events Teaching for Mastery maths Sport (Sports Premium) Achievement for all through a broad curriculum and hard work Residential visits Lunchtime sport leader Our new playground / castle</p>	<p>Educating for Hope and Aspiration:</p> <p><i>‘May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.’</i> <i>Romans 15:13</i></p> <p>How does this link to the school’s vision and mission?</p> <p>We develop opportunities ‘to inspire, nurture and bring joy’.</p>	<p>Playtime resources</p> <p>Wet play resources</p>

Christian and British Values

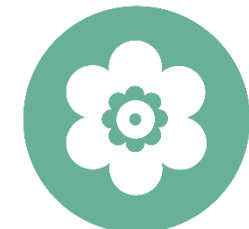
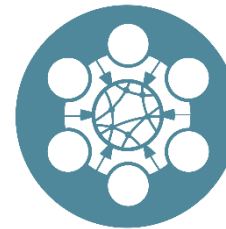
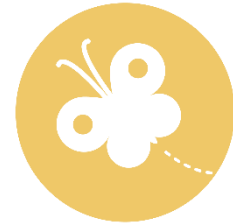
At Kingsland CE Primary School, we believe that our Christian values illuminate and inform all aspects of school life. Each half term, a value is unpicked and investigated, both in classrooms and during Worship Time. British Values are also entwined into the timetable of values, carefully considering the Church of England's Vision for education: Deeply Christian Serving the Common Good, which encourages "living life in all its fullness" (John 10:10) through:

Educating for Wisdom, Knowledge and Skills

Educating for Hope and Aspiration

Educating for Community and Living Well Together

Educating for Dignity and Respect



Each half term we unpack a deeply Christian value (alongside a key British value) to help us develop a shared understanding of how to live out the school's vision and mission:

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law

Year B

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
COMPASSION Tolerance of different faiths and beliefs	KINDNESS & HONESTY Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
SERVICE & HUMILITY Democracy	GRATITUDE Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
RESILIENCE Awareness of what it means to be British	EQUITY & EQUALITY Rule of Law

Kingsland CE Primary School

A Rich and Vibrant Curriculum

Curriculum Implementation

Our understanding of Curriculum Implementation is:

A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**Intent**)...

...for translating that framework over time into a structure and narrative, within an institutional context. Put simply, "How is our curriculum being delivered?"

When considering our curriculum's implementation, the following questions are reflected on:

- What do our Curriculum Intent aims look like in practice?
 - How does the current curriculum match the aims?
 - What subjects are we teaching?
 - What's the content of those subjects?
 - How do those subjects join together? What cross-curricular links are there (in particular in the development of literacy and numeracy across the curriculum)?
 - How are we developing progression as pupils move through the school?
 - How is the curriculum for each subject designed, over time, to maximise the likelihood that children will remember and connect the steps they've been taught?
 - How is the curriculum being differentiated and personalised for our children?
 - Are subjects staffed appropriately? Are staff trained? Are subjects adequately resourced in terms of time and other resources?

For teachers

- Why are they teaching this particular lesson / topic?
- How are their teaching methods delivering on the objectives for this subject?
- How does this lesson / topic fit into previous schemes of work?
- How does this lesson / topic further pupils' learning?
- How well do resources match the curriculum and schemes of work?
- To what extent do teachers use home learning to prepare for new topics and to consolidate classwork? How do they encourage broader reading, enquiry and thinking outside of contact time?

Class Organisation

At Kingsland CE Primary School, children are split into five classes:

- Class 1 – YR
- Class 2 – Y1 and Y2
- Class 3 – Y2 and Y3
- Class 4 – Y4 and Y5
- Class 5 – Y5 and Y6

In the mornings, YR/1/2/3 are taught as separate year groups, ensuring smaller group sizes and a curriculum tailored to the individual year group objectives. Classes 4 and 5 remain as mixed aged classes. Morning lessons consist of English and maths for all classes. In the afternoons, classes timetable a range of other subjects throughout the week:

- Science, RE, art and design, computing, design technology, geography, history, languages (French), music, PE

We plan learning using National Curriculum subject areas, with quality texts to inspire discussion, support the development of reading and provide writing opportunities within each theme. The curriculum is enhanced further through educational visits, linked to the topic themes, as well as expert visitors to present to the children. Using the outdoors as a classroom is fundamental to our values and this can be school based or with enrichment visits to other locations. We see the local community as so valuable to our children's learning so we thread these links into the curriculum throughout each year group.

Our 2 Year Curriculum

Because of the structural organisation of the classes, we have created a bespoke 2 year curriculum, ensuring progression without repetition. Whichever year children start school, they will always experience each year group's learning objectives as they move through the school. However, they won't repeat an area of learning due to the organisation of our 2 year rolling curriculum.

As such, we have developed a bespoke 2 year rolling curriculum, which ensures progression without repetition. We respond to the constantly changing needs of our pupils and have the courage to evolve the curriculum to ensure it is up-to-date and relevant for all our children. In 2023/2024 and 2024/2025, we fully reviewed and revised the curriculum to reflect this belief:

All curriculum documentation can be found on the school website [here](#).

Subject Organisation

At Kingsland CE Primary School, we follow the Primary National Curriculum 2014. Each subject is allocated curriculum time but our thematic approach leads to a more flexible delivery of the curriculum.

Subject Leadership

English / RWI	Maths	Science / RSHE	RE	Art & Design	Computing	Design & Technology	Geography	History	MFL (French)	Music	PE
AP & HW	SD & FW	CS	HW & GC	FW & HW	SP & SD	AP & CS	FW & HW	AP & CS	SD, AP, CS	SD	SP

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe

and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Curriculum Organisation

At Kingsland CE Primary School, English is usually taught in the mornings, to allow for more flexible groupings. Children in EYFS and KS1 study English through Read Write Inc. (RWI), supplemented by a variety of enriching texts to give context to writing. Children in Y1 and Y2 are placed in targeted teaching groups, allowing for more personalised learning. Most children complete the RWI programme of study by the end of Y1. Children in Y2 continue to receive targeted phonics teaching, alongside the other aspects of English learning.

In Y2 and in KS2, children are taught the following aspects of English:

- Spoken language
- Reading:
 - Word reading / fluency
 - Comprehension
- Writing:
 - transcription (spelling and handwriting)
 - composition (articulating ideas and structuring them in speech and writing), including:
 - grammar
 - punctuation
 - vocabulary
 - writing for purpose across a range of genres

Teaching and Learning Strategies

Reading – with reference to [The Reading Framework](#):

- Reading is an integral part of learning across the curriculum with daily opportunities to share and learn. The teaching of reading is organised in a variety of ways (see also [Whole School Reading Strategy](#)):
 - Shared reading - opportunities to share and discuss texts in whole class, group or paired situations
 - Guided reading - planned group sessions, at least once a week, developing reading skills and discussing texts together
 - Independent reading - opportunities to enjoy texts alone and develop reading independence
 - Phonics - taught through RWI

- Reading Buddies - a paired buddy system where children have the opportunity to share the joy of reading and discussing texts with children from another year group in school
 - One to one / adult to child - opportunities for individual children to share and be supported by an adult. This may be a teacher, support assistant, other adult in school or volunteer parent or friend of the school.
 - Class texts - listening to texts as a class for enjoyment and discussion, a wonderful opportunity for the children to experience a wide variety of well-known or not so well-known texts, including those which they may not be able to access independently.
- Most children progress through a coloured 'book bands' scheme to ensure progression of skills is monitored and appropriate to their reading ability and understanding. Most children by years five and six have progressed onto becoming a 'free reader' with more personal choice over which texts they read. All children are encouraged to read a wide variety of genres.
 - Children and adults record reading progress in a reading record which is also an important form of communication between home and school. It is a required homework task for pupils of all ages to read and share texts at home. Parents and carers are provided with guidance on how to support and help their children progress with their reading at home through guidance in reading records.
 - The school library is available for the children to use and is run mainly by Year 6 librarians who keep the library organised, encourage children to use it, run before-school club and create quizzes and competitions. This helps keep the library an integral part of school life and gives the children ownership, responsibility and an understanding of how libraries work. Classes visit the library and use it to support the curriculum in a variety of subjects.

Writing – with reference to [The Writing Framework](#):

Writing is taught within English lessons, but is very much an integral part of the whole curriculum and school life. Wherever possible, children write 'for a purpose' and this is usually closely linked to topics or events.

