

Children First Learning Partnership



Inspiring Excellence Together

Curriculum Policy 2020

The Knypersley Curriculum Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board

Chair of Local Advisory Board:

Mr. C Clulow

Knypersley Headteacher

Responsible Officer:

Mrs E Goodyear

Agreed and ratified by the Local Advisory Board on:

11th May 2020

To be reviewed:

May 2022 or earlier if required

Introduction

At Knypersley First School we define the curriculum as the coherent and integrated offer we provide to our children from the coverage of the EYFS and National curriculums to the opportunities we provide both explicitly and intrinsically via our strong community based ethos by encouraging children to develop their unique personalities and to act as respectful, responsible, confident, tolerant well-mannered and caring individuals. We believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore, provide the time to have fun, promote equality and also a sense of wonder at the world we live in.

We are continually reviewing and adapting the curriculum we offer to our children. The curriculum at Knypersley First School is evolving according to the needs of our children and to the aspirations of the local and national community in which we live.

Our Curriculum Intent

The intent of our curriculum is based on the context of our school and the needs of our pupils. We believe there are 5 clear and fundamental aims:

- Recognise our uniqueness
- Be Inclusive
- Engage and Inspire
- Promote Aspiration
- Create Citizens of the Future

The rationale for our choices and priorities to achieve them are listed below and are reflected in our individual subject specific intentions. (Please refer to our individual subject specific policies alongside this policy for further information)

Our Key Curriculum Intentions are to :	By Promoting	Rationale
Recognise our Uniqueness	Our Facilities	We recognise that many families choose our school because of our amazing facilities. We ensure that we promote and utilise these to enhance the delivery of our curriculum.
	Communication & Language	A growing number of children enter our school with under developed communication skills. Our curriculum aims to enrich their vocabulary, grammar and presentation skills to equip them for the future.
	Evidence based Practice	We recognise the importance of being reflective, open to new initiatives and challenging one another to improve outcomes and experiences for our pupils. We want to ensure they receive the best education to prepare them for an ever developing world. "Teachers and support staff learn from one another, are open to new ideas and constantly look for ways to improve what they do." Ofsted 2017

	Our Extra Curricular Provision	We believe that all children, despite personal circumstances, should have the opportunity to experience a wide range of enrichment activities. All staff strive to provide a range of clubs to ensure children become well rounded individuals.
Be Inclusive	Diversity	We aim to promote the diverse array of talents, skills and abilities within our school. Our community is predominately white British therefore we ensure our pupils become aware of the different cultures, religions and races within the wider world.
	Basic skills	Children need to develop secure basic skills in order to access the diverse and wide curriculum on offer. Staff are dedicated to closing gaps through providing appropriate intervention in order for pupils to catch up with their peers.
	Flexibility & Personalisation	We pride ourselves in our use of AFL to identify and direct children's next steps in learning. Our staff are highly skilled in provide personalised and flexible curriculum for individual children that may need reasonable adjustments to the curriculum. These adaptations increase access to the lesson content enabling them to reach their full potential.
	Positive relationships	Approximately 20% of our pupils come from disadvantaged backgrounds – We recognise that some of these and other pupils need support to be socially and emotionally ready to learn. We endeavour to gain an insight into their lives and provide appropriate interactions in order to nurture and improve their wellbeing.
Engage and Inspire	Participation	We believe that children recall and remember learning experiences by being active participants. We use a wide range of strategies to ensure all children access and contribute in lessons with confidence. As a First School we expect children to become contributory members of our school family despite their young age.
	Creativity	Staff strive to plan and deliver our curriculum using innovative and creative methods, providing memorable experiences that children recall in the future.
	Topic based	We recognise that children are motivated by purpose and context, with this in mind we plan engaging and exciting topics so the children become immersed in their learning, making connections and links between different subjects.
	Progressive curriculum	We want to inspire children to achieve the impossible and dream big! Therefore we aim to provide a knowledge based extensive curriculum that builds upon the key skills and information gained from previous life or learning experiences.
Promote Ambition for all	Assessment	Pupils are at the heart of our assessment process and from a young age they gain skills to critique and improve their own work and that of others. Staff use assessment data to challenge one another to ensure the best education is delivered to all.
	Ownership	We believe that our children take ownership of their learning. Pupils are encouraged to be active participants in school life through taking on roles within pupil leadership teams, and engaging in independent home learning opportunities.
	Celebration	We value personal achievement at all levels and celebrate regularly within classes, year groups and within our whole school.

