

Kensington Avenue Primary School

Curriculum Intent



TEAM & AIMS

Kensington Avenue Primary School is committed to meeting the requirements of the primary National Curriculum, and the learning opportunities are designed to give pupils the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life by ensuring:

- that all pupils are provided with the best possible education and life skills for the future;
- we have high expectations for individuals and support pupils to achieve these;
- we are a place where teachers, support staff, parents and pupils are learning, striving to improve and having self-belief. We aim and aspire that all children will leave with a sound foundation for learning that inspires confidence in all they do;
- we promote a happy, safe environment for learning, with all children enjoying their school time and achieving to the best of their abilities;
- we bring staff, children and their families' voices together to create an ideal learning environment with excellent communication;
- we teach with the consideration of the needs of all learners, ensuring we are ambitious for all;
- pupils with Special Educational Needs and/or Disabilities (SEND) receive a high-quality and ambitious education regardless of need or disability;
- that our curriculum will inspire children to nurture a passion for learning.

OUR PRINCIPLES

Respect – everyone and everything at all times

Responsibility – for ourselves, others and the environment

Perseverance – we never give up and believe we can achieve

Together **E**veryone **A**chieves **M**ore

Curriculum Pedagogy



The KAPS curriculum has been designed to ensure that, using the National Curriculum, children learn in a meaningful way to the school's: context, stage of learning, capabilities and interests. Its content is delivered through a range of subject-specific projects, which last either a full term in Years 1-6 or a half term in EYFS.

Our schemes of work reflect the content and challenge of the curriculum. They have been chosen in consultation with staff to ensure that they provide stimulating, motivating lessons focused on the skills and knowledge pupils need to retain, and Teachers have received training in critical areas of curriculum change and are ready to provide outstanding curriculum provision. We use Cornerstones to plan the following subjects: Geography, History, Science, Art & Design and Design & Technology, while P.E., Music, Computing, PSHE/RE, and Spanish have their schemes of work. To teach R.E., we follow the Croydon Syllabus for R.E.

Our pedagogical approach is designed to enhance the learning experience for the pupil and ensure a degree of whole-school consistency.

We use the Cornerstones Curriculum to help us to achieve this aim. This creative and thematic learning approach is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. It is underpinned by a child-centred pedagogy called 'The Four Cornerstones' and is delivered through subject-specific projects. High-quality Cornerstones texts are used in lessons to teach and learn. We firmly believe children learn better when encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides many learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively.

We aim to teach our children how to live and learn, with collaboration at the heart of our design for learning. We see our Learning Journeys as a vehicle to enable children to form meaningful relationships with their learning, see patterns and apply skills in a context so the children can 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. Therefore, the importance of curriculum design for providing opportunities to connect learning with the world is imperative.



Children will progress through four stages of learning in each Imaginative Learning Project – engaging, developing, innovating and expressing. We call our themed learning sequences 'Learning Journeys', and the chart below outlines the key features of this approach.



The Steps in a Learning Journey




1. Pre Learning

Cold tasks	<ul style="list-style-type: none"> Input from pupils must be an integral part of the learning journey. This is essential to ensure that the curriculum meets all learners' ongoing and varied needs. The placement of this in the learning journey is decided by the teacher, e.g. pupils may undertake a pre-learning task prior to the unit starting to help the teacher structure the planning; alternatively, this type of activity may take place once some initial teaching has taken place and children have been introduced to the topic.
Pupil Voice	<ul style="list-style-type: none"> Pupil voice is used on different levels and for various purposes: <ul style="list-style-type: none"> ➤ to discover what pupils already know ➤ to find out what pupils might like to learn ➤ to explore interests and motivations ➤ to enquire how pupils might prefer to learn