- Phonics - EYFS children are taught phonics using RWI, incorporating a multisensory approach. From Year 1, children learn phonics through RWI.
- Spelling – the teaching and learning of spelling stems from the children's phonetical understanding, taught through RWI. Spellings are taught through a variety of ways:
 - Spelling patterns – outlined in year group objectives in the National Curriculum (taught with reference to the RWI spelling resources)
 - Year group spelling lists
 - Common exception words
 - High Frequency Words and Medium Frequency Words (HFW / MFW)
- Emergent writing - In EYFS, opportunities are created to encourage children in their 'mark making'. A variety of 'mark making' tools are provided through role play, outdoor play, painting, writing table, sand etc. There are recognisable developmental stages to early writing and these are monitored carefully to ensure children are given the correct level of support to develop their skills.
- Shared Writing – teachers ensure there are opportunities for shared writing as a class or in groups. This enables children to learn from each other and the teacher as well as enjoy creating a piece of writing that they have crafted together that they can be proud of. Shared writing involves a lot of modelling from the teacher, developing skills and learning about the 'process' of writing.
- Guided Writing - Opportunities for guided writing enable ability groups to be guided through a piece of writing together with structured support.
- Independent Writing - children are given lots of opportunity to write independently and apply the new skills that they have learnt through teacher modelling, shared or guided writing. This enables the children to gain confidence in their writing and to develop independent strategies (e.g. finding a

dictionary to help with a spelling, using a thesaurus when choosing an appropriate word, reading through their writing to ensure it makes sense, thinking in sentences, looking for clues in the classroom to help remember how to form a letter or how to structure their text).

- Handwriting - In EYFS, pre-writing skills are taught using gross motor movements (Write Dance), a variety of media (finger painting, water, chubby crayons, thick pencils) and activities which focus on pincer grip. Formal handwriting begins alongside the introduction of phonemes and the correct formation of letters (graphemes) is taught.
- In 2024/2025, the school will use Grammarsaurus Place Value of Punctuation and Grammar during Autumn 1 term, bringing consistency and rigour to the teaching of grammar and punctuation, and allowing the children to free-up working memory when they come to write longer pieces of writing.

Cross Curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links wherever possible. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum and use opportunities to teach literacy skills and understanding through other curriculum subjects e.g. learning about writing instructions through following Indian recipes to learn about life in another country. Teachers endeavour to ensure that there is always a strong purpose and context for writing, usually basing learning around topic work or on a class book.

Curriculum progression documents for English can be found here:

<https://www.kingslandceprimary.com/english-2/> and [Non-fiction writing progression](#) and [Poetry writing progression](#)

Mathematics

At Kingsland CE Primary School, we follow a Teaching for Mastery approach in mathematics, based on the Primary National Curriculum. Mr Debenham is a Teaching for Mastery Specialist with the Salop, Herefordshire and Wolverhampton (SHaW) Maths Hub, as well as an SLE, an NCETM PD Lead, and a Primary Maths Specialist teacher (MaST). Mr Powell is an NCETM PD Lead, and all staff participate in Subject Knowledge Enhancement training with the maths hub. Continuing from the last academic year, YR/1/2 are also following the NCETM KS1 Mastering Number programme. Y4/5/6 children will follow the KS2 Mastering Number programme.

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

What does it mean to master mathematics?

A mathematical concept or skill has been mastered when a pupil can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations.

Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

This is not about just being able to memorise key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. Pupils should be able to select which mathematical approach is most effective in different scenarios.

All pupils can achieve in mathematics

A positive teacher mindset and strong subject knowledge are key to student success in mathematics. It is not the case that some pupils can do mathematics and others cannot.

No pupil should be left behind. The focus is keeping up over catching up. By making high expectations clear and emphasising the value of mathematics education, pupils are encouraged to build confidence and resilience. A positive teacher mindset in maths encourages a love of learning and resilience that enables everyone to achieve.

Focus on depth - Deepen understanding before accelerating content coverage

All pupils benefit from deepening their conceptual understanding of mathematics. Pupils must be given time to fully understand, explore and apply ideas, rather than accelerate through new topics. This approach enables pupils to truly grasp a concept, and the challenge comes from investigating it in new, alternative and more complex ways.

Multiple representations for all - Concrete, pictorial, abstract

Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help pupils explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – Pupils should have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – Pupils should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.

Fluency, reasoning and problem solving – teaching supports the aims of the National Curriculum: Problem solving

Mathematical problem solving is at the heart of our approach. Pupils are encouraged to identify, understand and apply relevant mathematical principles and make connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. Pupils combine different concepts to solve complex problems, and apply knowledge to real-life situations.

Reasoning

The way pupils speak and write about mathematics transforms their learning. Mastery approaches use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary. Pupils explain the mathematics in full sentences. They should be able to say not just what the answer is, but how they know it's right. This is key to building mathematical language and reasoning skills.

Fluency

Pupils should be able to recall and apply mathematical knowledge both rapidly and accurately. However, it is important to stress that fluency often gets confused for just memorisation – it is far more than this. As well as fluency of facts and procedures, pupils should be able to move confidently between contexts and representations, recognise relationships and make connections in mathematics. This should help pupils develop a deep conceptual understanding of the subject. Frequent, carefully designed, intelligent practice will help them to achieve a high level of fluency.

Number at the heart - Secure the fundamentals

A large proportion of time is spent reinforcing number to build competency and fluency, with more time devoted to this than other areas of mathematics. It is important that pupils secure these key foundations of maths before being introduced to more difficult concepts.

This increased focus on number will allow pupils to explore the concepts in more detail and secure a deeper understanding. Key number skills are fed through the rest of the scheme so that students become increasingly fluent.

What will maths look like in these classrooms?

In lessons you will see teachers slowing down and lessons will have a whole class focus, but where they seek to ensure depth due to the use of representations to identify structures and a clear focus on the small steps required for future learning.

Lesson design identifies new mathematics being taught, the key points, the difficult points and a carefully sequenced journey through the learning. In a typical lesson the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration and discussion.

Significant time is spent developing the deep knowledge of the key ideas and mathematical structures that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.

Procedural fluency and conceptual understanding are developed in tandem and intelligent practice reinforces this.

Key number facts such as multiplication tables and addition facts to 10 are given sustained focus so that they are learnt to automaticity in order to avoid cognitive overload in the working memory and enable the pupil to focus on new concepts.

Curriculum progression documents for maths can be found here: <https://www.kingslandceprimary.com/maths/>

Relevant planning documents:

White Rose schemes: <https://whiterosemaths.com/resources?year=year-1>

NCETM curriculum prioritisation <https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/>

NCETM Ready to progress <https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>

NCETM PD materials <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>

NCETM Mastery Assessment materials <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>

DfE Primary Mathematics Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.

Programmes of study

At Kingsland CE Primary School, children study the following scientific concepts:

Y1 – plants; animals, including humans; everyday materials; seasonal changes

Y2 – living things and their habitats; plants; animals, including humans; uses of everyday materials

Y3 – plants; animals including humans; rocks; light; forces and magnets

Y4 – living things and their habitats; animals, including humans; states of matter; sound; electricity

Y5 – living things and their habitats; animals, including humans; properties and changes of materials; earth and space; forces

Y6 – living things and their habitats; animals, including humans; evolution and inheritance; light; electricity

There is an element of flexibility when teaching these concepts due to mixed aged classes and ensuring strong cross curricular links with topics.

Teaching and Learning

Science is taught to classes in weekly lessons. Teachers are encouraged to make lessons as practical as possible to allow children to discover and understand scientific concepts deeply for themselves.

Close connections with the Ogden Trust and the science department at Earl Mortimer College allow for quality CPD for staff, as well as exciting learning opportunities for the children which they might not normally experience.

The whole school takes part in an annual science week, which usually has a whole school theme. Previous themes have included bees, and water.

