



Kingshill Church School

Curriculum and Planning Policy

Principles

We provide a broad, balanced curriculum that:

- engages children through exciting, thematic topics
- builds on key literacy and numeracy basic skills
- utilises features of our local and wider BWMAT communities, including a wide range of extra-curricular activities
- is adapted to suit the needs of all learners in line with our SEN local offer
- prepares our children for the opportunities, responsibilities and experiences of life in modern Britain.
- helps children to develop their sense of identity and belonging so they can make a positive contribution to society actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- enables children to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own, to combat prejudice
- promotes the spiritual, moral, cultural, mental and physical development of children
- prepares children for the opportunities, responsibilities and experience of later life.

Section 1 The Curriculum

Our curriculum statement:

The curriculum at Kingshill Church School is child centred and relevant, promoting curiosity and excitement through discovery. It promotes high standards and aspirations and will enable children to be resourceful, resilient and reflective.

Rationale:

'What we need to see is the child in pursuit of knowledge not knowledge in pursuit of the child' George Bernard Shaw.

The curriculum, underpinned by the Christian Ethos of the school, is all the planned activities that we organise in order to promote knowledge, understanding, skills, values and attitudes to aid understanding of learning. It includes not only the formal requirements of the 2014 National Curriculum, but also the range of extracurricular activities that the school organises in order to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The curriculum is locally distinctive, building strongly on the context and resources of the school community and its connections to the wider world. It enables children to appreciate they are global citizens.

Our curriculum will

- be broad, balanced and appropriate to age and ability
- be creative, flexible and stimulating both within and beyond the classroom
- offer challenge which encourages children to question, investigate and experiment, to be adventurous and to develop their own thinking
- promote spiritual, moral, emotional, cultural, physical and mental development
- encourage individuality in children recognising the value of all
- enable all children to learn and develop their skills to the best of their ability without limits
- promote a positive attitude towards learning, so that children enjoy coming to Kingshill Church School
- enable children to know how to learn best for the context they are in
- Promote and teach the basic skills of communication, literacy, numeracy and information and communication technology (ICT)
- teach children about their developing world, including how their environment and society have changed over time
- enable children to be positive citizens in society
- help pupils to appreciate human achievement and aspirations
- fulfil all the requirements of the Locally Agreed Syllabus for Religious Education and to enable the development of children's interests
- enable children to self-reflect on their learning, to respond positively to feedback and to understand next steps to success.

At Kingshill Church School there is a clear recognition that the focus of all learning should be to raise standards and progress and to develop a love and enthusiasm for learning. Our curriculum vision and aims will be fully supported in a topic based curriculum which will not only provide a broad and balanced approach to curriculum coverage but also make overt and coherent links to supporting skills development in English and mathematics.

Overall responsibility for curriculum development will reside with the Headteacher, although staff may be allocated a particular foundation subject area/s to co-ordinate across year groups. The core subjects will be co-ordinated by the Senior Leadership Team.

The transition between the EYFS curriculum to Key Stage 1 and then on to Key Stage 2 should be seamless with practitioners working together to ensure that children's experiences are valuable in themselves but also prepare the ground for their next move. Accordingly there should be good liaison with feeder secondary schools so as to ensure children leave Kingshill Church School equipped with the relevant skills, concepts and knowledge to prepare them for the transition into Key Stage 3.

The school aims to develop positive attitudes towards learning through the promotion of good learning behaviour and skills and dispositions. All pupils will experience a balanced academic curriculum and a rich extra-curricular programme, equipping pupils for lifelong learning to promote spiritual, moral, cultural, mental and physical development. Where practicable the topics covered will be inspired by children's ideas and planned to capture and enthuse children to learn. The planned curriculum will focus on a combination of academic and personal learning and help children see their place in the local, national and international dimension.

Effective Teaching and Learning - Learning without Limits and the 7Rs

We believe that:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates, including children with special educational needs and disabilities.