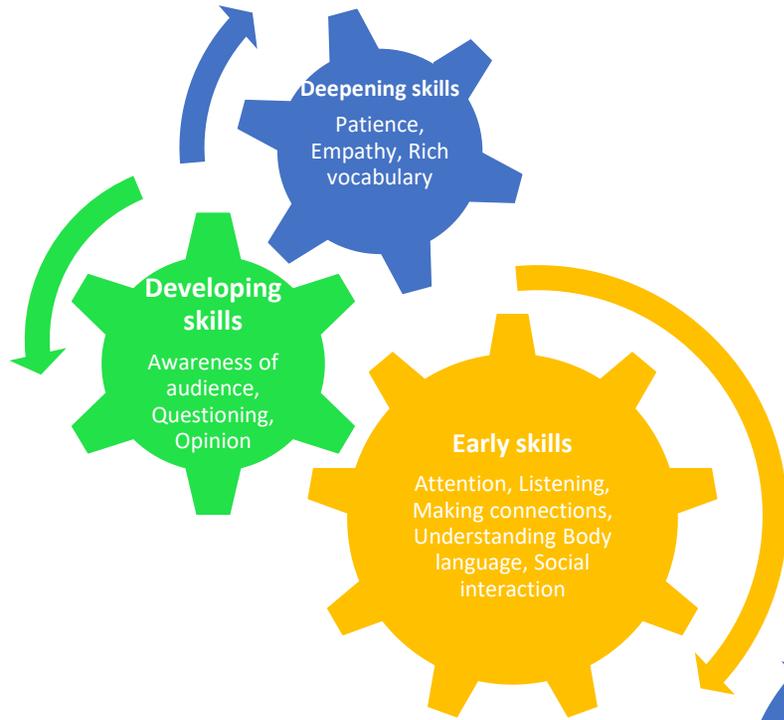
	Challenge	All staff recognise the moral obligation to challenge all pupils to strive for continual improvement. Children gain the skills to reflect upon and evaluate their own learning, demonstrating a range of important characteristics to move forward in their learning.
Create Citizens of the Future	Resilience	At Knypersley we want to develop essential skills that our children will need to succeed in the future. We aim to provide a positive learning environment where children feel confident to try new skills, investigate, solve problems and persevere to demonstrate their true abilities.
	Respect & Responsibility	We work closely with our pupil leadership teams to create a respectful climate where all children and adults feel they have a voice and are listened to. Our curriculum is designed to encourage respect for different views and opinions within class, school, local debates and discussions.
	Broadening horizons beyond Knypersley	We aim to provide knowledge and experiences to broaden the understanding of our pupils. Our curriculum maximises on our rich local history whilst providing comparative studies with other areas of Britain, Europe and the wider world. This helps our children to become more outward looking and aspirational for their future.
	Positive contributions to society	We encourage our children to contribute to their community. We work closely with key people and charities from our local area in order to develop childrens' knowledge and experiences so they begin to understand their rights and responsibilities.

Curriculum Drivers

Our curriculum intent recognises the acquisition of key knowledge alongside the development of range of subject specific skills.

At Knypersley First School we intend to promote and plan for the development and use of the following 4 curriculum drivers in all that we do to enhance engagement, deepen learning and raise attainment for all.

Communication



Creativity



Evaluation



Problem Solving



What do we teach?