Curriculum progression documents for science can be found here:

<https://www.kingslandceprimary.com/science-1/>

	Autumn Term	Spring Term	Summer Term
Class 1	Senses Light and dark	Changing materials Magnets and forces	Animals, habitats and new life Plants and new life
Class 2	Seasonal changes (Y1) Animals including humans (Y1/2) Materials (Everyday materials Y1; Uses of everyday materials Y2)	Seasonal changes (Y1) Living things and their habitats (Y2)	Seasonal changes (Y1) Plants (Y1/2)
Class 3	Light (Y3) Forces and magnets (Y3)	Materials (Uses of everyday materials Y2) Rocks (Y3)	Plants (Y2/3) Animals including humans (Y2/3)
Class 4	Electricity (Y4) Sound (Y4)	Earth and Space (Y5) States of matter (Y4)	Animals including humans (Y4/5) Living things and their habitats (Y4/5)
Class 5	Properties and changes of materials (Y5) Forces (Y5)	Electricity (Y6) Animals including humans (Y6) Evolution and inheritance (Y6)	Light (Y6) Living things and their habitats (Y6)

Religious Education (RE)

RE in Kingsland CE Primary School is taught in accordance with the requirements of the school's Trust Deed, which requires us to "educate the children in the principals of the Established Church", together with the Herefordshire Agreed Syllabus.

Aims of Religious Education

The aims of Religious Education which inform the programmes of study and attainment targets are:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development
- to provide pupils with knowledge and understanding of Christianity and other principal religious traditions and beliefs
- to develop their understanding of the ways in which beliefs influence other people in their behaviour, practices and outlook
- to enable pupils to apply the insights of the principal religious traditions to their own search for identity and significance
- to enable pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life

- to encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own

Objectives

With these aims in mind, we try to provide opportunity for pupils to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religions
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures
- consider questions of meaning and purpose in life
- learn about, and from, religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society
- develop enquiry and response skills through the use of distinctive language, listening and empathy
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Teaching, Learning, Assessment and Reporting

Religious Education has equal standing in relation to the core and other foundation subjects within the school's curriculum. Pupils will be taught using the [Herefordshire Agreed Syllabus for Religious Education](#), alongside Understanding Christianity. A rolling programme ensures full coverage. The exploration of key questions will encourage pupils to develop and use skills of reflection, interpretation, analysis and application as well as developing their knowledge and understanding of religion and belief. This is often done through P4C (Philosophy for Children). Pupils will be assessed in line as explained in the Herefordshire Agreed Syllabus with a termly record kept as to whether pupils are working at, above or below the expected level. Attainment in relation to nationally expected, progress and attitude to RE are recorded on the school's annual summer reports as well as an RE comment.

A long-term rolling programme has been developed from the Herefordshire Agreed Syllabus for Religious Education. Short-term planning is the responsibility of individual teachers, supported by the RE leader. Schemes of work provided by RE Today are extremely useful. Pupils are provided with a range of experiences and opportunities to enrich and broaden their learning. Understanding Christianity is being throughout the school to enhance the children's understanding of the big picture of Christianity.

Religions to be taught

Christianity is to be taught as the predominant religion. We also take into account the beliefs, viewpoints and ideas of children and their families.

EYFS: Christianity and aspects of other principal religions.

KS1: Christianity and Judaism.

KS2: Christianity plus Hinduism, Buddhism and Islam.

The programmes of study are designed to enable pupils not only to learn about and understand religious beliefs, practices and lifestyles but also to respond through reflection on their own experience to the insights and teachings of these faiths. This reflection on beliefs, practices, lifestyles, moral values, and ultimate questions, is as important as the development of knowledge and understanding of religions.

RE Enhancement

At Kingsland CE Primary School, we believe it is vital to open our children's eyes to a bigger world. We, therefore, run a rolling programme of RE visits and enhancement learning days, including Interfaith Learning Days, visit to Wolverhampton (Gurdwara, Mosque, Temple), tour of Leominster Christian places of worship, iSingPop:

RE curriculum progression documents can be found here: <https://www.kingslandceprimary.com/re/>

Class	Autumn Term	Spring Term	Summer Term
Class 1	F4 Being special: where do we belong? F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians? F3 Why is Easter special to Christians?	F5 What places are special and why? F6 What times/stories are special and why?
Class 2	1.10 What does it mean to belong to a faith community? 1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (parts 1 and 2) 1.5 Why does Easter matter to Christians?	1.2 Who do Christians say made the world? 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Class 3	L2.2 What is it like for someone to follow God? UC Incarnation LKS2	L2.9 How do festivals and worship show what matters to a Muslim? UC Salvation LKS2	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Class 4	U2.1 What does it mean if Christians believe God is holy and loving? UC Incarnation UKS2	U2.8 What does it mean to be a Muslim in Britain today? U2.3 Why do Christians believe Jesus was the Messiah? / UC Salvation UKS2	U2.9 Why is the Torah so important to Jewish people? U2.4 Christians and how to live: 'What would Jesus do?'
Class 5	U2.2 Creation and science: conflicting or complementary? UC Incarnation UKS2	U2.10 What matters most to Humanists and Christians? (C, M/J, NR) U2.5 What do Christians believe Jesus did to 'save' people? / UC Salvation UKS2	U2.12 How does faith help people when life gets hard?

Class	Autumn Term	Spring Term	Summer Term
Class 1	F4 Being special: where do we belong? F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians? F3 Why is Easter special to Christians?	F5 What places are special and why? F6 What times/stories are special and why?
Class 2	1.1 What do Christians believe God is like? 1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? 1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings? 1.8 What makes some places sacred to believers? (C, M)
Class 3	L2.1 What do Christians learn from the Creation story? UC Incarnation LKS2	L2.10 How do festivals and family life show what matters to Jewish people? UC Salvation LKS2	L2.4 What kind of world did Jesus want?
Class 4	L2.3 What is the 'Trinity' and why is it important for Christians? UC Incarnation UKS2	L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today? UC Salvation UKS2 / Good Friday	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life? (C, H, NR)
Class 5	U2.11 Why do some people believe in God and some people not? (C, NR) UC Incarnation UKS2	U2.7 Why do Hindus want to be good? U2.5 What do Christians believe Jesus did to 'save' people? / UC Salvation UKS2	U2.6 For Christians, what kind of king is Jesus?

Art and Design

At Kingsland CE Primary School, art and design is usually taught through the context of topic work, making strong cross curricular links. The art and design curriculum is enhanced further through other opportunities, such as:

- Leominster in Bloom
- Kingsland Flower Festival
- After School Art Club
- Interfaith Learning
- Christian festivals e.g. Christmas, Easter, Mothering Sunday

We believe it is important to value and display the children's art and design work around the school.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Curriculum progression documents for Art and Design can be found here:

<https://www.kingslandceprimary.com/art-design/>

Computing

At Kingsland CE School we teach Computing through the [NCEE Teach Computing](#) programme, as well as focusing on three key areas:

- Computer Systems and Networks
- Creating Media / Data Information
- Computer Science

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Subject content

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Curriculum progression documents for Computing can be found here:

<https://www.kingslandceprimary.com/computing-2/>

Curriculum A

Class	Computer systems and networks	Creating media	Programming A	Data and Information	Creating media	Programming B
Class 1	Online safety	Technology at home and at school	Programming Bee-Bots			
Class 2	Technology around us (1.1)	Digital writing (1.5)	Moving a robot (1.3)	Grouping data (1.4)		
Class 3	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (1.4)		
Class 4	The internet (4.1)		Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	
Class 5	Internet communication (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)		

Curriculum B

Class	Computer systems and networks	Creating media	Programming A	Data and Information	Creating media	Programming B
Class 1	Online safety	Technology at home and at school	Programming Bee-Bots			
Class 2	Information technology around us (2.1)	Digital painting (1.2)	Robot algorithms (2.3)	Pictograms (2.4)		
Class 3		Digital photography (2.2)			Desktop publishing (3.5)	Programming quizzes (2.6) Events and actions in programs (3.6)
Class 4	Sharing information (5.1)	Video editing (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)		
Class 5					Vector drawing (5.5) 3D modeling (6.5)	Selection in quizzes (5.6) Sensing (6.6)

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Subject content

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Curriculum progression documents for Design and Technology can be found here:
<https://www.kingslandceprimary.com/design-technology-1/>

Geography

At Kingsland CE Primary School, geography will usually be taught through cross curricular topic links, following the topic timetable.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- Locational knowledge
 - name and locate the world's seven continents and five oceans
 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical geography
 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 - use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork
 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locational knowledge
 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Place knowledge
 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Human and physical geography
 - describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Geographical skills and fieldwork
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum progression documents for Geography can be found here:

<https://www.kingslandceprimary.com/geography-1/>

History

At Kingsland CE Primary School, history will usually be taught through cross curricular topic links, following the topic timetable.