These guiding 'Learning without Limits' principles shape our practice to ensure that effective teaching and learning takes place. Our aim is to:

- Enable all children to have the chance to surprise us - and themselves - about what they can achieve when they experience a richly creative, broad and balanced curriculum;
- Enthuse and motivate children so that they want to learn
- Develop expert teachers who trust in every child's learning capacity, and focus their energy on planning high quality learning experiences;
- Offer appropriate challenge within lessons so children develop the dispositions to work at the very limit of their current understanding; children are clearly aware of what is expected of them in terms of content and quality of work
- Provide feedback about learning which is kind, specific and helpful and builds motivation to approach new learning in a very powerful way;
- Find a way through for every child in order to remove 'barriers' to learning;
- Develop leadership by creating a culture of professional learning across the school;
- Find ways to encourage the growth of inventiveness and openness to new ideas;
- Look beyond the limits of our own locality to incorporate current international research into limitless pedagogy;
- Engage with others in collaborative projects to explore and develop our own understanding of what it means to learn without limits.
- Ensure that children know how to work individually, co-operatively and collaboratively
- Ensure that children know that they need to use the 7Rs in their learning: resilience, resourcefulness, respect, reflectiveness, responsibility, reliability and risk taking
- Ensure that children are able to demonstrate a range of skills, not only in core basic skills but across the range and breadth of the curriculum

The Role of Parents in Teaching and Learning

We believe that parents have a pivotal role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings three times a year to explain our strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending reports to parents four times a year in which we explain the progress made by each child and indicate how the child can improve further;

- explaining to parents how they can support their children with home learning.. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at the school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home-school agreement;

Curriculum Programme and Planning

Planning for Learning

The school has developed a curriculum that is unique to Kingshill Church School based around our vision and aims; it is planned through 6 broad areas of learning skills

The 6 areas

- **Communication, Language and Literacy**
- **Mathematics**
- **Physical Education**
- **Personal, Social, Moral, Spiritual and Emotional Development**
- **Understanding the World - Science, History, Geography, RE**
- **Expressive Arts and Design -Art, DT, Music**

Communication Language and Literacy

Children will experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. They are taught to read and write and to develop skills in both these areas.

The school will follow the National Curriculum for English and will focus on three critical strands – that of **pedagogy, the design of the curriculum** and the **importance of assessment**. This will lead to 'genuine' and 'authentic' learning that engages learners and teachers, moves learners continually to what they can do and think independently, and from there to the further opportunities of what they will be able to do and think in the future. We aim to marry the sense of genuine enquiry and engagement with the development of skills in **reading, writing and spoken language** and we ensure that it is pitched appropriately to meet the needs of learners.

The Communication Language and Literacy curriculum should spiral, but should have a central progression of skills development running through the core. The development of learning in this area focuses on planning and teaching particular elements in progression

and will address gaps identified through assessment, but will also revisit, extend and deepen learning whilst focusing insistently on improving skills. Learning should not be confined to English lessons, but should sit in other areas of the curriculum – particularly when thinking about how pupils apply their learning.

The aim for the Communication Language and Literacy curriculum will be to promote high standards of literacy by giving pupils a strong command of the written and spoken word, and to develop a love of literature through a widespread enjoyment of reading.

The aims are based on the National Curriculum for English which 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

Our curriculum 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. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to **explain their understanding of books and other reading**, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others and teachers will ensure that pupils build secure foundations by using **discussion** to probe and remedy their misconceptions. Pupils will also be taught to understand and use the conventions for **discussion and debate**.

All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the **artistic practice of drama**. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

Phonics in Foundation and KS1

Planning for systematic, synthetic phonics teaching in Early Years and Key Stage 1 is in line with pace and progression of the Letters and Sounds Scheme or appropriate equivalent. Planning for our Foundation pupils is in accordance with the statutory framework for Foundation Stage, and covers the prime areas for learning as children transition into Key Stage 1.

Reading

Reading consists of two dimensions:

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

We focus 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. We develop comprehension skills 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 are 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.

Writing

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.

Writing consists of two dimensions:

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

We develop pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

We ensure that pupils learn grammar regularly and that it is an integral part of the English Curriculum.