2. Planning

Format	<ul style="list-style-type: none"> Informed by the pre-learning task and the N.C. prior learning Identified sequences of teaching for each relevant curriculum area Contains the progression of skills for the year group below, the current year and the year above Plan adaptations to teaching to include all pupils' needs Modelling and mastery should be planned for
Memorable experiences/ Engage	<ul style="list-style-type: none"> Delivered as an introduction to the new learning journey Designed to engage and make learners curious How do we ensure pupils want to get involved?
Experiences	<ul style="list-style-type: none"> Teachers actively plan for experiences which enhance and enrich learning. These can be in school and out-of-school experiences. The purpose of the events is to add value to the learning journey.
Develop	<ul style="list-style-type: none"> The sequence of the learning of skills and knowledge that ensures these are committed to long-term memory
Informing parents	<ul style="list-style-type: none"> Curricular letters are sent to parents on the last week of the previous half term with an outline of the teaching and learning for each of the curricular subjects, essential vocabulary and knowledge organisers are shared with the parents Deep Learning Days, class assemblies and special school events are marked on the school calendar for parents to join. The posters are shared with parents on google classroom.
Use of Working Wall	<ul style="list-style-type: none"> We ensure that models and images are used to support pupils Working walls reflect the most current learning to help pupils to support the teaching and learning and to memorise the key learning

Strategies to engage children	<ul style="list-style-type: none"> • Opportunities for speaking and listening, including talking to and talking with others, enquiry-based learning, a creative approach, ICT and active learning opportunities are all strategies used to engage pupils in the learning process. 
Homework	<ul style="list-style-type: none"> • Provides pupils with opportunities to extend and consolidate their learning • Allows children to develop their motivation and self-discipline to facilitate independent work • Provides open communication between home and school • Homework is sent on Fridays to be submitted by the following Tuesday(Reception – by the next Friday) • A range of cross-curricular activities could be selected, including a research-based task, practical and creative activities or any other form of task and spelling. • Children are encouraged to read daily and bring their reading records signed by an adult.
Resources	<ul style="list-style-type: none"> • High-quality texts are used in lessons to teach and learn our broad and balanced curriculum • Pupils with SEND may receive additional support from a Speech and Language Therapist or work alongside outside agencies such as the Educational Psychologist, Sensory Support Service or an Occupational Therapist to develop specific targets/programmes tailored to the pupil's individual needs.
3. Teaching	
Adaptive teaching	<ul style="list-style-type: none"> • High ambition for all pupils so all pupils can reach ambitious endpoints • A positive and supportive environment for all pupils without exception • Building an ongoing, holistic understanding of your pupils and their needs • All pupils have access to high-quality teaching • For pupils with SEND, the curriculum will be appropriate for the pupils' stage of development and in accordance with the National Curriculum or EYFS Framework. Learning walks and observations will take place to ensure needs are being fully met by all staff and appropriate resources and strategies are in place. • Pupils with SEND may have specific 1:1 or group support to support them accessing different areas of the curriculum.
Mastery	<ul style="list-style-type: none"> • Lessons to have a mastery task to deepen pupils' understanding and to master the skills and knowledge. • This could be differentiated depending on the learning objective or subject. • Pupils are to respond to the mastery task with a green pen. This applies to all subjects within the broad and balanced curriculum.



Questioning	<ul style="list-style-type: none">• Open-ended questions provide opportunities to deepen pupil's learning• Are used as an assessment for a learning tool• Learning partners are used to discuss their work and• suggest an improvement
4. Outcome	
Express	<ul style="list-style-type: none">• Each subject has an agreed outcome which is shared with children. The pupil voice may drive this.• The outcome provides purpose and relevance for the learning in a unit of work, e.g. quiz, performance, video, book, installation, experiential day, classroom transformation, artwork and local community events.
Reflection and review	<ul style="list-style-type: none">• Teachers plan for reflection and evaluation at the end of each unit of work. These focus on two critical aspects in an age-appropriate way:• What has been learnt; and how it has been learnt.• The purpose of this reflection is to enhance pupils' ability to be able to identify• How they learn and how they know what they know (meta-cognition) and be able to develop reflective learners.
Assessment	<ul style="list-style-type: none">• Formative- review work; up-level examples; pupil conferences; link to the working walls.• Marking and feedback for pupils to know how they can improve• Data for each pupil with SEND will be monitored to ensure progress and to maintain high quality teaching and learning for all pupils.
Marking and Feedback	<ul style="list-style-type: none">• It provides every child with constructive steps to ensure progress.• It focuses on success and improvement needs against learning objectives and success criteria, enabling pupils to become reflective• It creates opportunities for regular and constructive feedback regarding their learning.

Social, Moral, Spiritual and Cultural(SMSC)

Our curriculum helps children develop practical wisdom; knowing the right action at the right time, and become individuals who contribute to a flourishing society. They build 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 the 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.