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Curriculum progression documents for History can be found here:

<https://www.kingslandceprimary.com/history-1/>

Languages

At Kingsland CE School, we teach French to children in Y3 – Y6, usually through a weekly class lesson. In addition to this, signing is promoted across the school, particularly in KS1 (BSL / Signalong).

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

At Kingsland CE Primary School, we are keen to open the children's eyes to a bigger world. Along with our strong links with Tanzania, we are developing penpal links with Association Playschool in Southern France, where children exchange letters, pictures and communications in order to learn more about differing cultures, religions and countries.

Curriculum progression documents for French can be found here:

<https://www.kingslandceprimary.com/french-1/>

Year A

Class	Autumn Term	Spring Term	Summer Term
Year 3	Getting to know you (Y3 unit 1)	All about me (Y3 unit 2)	Family and friends (Y3 unit 4)
Class 4	C'est moi! Click here	Food glorious food (Y3 unit 3)	Où habites-tu? Click here
Class 5	That's tasty (Y5 unit 3)	À table! Click here	Let's visit a French town (Y6 unit 1)

Year B

Class	Autumn Term	Spring Term	Summer Term
Year 3	Getting to know you (Y3 unit 1)	All about me (Y3 unit 2)	Family and friends (Y3 unit 4)
Class 4	Qu'est-ce que c'est? Click here	Going shopping (Y4 unit 3)	Holidays and hobbies (Y4 unit 6)
Class 5	All about ourselves (Y5 unit 2)	En ville Click here	Let's go shopping (Y6 unit 2)

Music

Music is a highly valued subject in our curriculum. National Curriculum objectives for music are taught in a number of ways at Kingsland CE Primary School:

- Explicit music lessons
- Music lessons linked to class topics
- Wider opportunity music lessons (Y3 recorders)
- Musical productions e.g. Y5/6 production; KS1 Nativity production
- Daily singing and listening in Collective Worship
- Weekly Songs of Praise worship
- Musical events e.g. Winter Concert, Young Voices
- Visits and visitors e.g. Birmingham theatre visit; pantomime; Hereford 6th Form College concert
- Instrumental music lessons (paid for individually)
- Individual instrumental performances in worship time
- After school choir and steel band

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Staffing

Music teaching requires highly specialised and skilled practitioners. Class teachers plan and deliver music lessons, often linked to their class' topic. Music teaching is further enhanced by:

- Mr Debenham (BMus music degree from RNCM)
- Mr Hymas (Songs of Praise and choir)
- Peripatetic music teachers (Mr James, Dr Richards, Mrs Lewis-Merritt, Mrs Best, Mrs Landey)
- Encore Enterprises (Herefordshire Music Service)
- Reference to the [Model Music Curriculum](#) and [The Power of Music to Change Lives](#)
- Steel pan club – Mrs Green / Miss Corrick

Rationale

Music is an internationally understood language; it breaks down barriers and brings people together. Music is a diverse art in many forms that can be appreciated by all. It allows children a voice to express themselves, bringing joy to both participants and audience. As a curriculum subject, it helps develop critical listening skills, which are required in every other curriculum area. It helps develop self-control, self-awareness, team work and fine motor control, and links to many other curriculum areas such as science and art.

The school was awarded 1st Prize in the Elgar in Hereford Award 2022.

The school sang alongside G4 in Hereford Cathedral in 2023 / 2024 / 2025.

The school has been selected to be a Lead Music School.

Curriculum progression documents for music can be found here:

<https://www.kingslandceprimary.com/music-1/>

Physical Education (PE)

Physical Education provides for the acquisition and application of motor skills and the development of human movement as a medium for planning, creating, assessing and evaluating across a variety of movement experiences. It is this which distinguishes it from any other area of the curriculum. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we try to enable children to make informed choices about physical activity throughout their lives.

PE Vision Statement

Physical Education will provide children with the motivation, confidence, physical competence, knowledge and understanding of fundamental skills and movements for lifelong participation in physical activity and sport.

Or quite simply...

Physical Skill + Confidence + Motivation + Lots of Opportunities = Physical Literacy / Physical Education

Equal Opportunities and Inclusion

All teaching and non-teaching staff at Kingsland Church of England School are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

As far as practicable, children will always engage in physical activity with their peer group. Each teacher will ensure that such integration is practical by providing differentiation by modifying the space, task, equipment and people. This same ethos is incorporated into all afterschool clubs. No child, regardless of his or her ability, should be excluded, and additional provision should be made in the planning of lessons. Wherever possible Gifted and Talented children should be encouraged to take part in the school teams which may mean them playing in a team earlier than some of their peers.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The school uses PE Hub planning materials and resources.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Timetabling

Each class has two sessions of PE a week. For Y1 – Y6, one of these sessions is usually on Friday afternoon:

- Y1 and Y2 taught as separate year groups
- Y3, Class 4 and Class 5 – follow a programme of three winter sports and three summer sports, each for a half term. These are selected from the following possibilities: hockey, football, tag rugby, tennis, rounders, netball, athletics, cricket, cross country

The remaining PE session will be arranged by each class, selecting from the following possibilities: swimming, gymnastics, dance, multi skills, athletics, rounders; as well as trying new sports, depending on the availability of specialist coaches e.g. karate

The PE curriculum is enhanced by numerous opportunities to try new sports e.g. kabaddi, ultimate Frisbee.

PE Curriculum Activities will include:

Phase	Swimming	Games	Core Skills	Outdoor Adventurous Activities
EYFS	Swimming	Team games	Body Management Gymnastics Manipulation and Coordination Dance Cooperate and Solve Problems Speed Agility Travel Athletics / Sports' Day	
KS1	Swimming	Send & Return Hit Catch Run Attack Defend	Gymnastics Dance Movement Run Jump Throw Athletics / Sports' Day	
KS2	Swimming (Y3/4/5)	Football Netball Hockey Tag Rugby Handball Cricket Rounders Lacrosse	Dance Gymnastics Athletics / Sports' Day	Outdoor Adventurous Activities Oaker Wood (Y3/4) School Venture (Y4/5) Manor Adventure (Y5/6)

Assessment

Assessment is based on observation and dialogue, through which the teacher is able to gauge understanding, progress and achievement. Each term children's attainment is recorded using the school's Foundation Subject Teacher Assessment document file, as either WTS, EXS or GDS.

Swimming provision

Each class attends seven 1 hour swimming lessons a year, allowing the children to develop skills each year. Children follow the Swim England Learn to Swim Framework, a series of levels to develop skill and confidence.

Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE Leader will work closely with Leaders from the Wigmore Cluster.

Curriculum (Continuity and Progression)

The school has designed a curriculum map set out from reception through to year 6, which provides clarity and direction to support the planning of PE. The PE curriculum map is a flexible document and will be reviewed on an annual basis. It will be amended according to the individual and specific needs of the children.

Staff Development

As far as is practicable the Head teacher and PE Leader will use the resources available to enable staff to attend In Service Education and Training (INSET) when necessary. Staff will be notified of Continuing Professional Development (CPD) courses which become available through Personal Best Solutions (responsible for CPD and raising standards in Herefordshire). Funding for these courses can be made through the PE and Sport Premium funding in conjunction with an assessment of the impact it has made on the children's learning.

Lunchtime Clubs

Lunchtime clubs are organised and run by teachers and support staff and are free to pupils in the specific year groups. A Sport Apprentice is employed to increase activity at lunchtimes, through a range of age-appropriate activities.

After School Clubs

After school clubs are run by a qualified Sport Apprentice and offered to all pupils in certain year groups. For each club there is a small charge to cover staffing costs. The aim is for all pupils to have the opportunity to

attend these clubs so financial arrangements could be made for children from low income families. Children are registered on a first come first served basis.

The PE Leader and the Senior Leadership Team are responsible for the organising and running of the after school clubs. The office staff will be responsible for the finances and administration of the clubs. All coaches will be expected to take registers obtained from the school office and to take responsibility for the children under their care.

Children attending clubs will be expected to have appropriate PE equipment and to behave in the correct manner, demonstrating high standards of respect for staff, coaches and volunteers. Otherwise parents will have to be consulted and appropriate action taken in line with school behaviour policy.

Competitions

Children are selected for the school teams by the teachers. The school teams are selected to give the Gifted and Talented children a chance to excel but also to provide others with the opportunity to represent the school. It is an aim that each child should represent the school in, at the very least, one competitive sporting activity during their school days, promoting inclusion.

Inter and Intra School Competition

The school participates in a number of local sporting competitions and tournaments on an annual basis throughout the school year.