We teach continuous cursive script from the end of year 1 and preparation for joined handwriting in Foundation Stage

Mathematics

Children are taught skills in counting, understanding and using numbers, calculating and problem solving. They are taught to recognise and describe shapes. They learn to use measures and how to interpret data statistics.

Kingshill Church School follows the National Curriculum for mathematics, together with the Early Years Foundation Stage Curriculum. We aim to provide the children with the knowledge, skills and ability to solve problems that makes them confident mathematicians with a love of

and enthusiasm for the subject. Good teaching in mathematics will foster a sense of excitement and curiosity about the subject with children enthusiastic to learn and strive for high standards. Teachers will have high expectations and ensure that children are taught to become fluent in the basic fundamentals of arithmetic, mental mathematics, algorithms and mental recall. There will be a strong emphasis on basic number and mental recall. However teachers will also focus on the importance of developing the skills of reasoning and applying and the use of concepts and knowledge in problem solving. The mathematics curriculum will be structured sequentially in line with national guidance, and teachers will be skilled in their own personal knowledge and skills so as to adapt and differentiate their teaching in accordance with children's needs. Children regularly practice basic skills in mathematics.

Mathematics lessons may include 'Big Maths' and 'Mega maths' when children are taught in smaller groups. Children's needs will be met appropriately through the teacher's evaluation of their skills and knowledge. Opportunities for extended learning and challenge beyond normal age related expectations will be provided where necessary.

We use the Assertive Mentoring System to plan for and assess mathematics. This system ensures that we are teaching to the gaps.

Physical Education

Children are given opportunities to be active and interactive; and are taught to develop their coordination, skills control, and movement in a variety of activities, games, gymnastics, dance and sports. Children are taught to understand the importance of physical activity, and to make healthy choices in relation to food and lifestyle choices. They are given the opportunity to partake in intra and inter schools competitions and to strive to compete at local, national and international level. We follow the Val Sabin Scheme for PE.

PHSE (Personal, Health, Social and Emotional) Development and SMSC (Social Moral Spiritual and Cultural) Development

Children are encouraged to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. They are taught about Christianity and other major religions and are encouraged to reflect on their own understanding of faith and a sense of their own spirituality.

Each class sets aside time for 'Circle time' activities as appropriate which enable pupils to come together and reflect on their learning, behaviours and skills, it is a time when classes can establish and develop their ethos and culture. 'Circle time' may also be used for discussing issues of a personal, social, moral spiritual and emotionally nature.

Understanding the World -Science, History, Geography, RE

We use the Learning Challenge Curriculum as a core resource which is question- based and weaves skills, knowledge and understanding

Children are encouraged to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, science, technology and the environment both past and present.

Science will be an important aspect of the curriculum at Kingshill Church School as the school recognises that it helps stimulate and excite children's curiosity about the world. It helps children develop their understanding of their own immediate environment and begin to make sense of the wider world. It provides opportunities for first experiential learning to stimulate and enthuse, and an awareness of the place of science in the modern world through a development of an understanding of key concepts and knowledge. Science will be taught both discretely and where relevant as part of our creative cross curricular curriculum. We use the National Curriculum Programmes of Study through the Learning Challenge Curriculum as a basis for our science curriculum.

Exploring people and places will be the basis for much of our themed topics and are starting points for discovery of knowledge and skills. Exploring people will help children make sense of the past and how it has influenced the present and will influence the future. Children will see how different eras in history are linked and they will begin to see how society can learn from past events and influential figures throughout time. Exploring places will help children understand how land is used, developed and sustained by different societies. They will learn about Human and Physical Geography and will increasingly develop an understanding of the wider world in which they live, thinking too about environmental and topical issues.

Religious Education (RE) is a statutory subject and is taught according to the Locally Agreed Syllabus, 'Awareness, Mystery and Value' using 'Discovery RE' which is an enquiry-based approach along with 'Understanding Christianity'. In accordance with the Education Reform Act 1988, parents have the right to withdraw their children from all or part of Religious Education.

