

Curriculum Statement



Additional expectations for our curriculum

This year due to COVID-19 we modified our curriculum substantially at the start of the academic year. We have used a range of assessments to support teachers to identify pupils' starting points and address gaps in their knowledge and skills.

Early Years and Foundation Stage focus

- Developing prime areas of learning, including communication and language; personal, social and emotional development (PSED); and physical development.
- Assessing and addressing gaps in language, early reading and maths, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.
- Pioneering the new Early Years Adopter to teach and assess the skills and knowledge in EYFS.



KS1 and KS2 focus

- Identifying gaps and re-establishing good progress in the 'essentials': phonics and reading, increasing vocabulary, GPS/writing and maths.
- Identifying opportunities across the curriculum.

For all pupils, we will keep the curriculum broad and balanced, so that the majority of pupils are taught a full range of subjects over the year.

Curriculum Intent

General principles of our curriculum that will give children the opportunity to:

- see clear links between different aspects of pupils' learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- experience the challenge and enjoyment of learning
- develop and demonstrate pupils' creativity
- develop new skills through a variety of interesting contexts
- develop a rich and deep subject knowledge
- learn within a coherent and progressive framework
- explore the breadth and depth of the national curriculum.

At Kensington Avenue Primary School, we have carefully designed our curriculum to ensure that it is enriched with engaging, purposeful and quality learning experiences. Our curriculum provides broad and balanced opportunities which aim to drive a life-long love of learning as well as positive learning behaviours which help our children to grow as individuals. Allowing them to become life-long learners and develop and possess the building blocks essential for becoming successful adults in the world in which we live today.



Our school is a place where teachers, support staff, parents and pupils are learning and striving to improve and have self-belief in all that they do, reinforcing our ethos of TEAM (Together Everyone Achieves More). Our curriculum ensures that academic success, creativity and problem solving, reliability, responsibility, respect, perseverance and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Our curriculum celebrates the diversity of our community while supporting the pupil's spiritual, moral, social and cultural development, ensuring that our pupils are well prepared for life in modern Britain.

We are driven towards helping all pupils to make a positive contribution to their local community and the wider society, live healthy lifestyles, be moral citizens and take opportunities to extend their horizons.

These themes are central to our vision: **Inclusion, Pupil Voice** and **Our School Values**.