Pupils are organised into 4 houses for all areas of the curriculum which includes sporting events. Competitions for KS2 and KS1 where relevant will run throughout the year which will allow all children to participate in school competitive sport.

For example:

- Cross Country
- Cricket
- Football
- Netball
- Rounders
- Sports' Day both KS1 & KS2

Sports' Day allows children to take part in both individual races and team events.

Equipment and Resources

A range of small and large apparatus is located in the games shed. The school also has the use of a football pitch, two tennis courts, and a netball court. The school regularly uses the local Luctonians Sports Club for home hardball cricket matches. The pupils swim at Leominster Swimming Pool.

Although children are encouraged to find, use and return items of equipment, all members of staff are responsible for checking that the resources are left in a tidy and safe way. Any breakages should be reported to the PE Leader.

The school hall has a number of large apparatus items, including wall bars for use in gymnastic lessons. It is imperative that staff follow the Health and Safety guidance using the 'Safe Practice in PE and Sport' (afPE, Association for Physical Education).

New equipment will be ordered in line with the School Improvement Plan and the PE and Sport Premium funding and must show an impact on the children's learning. Any requests should be made to the PE Leader.

Learning Environment

The learning environment must be a safe and purposeful environment to allow children to thrive and succeed in the subject. Staff should use a variety of teaching and learning styles in PE lessons. The principal aim is to

develop the children's knowledge, skills and understanding and this is to be done through a mixture of whole-class teaching and individual/group activities. Staff should draw attention to good examples of individual performance as models for the other children and they should encourage the children to evaluate their own work as well as the work of other children. Within lessons staff should give the children the opportunity both to collaborate and to compete with each other, and the children should have the opportunity to use a wide range of resources.

Staff should carry out a visual sweep of playing areas before lessons in order for dangerous items to be collected and disposed of in the correct manner.

Staff should also carry out a visual inspection of play equipment prior to use. Any damaged items should not be used and should be removed and reported to the PE Coordinator. Large sports equipment, e.g. the climbing frames in the school hall, will be inspected annually. However each staff member is responsible for checking the safe erection of apparatus as described in 'Safe Practice in PE and Sport' (afPE) before it is used by the children. Any faulty equipment should be reported to the PE Leader.

Pupils should be taught how to handle equipment safely and to look for faults and dangers as part of the curriculum. Children should be encouraged to report any problems to the member of staff responsible. Children should not put out the large wall apparatus in the hall unsupervised.

Safety Guidelines

Staff and coaches are responsible for creating a safe environment for the lesson.

The general teaching requirement for health and safety applies in this subject. Staff will encourage the children to consider their own safety and the safety of others at all times. Staff will expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Long hair should be tied back away from the face.

Class control is imperative for safe practice and the children should be trained in good habits of response, behaviour, and handling apparatus. The material chosen should be suited to the movement experience of the class. Staff and coaches must make their own decision on when to support an individual child in gymnastics. Children should never support each other on apparatus

Since safety is one of the key areas for children to learn, this aspect should be part of every lesson so that the development of independent decision making by children, based upon informed safe practice, is a major goal of the work.

Staff should be aware of, and refer to, 'Safe Practice in PE and Sport' (afPE, Association for Physical Education).

PE and Sport Premium Funding

Further information can be found on our PE and Sport Premium page on the school website:

<http://www.kingslandceprimary.com/pe-sport-premium/>

Kingsland CE Primary School currently holds the School Games Platinum Award, demonstrating high quality and sustained PE and Sport provision.



Curriculum progression documents for PE can be found here: <https://www.kingslandceprimary.com/pe/>

Collective Worship

Collective Worship at Kingsland CE Primary School plays an important part in the life of our school. As it's 'living centre' of the work, worship and worth of the school, it offers the whole school community opportunities to experience, participate in and take responsibility for the living expression of Christian worship, valued and honoured through the school's Anglican Foundation, and affirms every individual's unique contribution and response, regardless of age, sex, ability, background or religion.

Further information can be found in our Collective Worship Policy:

<https://www.kingslandceprimary.com/policies/>

Cultural Capital

What is Cultural Capital?

The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life:

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted School Inspection Handbook 2019)

How is the children's Cultural Capital developed at our school?

At Kingsland CE Primary School we are proud to offer a rich and vibrant curriculum for all our children. Our topics are carefully planned and sequenced taking into account our five-class structure, and include numerous opportunities for children to develop cultural capital. Our curriculum is underpinned by our Christian school vision and values which lead our intentions throughout the curriculum.

The list below demonstrates examples of how our children are equipped with the cultural capital they need in order for them to flourish and thrive. It is an evolving rather than an exhaustive list, as teachers are constantly seeking opportunities to educate the whole child.

Learning inside the classroom:

- Tanzanian colleagues visits – related Zero Waste / Climate Change learning
- French penpals
- Sharing quality literature (e.g. Kensuke's Kingdom, Friend or Foe)
- Interfaith learning – visitors from different faiths
- Spelling bee – intra house / inter house / inter school
- 24 Game House competition
- High quality RE learning about other faiths
- Reading buddies
- Science week
- World Book Day
- Spiritual Development across the curriculum
- Studying key people and their achievements (e.g. artists, musicians, scientists)
- Sign language – inclusion
- Charity connections – Children in Need
- KS1 History days e.g. homes
- HandsUp4the Planet
- Class led Worship Times
- Class dance performances

- First News subscription
- Significant inspirational visitors – e.g. Sasha Kindred, Lark Davies, Laura Deas
- P4C – developing a voice and independent critical thinking
- Tapping into local talent – HPAF poetry coaches, parent readers
- Trainee teachers – School Direct
- Science learning at Earl Mortimer College – use of their science labs and equipment to enhance the teaching and learning of science
- Healthy school learning

Learning outside the classroom:

- Visit to Wolverhampton / places of worship
- Residentials at Oakerwood and Manor Adventure – outdoor adventurous activities
- Class visits linked to Topic areas (e.g. Brecon Mountain Railway, Judge’s Lodgings, fire station, Queenswood, theatre visits)
- High quality Worship Times and assemblies – in church; Education Sunday, Harvest, Easter
- Winter Concert – instrumental music
- Visits to Hereford United
- Joint Carol Service with Hereford Cathedral School
- Leadership skills – Sports’ Leaders, Worship Team, Class 5 class-based worship leaders, Eco Team
- Bikeability
- YR Welcome party / transition visits
- After school clubs – sports, choir, drama, steel plans, Spotlight
- Herefordshire Performing Arts Festival – poetry / drama
- Experience Easter at church
- Celebration Assembly – every Friday
- Shared worship with other schools e.g. Pembridge CE Primary School
- Christmas shoe box appeal
- Leominster in Bloom – flower festival
- Dancefest
- iSingPop – whole school Christian singing project
- Y5/6 production every two years
- Annual KS1 Nativity performances
- Mortimer Project
- Internal and external sporting fixtures – Winter Games, Summer Games, cluster fixtures
- Lunchtime sports club
- Y6 Leavers’ service
- World Day of Prayer

Early Years Foundation Stage (EYFS)

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.” - Early Years Foundation Stage Profile: Department for Children, Schools and Families 2012.

Planning will consider the emotional, social, physical, creative and intellectual development of the children and will be based upon what the children can do. Learning will be active and involve first hand experiences using cross-curricular topics – holistic learning - set in meaningful contexts. It will value the children’s own interests. Planning and provision guidance is given in [*Development Matters in the EYFS:*](#)

The Characteristics of Effective Learning and the **Prime and Specific Areas of Learning and Development** are all interconnected.

Learning and Development is categorised into three **prime** areas of learning:

- Communication and Language
- Physical Development
- Personal, social and emotional development

Additionally, there are four **specific** areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these **prime** and **specific areas** of learning is underpinned by the **Characteristics of Effective Learning**

- Playing and exploring - *engagement*
- Active learning - *motivation*
- Creating and thinking critically – *thinking*

Children work towards the Early Learning Goals as described in the [EYFS Statutory Framework](#).

Further information about the Early Years Foundation Stage can be found in our Early Year Foundation Stage (EYFS) Policy: <https://www.kingslandceprimary.com/policies/>

Eco / Environmental Learning

Introduction

The main purpose of environmental learning (eco learning) is to examine and interpret the environment from a variety of perspectives - physical, geographical, biological, sociological, economic, political, technological, historical, aesthetic, ethical and spiritual. Environmental Education is cross curricular and opportunities are provided for learning **about**, **in**, **through**, and **for** the environment.