English as an Additional Language

At Kensington Avenue Primary School, we celebrate that a number of our pupils speak and write more than one language at different levels of fluency at home. We also acknowledge their ability to communicate using a variety of community languages.

We work alongside parents/guardians to ensure a smooth transition into school, with translators, within our staff to assist with our entry interview. We believe that this interview is vital to:

- Help pupils settle into their new environment as smoothly as possible.
- find out details about pupils' past school experiences,
- their preferred methods of learning
- their previous exposure to English
- find out any traumatic experiences that the children might have had.

Our English as Additional Language pupils is assessed upon entry to the school using the school assessment framework. This helps us establish an initial progress level and to set targets in Speaking; Listening and Understanding; Reading and Writing, which are reassessed and new targets set, on a termly basis. Pupils new to English are estimated to use the Language Village programme, supporting their learning in class.

This enables pupils to excel here and become valuable and valued members of our school community, actively participating in school and afterschool activities. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.

Growth Mindset

We know that children with a positive attitude towards their learning will perform well in primary school. Children with a growth mindset believe that intelligence can be developed – it isn't fixed; they thrive in the face of challenge, embrace and celebrate mistakes, and see effort as a crucial part of their learning journey.

A growth mindset means being open to and acting on feedback, being a reflective learner and constantly challenging themselves. Instilling our children with a growth mindset is a priority for the school, and the children are enthusiastic about this ethos. We encourage children to take creative risks and try new strategies to develop their resilience in the face of a mistake. Mistakes play a vital part in the learning process: When an unknown error is made, this is a crucial learning point, an opportunity for a misconception to be addressed.

Supporting pupils with SEND needs

Through our planning, teaching and provision we provide an accessible learning environment which is tailored to the individual needs of all pupils. We ensure early identification and intervention for SEND to ensure that progress and opportunities are maximised. We work in partnership with parents and carers and work closely with external agencies and other professionals to develop our bespoke provision for pupils with SEND. We identify areas for development in special educational needs and ensure that these form part of the school's improvement plan.

At Kensington Avenue Primary School, every teacher is a teacher of SEND. Inclusion is a thread

that runs through every area of the school enhanced by collaboration between senior lead teachers, support staff, external agencies, parents and most importantly, the pupil. All pupils regardless of their starting point, have the same opportunities and experiences as those their age including curriculum and enrichment opportunities. Teachers shall be the facilitators of any appropriate support where appropriate carried out by any adults working in their class.



The impact will be that pupils will feel happy, safe, respected and included. Pupils will partake in their learning with high levels of engagement in activities, developing their speaking, listening and social skills. All pupils with SEND make good progress from their starting points due to the carefully considered and bespoke support they receive, which meets the needs of the pupils.

Cultural Capital

Every child and family joining our school will have knowledge and experiences that will link to their culture and broader family. This might include languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and demonstrates their cultural awareness, understanding and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success. It gives a child the ability and confidence to achieve goals, become successful and climb the social ladder without necessarily having wealth or financial capital. It supports the children's aspirations to succeed, whatever their starting point

At Kensington Avenue Primary School, we recognise that for children to aspire and be successful academically and in the broader areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. This takes place throughout the teaching of our broad and balanced curriculum, memorable experiences, Commando Jo P.E. lessons, forest school, our varied PSHE scheme of work, the RE curriculum, giving our children roles within the school such as school council, pupil voice, wellbeing buddies, digital leaders and junior travel ambassadors.

Enrichment of the Curriculum

At KAPS, enrichment is an essential part of your child's education, giving them new experiences, extending their learning, and making school life more fun.

Much enrichment takes place outside the classroom or on the timetable of the regular school day. It helps provide children with a rounded, culturally rich education through activities that enhance their learning and develop skills such as resilience, motivation and teamwork.

Throughout the school year, children extend their learning by going on various school trips and having visitors both online and in school. During the year, children can enter a range of competitions and attend workshops. We also participate in whole school events such as World Book Day and use our excellent school grounds, such as the edible garden, for outdoor learning. Each half term, we participate in deep learning days where children deepen their knowledge, skills and understanding.

