



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><i>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.</i></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 Thankfulness Forgiveness Peace</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.