- Education **about** the environment - to develop a sound base of knowledge, understanding and skills that children will need to make sense of environmental issues.
- To provide education **in** the environment - to give children first-hand experience of various local environments.
- To provide stimulus for learning a wide range of skills through secondary sources - education **through** the environment.
- Education **for** the environment focuses on sustainable solutions to environmental problems, taking into account, that there are conflicting interests and different perspectives.

Aims and Objectives

It is important for the Kingsland CE Primary School community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

We encourage both staff and pupils to think about their environment and how their actions impact upon the national and global picture. To this end we encourage and reinforce environmental education in all aspects of everyday life and the wider community.

The ways in which we will strive towards this goal is to **reduce** the amount of materials we use and waste we produce, **recycle** and **re-use** materials wherever possible, **restore** what is deemed to have been destroyed and **respect** our neighbours and our environment.

Further information can be found in our Eco Policy:

<https://www.kingslandceprimary.com/policies/>

Educational Visits

At Kingsland CE Primary School we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that support, develop and enhance what they learn in school.

Further information can be found in our Educational Visits Policy:

<https://www.kingslandceprimary.com/policies/>

Educational visits can take many forms ...

- Class organised visits related to the curriculum
- Key Stage visits e.g. KS1 pantomime, KS2 theatre visit
- Residential e.g. Y5/6 to manor Adventure, Y3/4 to Oakerwood
- Local visits e.g. Kingsland Church, Pinsley Brook

...And for a number of purposes:

- Specific curriculum areas
- Developing essential skills for learning – confidence building / team work / independence
- As part of a broad, balanced, inspiring and stimulating curriculum
- As inspiration for future work and curriculum learning

Healthy School

Kingsland CE Primary School recognises that a healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to ongoing improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning.

Further information can be found in our Healthy School Policy: <https://www.kingslandceprimary.com/policies/>

International and Global Learning

Being a village school in rural Herefordshire, we believe it is important to open our children's eyes to a bigger world and for them to become effective and responsible global citizens. We currently hold the **British Council International School Award** for our global learning. Our children benefit from strong links with Moivaro Primary School in Tanzania, as well as more recent links with Ecole Elementaire Marcel Pagnol in France and Association Playschool in Southern France.



Outdoor Learning

Being a village school in rural Herefordshire, serving many farming families, we understand the value of the natural environment. Despite our limited resources, classes use the natural environment in a variety of ways:

- Pond area:
 - Frog spawn, life cycles, insect investigations
- Outdoor classroom:
 - Reading buddies, a base for outside learning
- The Coronation Hall “forest school” area:
 - Used by Class 1 to investigate habitats, plant and animal investigations
- The Village Green:
 - Used for forest school activities, den building, PE
- National Trust membership:
 - For class visits to Croft Castle / Berrington Hall - for den building, forest school activities
- The Meadow:
 - Forest school activities, habitat investigations, science work

We understand the benefits of children working outdoors on mental and physical health. Further information can be found in our Outdoor Learning Policy: <https://www.kingslandceprimary.com/policies/>

Relationships Education, Relationships and Sex Education, and Health Education (RSHE)

Aims

We aim to deliver Relationships and Sex Education in a balanced and sensitive manner set within a clear framework of Christian values which engender a sense of awe and wonder for the children about their own physical and emotional development. It is our aim at Kingsland CE Primary School to help and encourage pupils to:

- establish a healthy lifestyle
- build up a system of values and health related skills concerning themselves and other people’s lifestyles, in preparation for adult life
- make informed choices
- have respect for all
- be safe

Principles

The programme is presented within the context of family life, of loving relationships, self-awareness and of respect for others and oneself. RSHE is taught as part of a planned programme of PSHE. In this way, it provides a context for the human biology taught in Primary Curriculum 2014. Within the framework of the school’s values and pastoral care ethos, staff respond to pupils concerns and questions in a sensitive and age appropriate manner as they arise. Confidentiality is an important factor in the development of trust and respect between pupil and teacher. However, teachers should not promise absolute confidentiality to pupils.

Teaching and Learning

The class teacher(s) / Headteacher, as the people who have built up an understanding and trusting relationship with the children, are responsible for the planning and teaching of the discrete units of work on Relationships and Sex in Years 5 and 6. When available, the School Nurse or other known professional will be called on to support, resource and advise within these lessons. The village surgery is also used as a community resource for advice.

Teachers ensure that in lessons there is a sense of respect in which self-esteem can be built and in which all children feel safe, appreciating their own individuality and being given a right to express their own thoughts, ask their own questions or reflect quietly.

Resources

Suitable resources for relationships and sex education will be chosen sensitively by the class teachers, in consultation with PSHE/ RE Co-ordinators and School Nurse. The Headteacher and Governors will approve any video/DVD resource that is shown. The [Goodness and Mercy](#) programme will form the main body of teaching.

Discrete units of teaching and learning about relationships and sex are delivered as follows:

Year 5: Girls and Boys separately – puberty and menstruation

Year 6: teaching and learning sessions based on 'Body and Soul' relationships education, puberty and sexual reproduction in humans.

We inform all parents and carers of children in Year 5 & 6 when the specific programme of sex education lessons are to take place and give them the opportunity to view resources used, to explain how they are taught and to encourage parents to support their children by discussing any issues arising from their learning in school.

Further information can be found in our Relationships and Sex Education Policy:

<https://www.kingslandceprimary.com/policies/>

Curriculum progression documents for RSHE can be found here: <https://www.kingslandceprimary.com/rshe/>

Special Educational Needs and Disabilities (SEND)

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. All the teachers in the school are teachers of children with Special Educational Needs. As such, Kingsland School adopts a 'whole school' approach to special educational needs which involves all the staff adhering to a model of good practice. As a Church School, we view every child as a precious child of God – unique and worthy of the best that we can give.

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils keep up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Further information can be found in our Special Educational Needs and Disabilities Policy:

<https://www.kingslandceprimary.com/policies/>

Spiritual, Moral Social and Cultural Learning (SMSC)

At Kingsland CE School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Kingsland CE Primary School, and is an essential ingredient of our school's success.

Further information can be found in our Spiritual, Moral Social and Cultural Learning (SMSC) Policy:

<https://www.kingslandceprimary.com/policies/>

Teaching, Assessing, Feedback, Tracking and Reporting

Teaching is seen in many forms at Kingsland CE Primary School. We strongly believe in a broad and creative curriculum as well as allowing the children to flourish in the basic skills of reading, writing and mathematics.

Further information can be found in our Teaching, Assessing, Feedback, Tracking and Reporting Policy:

<https://www.kingslandceprimary.com/policies/>

Kingsland CE Primary School

A Rich and Vibrant Curriculum

Curriculum Impact

Our understanding of Curriculum Impact is:

A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**Intent**)...

...for translating that framework over time into a structure and narrative, within an institutional context (**Implementation**) ...

... and evaluating what knowledge and understanding pupils have gained against expectations. Put simply, "What difference is our curriculum making?"

When considering our curriculum's impact, the following questions are reflected on:

- How well are children learning the content outlined in the curriculum? How do we know?
- How well are pupils prepared for their next stage of education? Where do they go?
- What are the types of both formative and summative assessment used? What impact do they have on the curriculum? Do they dictate the curriculum?
- How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?

For teachers:

- How well are key subject knowledge and skills consolidated before moving onto the next topic? How do teachers know?
- How do teachers know pupils remember what they've been taught?
- How well developed are pupils' learning habits and learning skills? How do teachers know?
- How do teachers use evidence of pupils' learning to feed into their planning and adaptation of the curriculum, both collectively and individually?

