

**KING'S WOOD SCHOOL AND NURSERY
CURRICULUM POLICY**

Vision

INSPIRE	NURTURE	ENRICH
No Limits on Learning High Expectations for All Creating Opportunities Raising Aspirations Fostering Ambition Making Learning Fun	Celebrate the Individual Foster Kindness and Respect Develop Confidence Build Resilience Encourage Optimism Promote Growth Mindset	Holistic Approach Learning to Learn Broad Curriculum Engaging Environment Exciting Opportunities Valuing Skills

Curriculum Statement of Intent

We will encourage our children to be aspirational learners by providing them with the opportunities they need to acquire knowledge and develop key skills, through an enriched curriculum, which also supports them to become good citizens.

The purpose of this policy is to ensure the following:

- Pupils having access to an engaging and stimulating curriculum
- High quality learning in the classroom
- Pupils acquiring the knowledge, skills and subject specific vocabulary they need for the next stage of their education
- Continuity and progression across year groups and phases.
- Effective cross-curricular links which enable pupils to transfer and apply skills learned in one subject to another
- British Values and positive images of the range of cultures and lifestyles within our society are promoted.

Our curriculum is based on the following principles:

- Do less, better
- Privilege thinking over task completion
- High Challenge – Low Threat
- Concept based learning
- Using high quality texts and authentic resources to support learning

Implementation

Although we may use published schemes of work to support planning and curriculum delivery in some areas, we recognise that no scheme is perfect and should only be used as a starting point that is adapted to meet the needs of our children. Overviews of the content for all the subjects we teach can be found on the Google Drive for staff and on the website for parents.

EYFS

We follow the EYFS Framework in our Nursery and Reception classes.

English

Planning is based around two schemes. Read Write Inc supports out teaching of phonics and reading. 'Power of Reading' is the basis for the teaching of the English curriculum. As a school we have identified 'Non-Negotiables' for writing, skills that it is essential for children to have grasped securely in order to progress.

Maths

White Rose Maths is the basis of our maths planning but we also use the principles of Maths Mastery when delivering lessons. In particular a strong emphasis on scaffolding up, not differentiating down and the use of maths manipulatives in the majority of lessons. Maths Meetings are used to re-visit key skills. As with writing, we have identified 'Non-Negotiables' for each year group - concepts that are prioritised as we recognise children need to have securely grasped these skills before they can move on.

Science

In Science, the programme of study identifies which aspects of the curriculum are taught in each year group. Wherever possible this should be taught as a practical subject with the children having the opportunity to work scientifically.

Computing

We use Raspberry Pi Teach Computing as the basis of teaching our computing curriculum. In addition, children are taught how to use a range of familiar software packages to support their learning across all subjects.

History, Geography, Art and Design, Design and Technology, and Music

Overviews identify key concepts and skills to be covered in these areas and which themes are to be taught in each year. Learning in these areas is blocked so children will study a specific subject for several weeks then move on to another.

Religious Education

This follows the locally agreed syllabus. An overview identifies which themes are taught in which year group.

PSHE and Relationship Education

This is in line with national requirements and based on the PSHE Associations Schemes of Work and resources. An overview identifies which units are taught at which point in the year for every year group.

Physical Education

An overview identifies which sports and physical activities are taught at each point of the year. We use Complete PE scheme and the DDMIX for Schools scheme by Dame Darcey Bussell for Dance.

Modern Foreign Languages

We teach French in KS2 using the 'Language Angels' resources.

Recording Learning

As part of our underlying ethos of privileging thinking over task completion we will not always commit learning to paper in every lesson. However, it is important that children are able to revisit and reflect on previous learning and so we use the following methods to do this.

Children use draft books for writing. These include activities that support writing development as well as giving the children the opportunity to edit and improve their work. Final drafts of writing are completed in their English books. Children record their calculations and problem solving for maths in maths books.

In science, history and geography children record their learning in subject knowledge organisers and summarise their learning in their exhibition books in the form of double page spreads. Floor Books are also used particularly for Music and RE and in addition children have reflection diaries.

Each child has an art diary in which they complete all the work that contributes to their final piece.

Impact

The quality of learning across the curriculum is monitored rigorously by the SLT and MLT. The following activities are used to gauge the impact of initiatives and the progress pupils are making:

- Lesson observations
- Work sampling
- Learning walks
- Pupil voice
- Classroom environment audits
- Analysis of pupil data
- Pupil progress meetings

All are followed by feedback to ensure that staff are aware of any aspects of their practice that need to be developed. The information is also used to inform the appraisal process and staff training programmes.

Policy Agreed: May 2022

Reviewed: October 2023