This year our deep learning days focus on the following:



Autumn 2	Enterprise Day: Can you see Christmas from all corners of the world?
Spring 1	Wellbeing Day: Can we influence our wellbeing?
Spring 2	International Day of Maths Commando Joe's – Heroes and Missions
Summer 1	Art and Spanish Day: Could art be inspirational? What can nature teach us?
Summer 2	Environmental/Forest School Day: What can nature teach us? Commando Joe's – Heroes and Missions

sWe have a range of exciting clubs on offer to extend and deepn pupils' learning.

Assessment

Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It is used as a tool to inform planning, to track pupil progress and to raise standards.

The importance of assessment:

- To define each learner's ability: what the child knows, understands and can apply
- To gain as full an understanding as possible of each learner's skills level
- To gain a full understanding of the progress made by each learner
- To gain an awareness of the steps needed to continue progress of both skills and knowledge and to help these steps occur
- To enable teaching staff to plan and deliver learning opportunities which will ensure progression for learners
- To gain an understanding of the efficacy of teaching strategies
- To ensure continuity and progression throughout the school
- To reveal children's strengths and weaknesses
- To enable teachers to plan and deliver learning that is appropriately challenging to pupil's attainment
- To communicate accurate information about the learner that is useful to teachers, pupils, parents, and other educational agencies
- To ensure early identification of children with SEN and those who are more able

The staff continue to develop a wider range of strategies for assessing children's work, through; continued professional development, peer support and observations, coaching, constructive feedback from lesson observations and work scrutiny to transform the policy into practice.

These strategies include:

- Observation - watching the children on task
- Working with focus groups
- Listening to, questioning/discussions with the children



- Photographing
- Examining children's written/recorded learning
- Marking children's learning
- Target setting and attainment
- Assessment notes for future planning
- Assessment for learning marking – next steps
- Formal testing to assess children's skills and knowledge against standardised levels
- Work scrutiny

Different forms of assessment

There are 3 main forms of assessment in KAPS. These are:

- day-to-day **formative assessment** – to inform teaching on an on-going basis
- in-school **summative assessment** – to understand pupil performance at the end of a period of teaching
- **statutory summative assessment** – to understand pupil performance in relation to national expectations and comparisons

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. Teacher's assessment is statutory and helps teachers and parents understand what a pupil can do in relation to national expectations on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

The methods of formative assessment we use include:

- the use of pertinent questioning
- PIXL diagnostic therapies for Reading, Writing and Maths
- 'cold tasks': identify prior/current knowledge quest to identify what pupils already know and what the next steps are
- marking and feedback: verbal /live and written feedback on pupils' work that improves learning
- Peer and self-assessment
- flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately
- use of learning partners which are being swapped fortnightly

For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

KAPS Summative Assessment

KAPS summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the

objectives of the National Curriculum. The data from the termly tests and on-going teacher assessment is put on to the Insight tracking system. The assessment leader and the core subject leaders analyse the data, focusing on gender, ethnicity and individual levels. This helps to inform the school leaders of areas for future development and increased challenge. It also informs the school's intervention strategy, which is responsive to the assessment tracking system.



Intervention programmes

Intervention programmes are frequently put in place to support or extend learning for children with particular aptitude or experiencing difficulty in making progress towards their targets. The assessment data for children attending these groups is also tracked and monitored.

Statutory Assessment Tests (SATs) for Year 2 and 6

Children in Year Six take part in the KS2 SATs for reading, writing, spelling, grammar and punctuation and maths during a specific week in May. These tests are marked externally and the results reported to the school and LA.

Children in Year Two take part in the KS1 SATs for reading, writing, spelling, grammar and punctuation and maths in May. These tests are marked internally and the results reported to the LA.

Year 4 take the Multiplication Table Check Test In June which is designed to check their fluency in recalling the times tables up to 12 x12.

Reporting and Communication with parents/carers

Reporting and partnership with parents is crucial to success for the child. Each parent/carer will have formal opportunities each year to meet their child's teacher.

Parent/teacher consultation evenings occur twice a year, in the Autumn and Spring terms. In Summer Term, Parents/Carers will receive a written report of your child's achievements, attainment, progress and attendance. There is also an opportunity to come and see your child's work and meet your child's new teacher.

During these meetings, teachers share the pupils' age-related attainment against national expectations, next-step targets, and the progress pupils have made. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Parents are regularly encouraged to join the 'Learn with Us' parents' workshops. If appropriate, they are also invited to visit their child's classroom to see what the session's focus looks like in practice.