First and foremost we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- **Behaviour and attitudes** – children display a positive attitude to their learning at all times, being engaged and inspired by the curriculum, posing their own considered questions, and taking initiative and self-challenging. Children are resilient and develop increasing levels of perseverance, taking greater responsibility for their own learning.
 - Learning behaviour
 - Attitudes to learning and commitment to their own education
 - Behaviour in class and in the playground
 - How children and adults live out our Christian values
 - Independence, resilience, perseverance, respect
- **Personal development** – through the school motto "Let your light shine", children develop depth of understanding of themselves and how they can become effective and responsible global citizens. They learn how their choices can impact both positively and negatively, and how they can become the best they can be.
 - Children are adults go the extra mile
 - Participation in extracurricular activities is consistently very high



- Disadvantaged pupils thrive through support given in class and through how Pupil Premium funding is spent
- **Well-being** – children enjoy coming to school and love to learn. They develop in confidence and enjoy a broad and rich curriculum which allows for a wide range of experiences.
 - Participation in the Herefordshire Performing Arts Festival, sporting fixtures, after school clubs, School Ventures, and residential educational visits, continues to be very high
 - Interventions and social groups impact positively on children’s well-being, confidence and skills e.g. Theraplay, visual perception, gross/fine motor etc.
- **Wisdom, Knowledge and Skills** – children build their knowledge and understanding across all areas of the curriculum, making links and connections to develop depth of learning. Learning is embedded and sustained, and children have the skills to present their learning in many different ways. We foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. We nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.
 - Children are highly motivated in seeking new knowledge and have a thirst for learning
 - Children and adults are innovative in their approaches
- **Hope and Aspiration** – through the children’s love of learning, they are encouraged to be the best they can be in all areas of life, and to live life in all its fullness (John 10:10). We open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them.
 - Children develop depth of understanding of hope in God’s future for the world, in God’s ongoing love and compassion for all people, and in God’s promise of life in all its fullness
 - Children develop a deep sense of self-worth in fulfilling their God-given potential
 - Children embrace every opportunity that is offered to them
- **Community and Living Well Together** – children proudly represent the school. They develop a deep understanding of what it takes to be an effective and responsible global citizen through our close connections with Moivaro Primary School, Tanzania and Ecole Elementaire Marcel Pagnol in France, and with our positive promotion of learning about other faiths and respect for all. At Kingsland CE Primary School, we believe: “If those others are of ultimate worth then we are each called to responsibility towards them and to contribute responsibly to our communities.” Children deepen their understanding of “Community and Living Well Together” through:
 - Worship Team
 - Herefordshire Performing Arts Festival
 - Links with Kingsland and Eardisland Churches
 - Home/school partnerships – Parents’ Evenings; Parents’ Show and Tell
 - Community events e.g. Leominster in Bloom
 - Musical concerts and productions
 - Volunteer helpers
 - International School Award
- **Dignity and Respect** – children develop a deep understanding of the ultimate worth of each person, respecting all and understanding the equal worth of those both with and without Special Educational Needs. They develop empathy, including others and rejecting bullying in all its forms.
 - Children engage with our global partners in Tanzania and France
 - Children embrace others whatever their religious beliefs
 - Children know how to keep themselves and others safe
- **Academic standards** – Kingsland CE Primary School has a strong reputation for high academic standards as well as high achievement in music, arts and sport.
 - Children continue to perform above nationally expected standards across the curriculum and in National tests
- **Teacher Assessment** – formative rigorous Assessment for Learning strategies identify areas of strength and weakness and strategies are put in place immediately to address misconceptions.
 - Questioning
 - Children’s reasoning



- Class discussions
- Verbal and written feedback
- Progress in books
- End of half term assessments
- Self and peer assessment
- **Pupil voice** – pupils confidently express their thoughts and ideas through: pupil questionnaires, Worship Team, reading buddies, self-evaluation
- **Parental feedback** – is sourced through Parents’ evenings, Parents’ Show and tell afternoons, Parental Questionnaires, informal meetings as part of our “open door” policy
- **Data analysis** – effective and rigorous data analysis leads to effective and immediate school improvement strategies being out in place.
 - Half termly teacher assessments
 - Termly foundation subject assessments
 - Tracking of Pupil Progress children and children with SEN
 - Internal analysis with SLT and subject leaders
 - Pupil Progress tracking with all staff
 - Love to Learn governors’ committee
 - School Improvement Advisor
- **Quality assurance** – school leaders carefully monitor all aspects of school improvement to ensure the greatest positive impact:
 - Lesson monitoring
 - Performance management
 - Learning walks
 - Feedback to staff
 - Book monitoring
 - Subject leadership monitoring
 - School Improvement Plan
- **Governors** – school governors monitor all aspects of the school through the full governors’ meetings and the sub-committee meetings:
 - Learn to Love ethos committee
 - Love to Learn academic standards committee
 - Safeguarding committee
 - Finance and premises committee
 - Staffing committee

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us high school ready having enjoyed and embraced their learning experiences along the way.





Kingsland CE Primary School

A Rich and Vibrant Curriculum – Curriculum Offer Summary



“The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum”. (2014 National Curriculum)

Intent - What are we trying to achieve through our curriculum?

Our rich and vibrant curriculum is rooted in the teaching of the Bible, stemming from the overarching vision, mission and aims of the school, and influenced by our deep understanding of spirituality, our keystones and related Character Virtues, and our Christian and British Values. As such, there are seven key drivers to our Curriculum Intent:

What are the key drivers for our curriculum?						
Biblical Principles	Our Vision	Our Mission	Our Aims	Our Keystones and Character Virtues	Our Christian and British Values	Spiritual Development
<p>As a Church of England Primary School, we base our understanding of teaching and learning on Biblical principles. In particular:</p> <p>“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16</p>	<p><i>As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.</i></p>	<p>Our deeply Christian character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a precious child of God. The school’s motto “Learn to Love – Love to Learn” encapsulates the school’s commitment to provide a nourishing education which is deep and broad, equipping children for life in all its fullness, focussed through wisdom, hope, community and dignity. With spiritual development at the heart of the school, our children are inspired with a love of learning, enabling them to flourish and embrace their fullest individual potential, and empowering others to do the same.</p>	<ul style="list-style-type: none"> • Foster confidence, delight and discipline in seeking wisdom; open up horizons of hope and aspiration; promote the qualities of character that enable people to flourish together in community; and, embrace a deep respect and dignity for the equality of everyone. • Celebrating individualism and uniqueness: Through God’s light, foster both children’s and adult’s uniqueness, leadership and courageous advocacy so that they can shine their light throughout the community. • Whilst nurturing resilient individuals who are able to cope with life’s joys and disappointments and are able to engage in a lifelong search for meaning and purpose, seek human flourishing and practical wisdom through positive personal character virtues. • Learning to love through faith: Promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others, valuing and celebrating diversity and individuality. • Provide a safe, happy, inclusive and stimulating environment for learning at the heart of the community, in which everyone is special and all are valued and equal. • Developing a love of learning: Promote educational and cultural excellence, through academic rigour, innovation, creativity and deep spiritual development. • Help children develop lively enquiring minds and a love of learning, enabling them to flourish and to find the strength through wisdom to acknowledge their weaknesses and build their resilience so they can fulfil their God given potential. • Opening our eyes to a bigger world: Encourage tolerance, teamwork and cooperation, and build relationships on mutual respect and self-discipline. • Being part of the common good: Work together to challenge, inspire and motivate all our children to become successful, confident and caring global citizens within our diverse world. 	<p>At Kingsland CE Primary School, we embrace five KEY STONES which enable us to aim towards living out our vision and mission. We aim to develop Practical Wisdom through ten key Character Virtues in both our children and our adults, in order to let all our lights shine and ensure human flourishing.</p> <p>Learning to Love through faith</p> <ul style="list-style-type: none"> • Honesty • Loyalty <p>Developing a Love of Learning</p> <ul style="list-style-type: none"> • Resilience • Motivation <p>Being part of the common good</p> <ul style="list-style-type: none"> • Kindness • Service <p>Opening our eyes to a bigger world</p> <ul style="list-style-type: none"> • Equality • Compassion <p>Celebrating individualism and uniqueness</p> <ul style="list-style-type: none"> • Self-belief • Humility 	<p>At Kingsland CE Primary School, we believe that our six deeply Christian values illuminate and inform all aspects of school life. Each half term, a value is unpicked and investigated, both in classrooms and during Worship Time. British Values are also entwined into the timetable of values, carefully considering the Church of England’s Vision for education: Deeply Christian Serving the Common Good, which encourages “living life in all its fullness” (John 10:10) through:</p> <p>Educating for: Wisdom, Knowledge and Skills Hope and Aspiration Community and Living Well Together Dignity and Respect</p> <p>Our Christian values are: Love Respect Justice & Courageous Advocacy Thankfulness Forgiveness Peace Compassion Kindness & Honesty Service & Humility Gratitude Resilience Equity & Equality</p>	<p>Definition of Spirituality in our school: <i>‘Spirituality is the recognition of your soul, the soul in others and that there is something greater than ourselves’</i></p>

Implementation - How is our curriculum being delivered?