The provision we offer is guided by the requirements of the EYFS Curriculum, National Curriculum and the requirements of the Local Authority Agreed Syllabus for RE.

Our provision takes into account every aspect of a child's development. The curriculum gives all of our children the aspiration and opportunity to achieve the highest possible standards in all subject areas. We recognise that reading is the key to unlocking our curriculum and a high emphasis is placed upon it from the moment a child arrives at our school. To enable our children to develop socially, morally, physically, emotionally and spiritually, we provide stimulating learning environments in which children are encouraged to learn how to learn through their own experiences and apply their knowledge independently. Within this framework of both a broad and balanced curriculum, our planning and progression documents ensure that our curriculum suits the needs of all pupils in school where lessons are practical in real-life contexts where possible to provoke curiosity we want our children to have in order to fully engage in our exciting curriculum. The individual needs of each child are met through well planned and varied learning activities, including visits, workshops and specialist tuition.

Teaching for depth of learning

At Knypersley First school, our progressive curriculum has been carefully designed, organised and planned to ensure that our children are not merely covering the statutory content of the EYFS and National Curriculum but achieving a depth of learning through the widening and deepening of essentials knowledge and skills thus allowing these to be used across all areas of the curriculum. Within our curriculum, we build in many opportunities for repetition and practise to ensure that children are able to revisit previous learning, which allows them to gradually develop and build upon this to achieve a clear depth of understanding. This includes time to teach subject specific language and time to use such language in the correct context.

Teaching for a breadth of learning

At Knypersley First School, we carefully design, plan and implement our curriculum to provide balance across areas of learning to allow for children to develop both academically, personally and socially. It is part of our underlying belief that every child should feel valued and experience feeling success in a wide range of curriculum areas as responsible and resourceful pupils who reflect on their learning, building resilience and taking risk whilst understanding that we learn from our mistakes. In addition to this we want to ensure that our children build and develop and maintain strong relationships.

Furthermore, we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we adopt a flexible approach through the effective use of assessment for learning techniques so that we can meet and respond to the needs of our pupils both in advance via prior learning opportunities and in the moment during our learning pathways via effective questioning, learning facilitation and the informed and timely use of a wide range of resources and learning prompts.

Our balanced curriculum is not at the expense of high standards in core subjects in fact we believe the more curriculum breadth and depth we offer our pupils the wider range of knowledge and skills they will have to achieve high standards. Our cross curricular approach to learning ensures that high standards and expectations of our children's work and outcomes are consistent across all areas of their learning.

Our full, rich and varied curriculum, with its excellent range of experiences, ensures that every pupil at Knypersley First School makes excellent progress both academically and personally. It is unique to our school and allows our children to flourish.

Teaching for knowledge, understanding and skills

Our subjects are taught discreetly under the umbrella of a topic which may last a half term or term so that our children are aware of the many subjects within our curriculum and the skills within these (both subject specific and transferable), alongside knowledge and understanding. Our topics have been selected based on their ability to enthuse and motivate our pupils alongside the need to create a cohesive long term plan which utilises our school resources and local contexts effectively. We plan very carefully to always ensure there are purposeful links to interweave subjects where it naturally fits, are topics are not the driver for learning but are instead a vehicle to help us get there. This ensures that planning and learning is sequenced appropriately to help support understanding and for progression and to allow children to be able to obtain knowledge whilst applying the skills necessary and vice versa. This is done through our unit pathways and non-negotiables for lessons, all written individually by leaders for their subjects areas.

Our intent is to ensure that our children develop the knowledge and understanding needed in what we must cover statutory from the EYFS and National Curriculum as a starting point, but to also take their learning deeper to ensure it has 'stickability'. Alongside the knowledge and understanding, are the many subject specific and transferable skills we teach. We recognise the need for children to both know and remember what they have taught in order for longer term memory gains to occur and transferability and recall to be achieved.