The Religious Education policy will be provided by the Diocesan MAT and shared with other MAT schools. The teaching and learning in RE will be inspected under Section 48, the SIAMS inspection.

Expressive Arts and Design -Art, DT and Music

We use aspects of the Learning Challenge Curriculum

Children are taught to develop skills in a wide range of media and materials, and are given opportunities to share their learning through a variety of activities in art, music, movement, dance, role-play, and design and technology. These areas will be incorporated into the themed topics as much as possible although some may be taught discretely as appropriate. In this area a key factor is the progression of skills. We ensure that children develop skills and demonstrate progress and understanding at appropriate levels; ensuring progression as they move up through the school.

Section 2 Planning the Curriculum

Long Term

We develop a Curriculum Map - an overview - as a 2 year topic cycle. This is published on our website.

Medium Term

We plan a Project Design; topic themes are planned around a **main focus area**, and themes will be underpinned by an integrated focus on English and mathematics with related links to other subjects where appropriate. The main topic overview is published on our website. Each project ends with 'Presentation of Learning' which is shared with the school or the wider community.

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We plan opportunities for children to learn through e.g.

- investigation and problem solving;
- thinking skills activities and assessment for learning
- research and finding out;
- use of information technology;
- fieldwork and visits to places of educational interest;
- attendance at church;
- creative activities;
- cooking activities
- home learning
- understanding cultural diversity
- real life experiences including enterprise
- outdoor learning
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

This project design then feeds into our medium term planning sheet which broadly sets out the topic theme across each week, showing objectives, activities and learning outcomes, and identifying opportunities for cross curricular links and the application of maths and English skills. Foundation subjects and RE may also be planned for separately where they are taught discreetly. English and mathematics are planned separately and this planning is closely linked to the Assertive Mentoring system in that it demonstrates how we 'close the gaps' in children's learning. Teachers follow expectations for medium term planning and this is monitored by the Headteacher and staff every term.

Short term weekly/daily planning

Teachers plan lesson detail on a weekly/daily basis according to the needs of the pupils; their previous learning or next steps/gap tasks.

Section 3

Other Aspects of the Curriculum

Enrichment

The school curriculum will provide opportunities for children to be challenged, enthused and inspired. Opportunities for enriched and deepened learning will be provided so as children have their curiosity challenged, their skills extended and their aspirations raised.

Examples include:

- the use of specialist teachers in music, sport and foreign languages where relevant

- a focus on first hand experiential learning such as school visits and residential trips, and regular visitors into school from the community
- opportunities to experience cultural activities such as concerts, art galleries and theatre productions
- opportunities for gifted and talented children to work beyond the school, its planned curriculum and to experience opportunities working with other children from other schools, including beyond their chronological age

ICT Vision and Implementation

The development of ICT skills are of value both discretely and to support and enhance other subjects. Kingshill Church School believes that children should be given the opportunity to apply and develop their ICT capability through the use of learned and applied skills across the curriculum. Skills will be taught progressively, both discretely and within related cross-curricular themes. Each classroom will have access to an interactive white board, and portable IT individual resources as required.

Provision for EAL

The school has low levels of children with English as an additional language. However the school recognises that these children may require and therefore will receive additional targeted support to support them in making rapid progress in learning English but also in allowing them to access the holistic curriculum in their native language. Where necessary we will access external language support to facilitate learning needs. Within school we will:

- use accessible texts and materials that suit children's ages and levels of learning;
- provide support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate; providing support from teaching assistants trained to work with multilingual pupils.

Learning Support

The curriculum in our school is designed to provide access and opportunity for all children who attend. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented in some way.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN and Disability Act and the SEND Code of Practice. If a child displays signs of having special needs, his/her teacher consults with the school's special needs co-ordinator who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, then we will consider involving the appropriate external agencies. We always provide additional resources and support for children with special needs either through specialist resources, support from special need assistants or a modified curriculum. Communication and involvement with parents will be maintained and valued at regular intervals.

Home-school agreements will be in place and shared annually along with the Behaviour and Anti-Bullying policy.