At Kingsland CE Primary School we follow the National Curriculum 2014. However, as a constantly reflecting school, the curriculum is permanently evolving, continually seeking to focus on the children's interests and to keep pace with social and educational changes. At the heart of our curriculum is high quality teaching. We plan learning in a thematic approach to the curriculum with quality texts to inspire discussion and critical thinking, support the development of reading and provide writing opportunities within each theme. Themes have been organised across each year group to ensure that there are a variety of curriculum drivers that cover the content of the national curriculum. This thematic approach leads to a more flexible delivery of the curriculum. The curriculum is enhanced further through educational visits, linked to the topic themes, as well as expert visitors to present to the children. Using the outdoors as a classroom is fundamental to our values and this can be school based or with enrichment visits to other locations. We see the local community as so valuable to our children's learning so we thread these links into the curriculum throughout each year group.

What is the body of knowledge and skills which will form the extent of the curriculum?							
English and Maths Knowledge and Skills		Subject specific knowledge		Personal skills		Wider curriculum knowledge and skills	
National Curriculum		National Curriculum		Learning to learn skills		The whole child	
Spoken Language	Fluency and arithmetic, mathematical reasoning, problem solving	Science	Geography	Resilience	Fairness is not sameness	Christian Values	International and global learning
Reading	Number	RE	History	Independence	Respect for all	British Values	Performing Arts
Writing	Measurement	Art and Design	Languages	Team work	Perseverance	After school clubs	Residential and educational visits
GPS	Geometry	Computing	Music	Responsibility	Trying your best	Outdoor learning	Visitors
Handwriting	Statistics	Design Technology	PE	Taught through the wider school ethos		Taught with inclusion and equality	

How is the curriculum designed, organised and delivered?			
Subject Expertise	Thematic Learning	National Curriculum Coverage	Knowledge and Skills
Class teachers deliver the main curriculum with input from subject leaders and those with subject expertise.	Where appropriate, most subjects are taught through a thematic approach.	We follow the National Curriculum in all subject areas.	Class teachers are responsible for planning the curriculum for their class.
Staff subject knowledge is key to the delivery of an inspirational and effective curriculum.	English and Maths are taught as discrete lessons and are applied through the thematic lessons.	Themes and topics are selected on a rolling 4 year programme to ensure full NC coverage.	Subject Leaders advise on subject specific skills and developments, and SLT oversee the whole curriculum.

How do we ensure curriculum and skills progression?			
Functional age-appropriate skills in English, Maths and Science	Progression of non-core subject skills	Personal skills	Values
Children's attainment and progress in English, Maths and Science is tracked by class teachers and SLT. Judgements are based on rigorous Assessment for Learning. Intervention is applied immediately where necessary. SEN provision is reviewed regularly.	Our curriculum provides clear opportunities to learn and apply subject specific knowledge and skills, often linked to topics. Teachers are skilled in linking curriculum areas to ensure contextual learning.	The development of the children's "Learning to Learn" skills is critical for their development across the curriculum.	Spiritual development is at the very heart of our curriculum. It is why we do what we do. The ability of the children to "Learn to Love" and "Love to Learn" is critical in the development of the whole child.
Depth of learning happens as children apply their learning in different contexts, solving problems and making links and connections between concepts.		We aim for the children to live out both the identified personal skills, and the Christian and British values, in their daily lives in order to become effective and responsible global citizens.	Christian and British Values are focussed on both in lessons and in Worship, shining a light on a different value each half term.

How do we ensure that the curriculum meets the needs of all groups of learners within the school?			
Higher, Middle and Lower Attainers	Disadvantaged pupils	SEND and vulnerable groups	Boys / girls; new arrivals
We ensure that standards and expectations are very high throughout the school and for all children. All children are encouraged to have high levels of independence and resilience, and high aspirations. Appropriate levels of support and challenge are given for all children because of the way we know all individual children, and through rigorous Assessment for Learning strategies.	We have a small number of disadvantaged pupils with varying needs who are supported and challenged in different ways, according to their needs. Smaller teaching groups and support from HLTAs and TAs help to narrow the gap and ensure all children reach their full potential. Emotional support is provided when necessary. Pre-teaching and keep-up strategies are both used to ensure all children are able to progress with their learning.	Children with SEND are quickly identified and assessed by class teachers and the SENCO. There is real power in having the SENCO in the EYFS classroom as strategies to support can be implemented immediately. Children are supported by class teachers and TAs. Those on Wave 2 are supported by other professionals as well. Specific programmes are delivered by TAs with guidance from the SENCO and relevant professionals. Social and emotional support is available for all children, particularly those vulnerable children.	Kingsland CE Primary School is a "people place" where all individuals are respected and treated equally. Stereotypes are avoided and children are encouraged to think for themselves and pursue their dreams and aspirations as individuals.

Impact - What difference is our curriculum making?

An integral aspect of the curriculum is that our children are responsible global citizens and are prepared for the future – during their time in the school, they become fantastic role models and the very best version of themselves. Their individual identity is deeply valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our rich and vibrant curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values. Through curriculum design, pupils acquire a deep body of learning over time. An opportunity to make interconnected links to prior knowledge build up skills and showcase their understanding.

How do we monitor and know the quality of teaching and learning within the curriculum?			
Teacher Subject Knowledge	Staff expertise	Personalised Learning	Monitoring Programme
The Headteacher, SLT and teachers are all responsible for ensuring that staff subject knowledge is of a high standard. A programme of internal CPD is delivered through staff meetings, linked to the SIP. Teachers have opportunities to moderate work both internally and externally, at cluster meetings and with staff with county moderation experience.	There is a high level of staff expertise. Amongst the staff we have: KS2 county writing moderator; TfM Specialist; NCETM PD Lead; 4 SLE's; previous KS1 county moderation experience; MaST. Staff lead their subject with integrity and expertise. Subject leaders have opportunities to monitor books and lessons, and to share good practice.	Rigorous Assessment for Learning strategies allow teachers to understand all the children's needs. Levels of differentiation, ensure all children are given the correct levels of challenge and support. Personal targets in writing help to develop independence and a sense of responsibility.	Teachers are able to share good practice through an internal observation programme. A rigorous triangulation programme of lesson monitoring, Performance Management and data analysis leads to improved outcomes.

How do we assess the impact of the curriculum on our pupils?			
National Assessments	Teacher Assessments	Attitudes to Learning	Living out the Values
Children in Y2 and Y6 take the National Assessments. The Headteacher, SLT and teachers monitor progress towards these assessments carefully. Traditionally, children at Kingsland CE Primary School attain highly in these National Assessments. Our aims are to maintain and build upon these high levels of attainment.	Ongoing rigorous Assessment for Learning strategies ensure teachers have a deep understanding of where children are with their learning and what they need to do next. Half termly assessments in English and Maths are used to check progress and confirm attainment levels. Pupil Progress meetings are held termly to identify those in need of intervention.	Beginning in EYFS, children are encouraged to develop their confidence, independence, resilience, perseverance and self-sufficiency. Each class builds upon these skills and provides opportunities to apply them throughout the curriculum. Children are expected to have high levels of respect, self-control and self-motivation, seen in every lesson – listening carefully and taking an active role in their learning.	We understand the Christian and British values that we teach at Kingsland CE Primary School to be "living not laminated". The whole school community will demonstrate these values on a daily basis in the relationships we have with each other and the manner in which we treat people. We believe there is "magic in the air" at Kingsland.

Who is responsible for the curriculum, its review and evaluation, and its impact?			
Headteacher and SLT	Subject Leaders	Class Teachers	Governors and Pupils
The Headteacher and the SLT are responsible for the design and organisation of the curriculum – meeting the statutory requirements, whilst being visionary and inspirational, as well as ensuring relevance for children in our school. They are also responsible for setting the high standards and expectations across the school, both with children and staff.	Subject leaders work with class teachers on long-term planning to ensure subject skills progression and detailed coverage. They are also responsible for maintaining resources, reviewing and monitoring standards, action planning and informing the SIP, and the evaluation of the curriculum.	Class teachers are responsible for ensuring their subject knowledge, planning, organisation and delivery of lessons is of the best quality. They are also responsible for the individual progress, attainment and outcomes for all the children in their class.	Governors are responsible for the joint monitoring of the curriculum, staffing and quality assurance, through visits to school and meetings with staff. Children are expected to take ever-increasing responsibility for their own learning, through active listening and for full participation.