Beyond the Classroom

We are fully committed to providing the children with a wide and rich range of learning experiences beyond the classroom and this is based on the resources we have and the needs of our children. 20% of our pupils are those most disadvantaged. Due to this, offering pupils those opportunities to develop a 'cultural capital' and context to learn is vital to ensure engagement can be higher and knowledge can be grasped first hand. We also want to open our pupil's eyes to the world beyond their community, raising aspiration and an inquisitiveness to explore and gain a thirst for future knowledge.

Our Facilities

We utilise our extensive facilities to complement our curriculum, maximising the opportunities for first hand experiences. We believe these opportunities reinforce our curriculum drivers and help deepen the skills and knowledge we teach. Each class swims once a week in our swimming pool and well as having the opportunity to attend private swimming lessons. A forest schools programme is also integrated throughout the year for all classes including Nursery, here learning is linked to class topics to deepen knowledge as well as developing key skills. This is delivered by a specialist forest schools teacher in conjunction with our staff. Our progressive cookery programme ensure each class has dedicated time in our Cookery room gaining vital skills. Each class also has weekly allotted sessions in our Computing Suite in order to practise the skills of the Computing Curriculum.

Educational Visits

We build opportunities for children to visit museums, galleries, theatres, parks, places of worship and historical landmarks. Not only do our children regularly explore our local area, visiting places such as local parks and nature areas we also take full advantage of the wealth of our local heritage. We expect that all children will participate in all educational visits as it links and enhances their classroom learning.

Specialist Visitors and Projects

Artists, musicians, authors, sports coaches and theatre groups frequently visit our school to work with children, providing specialist support in developing new skills.

School Residential

We feel it is important that children experience a residential as part of their learning experience to help in their personal and social development. Children get the opportunity to experience an external residential in Year 4. Parents pay a contribution towards the cost of this.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering a wide range of extra-curricular activities, including: swimming, various sports clubs, cookery, choir, imagination, art and design, dance, yoga, percussion, story/drama and Eco club.

The role of the Headteacher

- provides strategic lead and direction for the curriculum ensuring it matches the school intent and planned implementation.
- supports and offers advice and challenge to colleagues on issues related to their subject
- provides appropriate subject specific CPD
- provides efficient resource management
- (alongside subject leaders) monitors how their subjects are taught through monitoring the medium and short term planning and ensuring that appropriate teaching strategies are used
- Ensure evidence of the impact of the curriculum intent is gathered effectively and used to inform future actions

The role of the Subject Leader:

Within the school's organisation, each class teacher takes on the responsibility for leading a subject area. It is the role of the subject leader to:

- Provide a clear and relevant vision for their subject intent and implementation
- keep up to date with developments in their key area of learning both at local and national levels
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities
- monitor how their subjects are taught through monitoring the medium and short term planning
- lead improvement through supporting colleagues
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that a coherent and progressive gain in knowledge and skills is planned for
- oversee the mechanism and analysis of the impact of their subject provision within the whole school curriculum
- audit, order and manage resources to enhance learning experiences for the pupils

Monitoring & Review:

- Our Local Advisory Board Curriculum Link Governor and Children First Learning Partnership Curriculum Champion are responsible for monitoring the way the school curriculum intent is implemented and the impact it has on pupil outcomes. This may be through the analysis of data, the impact of CPD, pupil voice or by scrutinising the monitoring findings and actions of the Headteacher and subject leaders.
- The Headteacher is responsible for the day to day organisation of the curriculum and monitors the curriculum through planning, classroom observation, liaising with the Subject Leaders and School Leadership Team.
- Subject leaders monitor the way their subject is taught throughout the school ensuring their planned intent is implemented resulting in a clear and positive impact. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Review

Unless the need arises before this date, the Local Advisory Board will review this policy every 2 years via the Local Advisory Board Summer 1 meeting, modify or amend it as it considers necessary to ensure the policy meets the needs of Knypersley First School.