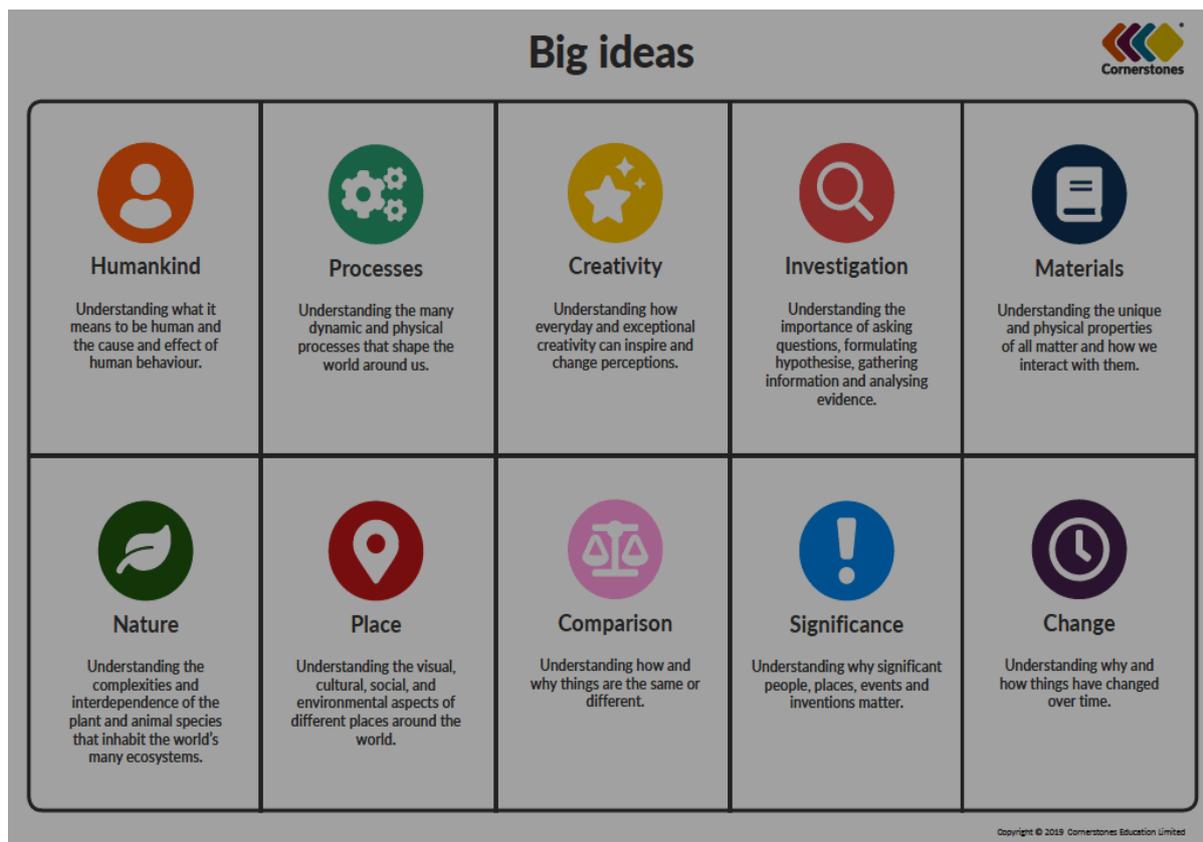
Implementation of Learning Journeys

At Kensington Avenue Primary School, we incorporate the statutory requirements of the National Curriculum 2014 and the new EYFS Early Adopter framework to build our curriculum expectations. We believe that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Our Learning Journeys are designed to be brought to life through current contexts that connect to our children's lives - who they are, how they fit into the world and how they contribute back. Learning Journeys are used each half term as a vehicle to deliver a broad and balanced curriculum.



Our curriculum connects to real life, promotes thinking as a global citizen and develops character skills for young people to make meaningful contributions to society. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with agency and purpose.

We see our Learning Journeys as a vehicle for connecting with the bigger cause. This means we enable children to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. Children see that their learning has human significance. They understand that their global learning is relevant to future decisions and the active contribution they can make to the world. Our aim is to teach our children how to live, as well as how to learn with collaboration being at the heart of our design for learning. Therefore, the importance of curriculum design for providing opportunities to connect learning with the world is imperative. Deep learners connect what they learn with a bigger cause.



We use the Cornerstones Curriculum to help us to achieve this aim. This is a creative and thematic approach to learning that is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. It is underpinned with a child-centred pedagogy called 'The Four Cornerstones' and is delivered through Imaginative Learning Projects (ILPs). These ILPs provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of children's learning. We firmly believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively.

Children will progress through four stages of learning in each Imaginative Learning Project – engaging, developing, innovating and expressing.



We also use *The Power of Reading* books to link with our Learning Journeys, giving pupils access to high quality books and raising engagement and attainment in reading and writing for all children.

Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

Through pupil voice, we strive to continually improve our curriculum. Regular half-termly meetings with school council encourage pupils to share:

- what they like and dislike about their learning
- the evaluations of their own learning
- their opinions on a range of topics and issues
- ways of becoming active citizens.



Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose. As a result, the children have opportunities to:

- develop self- esteem and confidence in their abilities
- learn how to respect themselves and others
- follow their own interests
- reflect and think mindfully about their learning
- recognise that people are good at different things.

Our curriculum stimulates and develops in children a strong sense of belonging and interconnectedness with the highly diverse local and national community. Through embedded learning, children can contribute positively to each other and to the society demonstrating the core school values of *Respect, Responsibility and Perseverance* and promoting the national values.

Our curriculum helps children to develop practical wisdom; knowing the right action at the right time and become individuals who contribute towards a flourishing society. They develop character virtues that have far-reaching effects beyond the school gates, ensuring children become global citizens of the future who:

- respect different beliefs, faiths, feelings and values and reflect on experiences
- recognise right and wrong and respect the law and understand consequences
- use a range of social skills to participate in the local community and beyond
- appreciate diverse viewpoints
- appreciate cultural influences
- appreciate the role of Britain's parliamentary system understand, accept, respect and celebrate diversity
- are part of a system where everyone plays an equal part in the rule of law
- learn that all people and instructions are subject to and accountable for their actions and behaviour
- are free to express views or ideas
- respect and tolerate the opinions or behaviour of others.

We monitor and track the impact of our curriculum through:

- the Cornerstones Maestro online tools
- the knowledge and understanding the children retain over time leading to the standards that the children achieve by the end of each year

- the quality of work, progression of skills, depth of knowledge and understanding presented in the children's books, classroom displays, learning journeys, pupil, parent and teacher voice, exhibitions and social media feeds
- attainment and progress including national tests and standardised assessments
- the development and understanding of the tier 2 and 3 vocabulary
- the development of children's oracy – their ability to articulate their learning.

Children have plenty of opportunities to share their learning with each other, their parents, carers and other learners, through school-based exhibitions, performances, external and internal competitions and events. The engagement of parents and carers is crucial to this and we work hard on building a strong cohesive link between school, home, parents and the community that makes learning more real, active, interactive and exciting. Developing our pupil's independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.