



Kenilworth Primary Curriculum Policy

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Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Organisation and planning	4
5. Inclusion	4
6. Monitoring arrangements	5
7. Links with other policies	5

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage
- Support our pupils to:
 - Develop a wide and varied vocabulary
 - Experience and retain a rich diet of stories
 - Develop pride and understanding of their own and their peers community, heritage and culture
 - Provide opportunities to experience the world beyond Borehamwood
 - Develop good basic/core and social skills
 - Develop good mental health and an understanding of how to protect this
 - Develop a wide range of skills and knowledge through clear progression
 - Know famous musicians, composers, artists, inventors and poets
 - Live healthy lifestyles
 - Experience varied opportunities to learn outside

For more information about the aims of our curriculum, see appendix 1.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The curriculum lead will ensure that:

- The curriculum is structured to ensure clear progression of skills and knowledge.
- Delivery of the curriculum is consistent across the school
- Staff are provided with CPD to ensure high quality delivery of the curriculum
- Research is used to inform the decisions that are made regarding the curriculum
- Subject Leads are supported and held to account.

Subject Leads will ensure that:

- Accurate assessment of foundation subjects is used to support pupils and the development of the subject.
- Staff are supported with the delivery of the curriculum
- Rigorous monitoring of subjects ensure high quality provision and expectations of all pupils.

4. Organisation and planning

Explain how the curriculum is organised and delivered in your school. You may want to include details of:

- The curriculum at Kenilworth is organised through topics, although we are careful to preserve subject boundaries.
- National Curriculum requirements are met alongside clear skills progression. We have also reviewed and adapted our curriculum provision in line with our curriculum aims. These aims were generated with staff, governors and parents to suit the needs of our children.
- Subjects have been designed and sequenced to ensure skills and knowledge progression within and across year groups. Where schemes of work are used, they are adapted to meet the needs of our pupils/individual cohorts
- The curriculum is evolving through a clear development 2 year cycle. Subject policies are to be reviewed and rewritten within this framework. (See Appendix 2)
- Relationships and Sex Education is covered through our science and PSHE lessons. For PSHE we use the scheme 'Jigsaw' and for science we use the 'Hamilton Trust' scheme. For further information, please read the 'Sex and Relationships policy'.
- For more information on the values and vision of the school (including British Values) see Appendix 3.
- Long term plans are set by the curriculum lead – using the relevant schemes of work. Medium and short term plans are developed by class teachers.
- See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor visits, meeting with house captains, pupil voice, headteachers reports, book looks, List the methods used in your school, such as school visits, meetings with the school council, etc.

Curriculum and Subject Leads monitor the way their subject is taught throughout the school by:

- planning scrutinies, learning walks, book scrutinies, staff meetings,

Subject Leads also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be initially be reviewed annually as the curriculum is being developed, by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationships and Sex Education
- Individual Subject Policies
- Pupil Premium

Appendix 1

Curriculum Intent

Our aim at Kenilworth is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. We strive to ensure that children are well prepared for life in modern Britain.

Our children arrive at Kenilworth with low levels of speaking and listening. The majority have a low vocabulary and do not have a rich diet of stories from an early age. Our curriculum is designed to provide opportunities for the children to develop their vocabulary and provide a structured diet of stories. We have also found that our children do not have wide experiences of the world beyond Borehamwood and lots of our children live in flats, meaning they do not have the opportunities to develop their outdoor education. Within our curriculum, we also prioritise developing children's basic and social skills, in order to prepare them for later life and we prioritise mental health education.

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Therefore, our curriculum is structured thematically, with half termly cross curricular topics for all year groups. However, within each topic we strive to preserve the boundary of the subject, in order to prepare children for their future learning in secondary school and beyond. Each topic is led by a different curriculum area with most subjects will be taught each half term. The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum.

Within the arts, we have found that our children have a limited knowledge of musicians, composers, artists, inventors and poets. Therefore we have built opportunities within these subjects and across the school day, in order to provide this knowledge to our children. In order to further promote music, we have a specialist teacher that works with every child in Key Stage One and Two. This allows children to access high quality music education and we also offer supplementary activities including hosting a singing festival for Key Stage One.

We provide a highly inclusive environment where virtually all learners enjoy their education and most make very good progress in most subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. We strongly believe in the importance of a mastery curriculum, ensuring that extension tasks are set to ensure that children master skills at a deeper level before moving on. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Our focus on curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning.

Kenilworth provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a variety of sports clubs after school hours and during lunch times. We also strive to promote emotional wellbeing within our curriculum development, with PSHE, mindfulness and empathy threaded throughout our curriculum and prevalent in each class. Our school also offers nurture provision and we provide opportunities for children to work with art therapists, counsellors, coaches and play therapists in order to support a child to access the curriculum.

We have a valued based curriculum, with key values running through our curriculum as golden threads. These key values are empathy, self belief, moral courage, celebration of difference, resilience and respect. These threads are seen throughout our PSHE curriculum, behaviour policy, school rules, assemblies and throughout the school day.

A house system has been established as part of our commitment to teaching the values of democracy and leadership. Within this system we have house captains; Year 6 pupils who are democratically elected by the

pupils. These house captains plan and run weekly assemblies, raise money for charity and are role models for the younger pupils. In order to promote leadership skills and develop responsibility within our student body, we also have sports leaders, empathy leaders and student librarians.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. Each class is promised a minimum of three, topic linked school trips. These high quality trips and visitors into Kenilworth enhance the curriculum and provide opportunities for writing for a purpose.

Appendix 2

Curriculum Development

Curriculum Development at Kenilworth Primary

This year we have been reviewing and developing the curriculum offer at Kenilworth. The curriculum lead (Claire Williams – Deputy) has attended the Herts for Learning Curriculum Symposium and used research (including EEF research)

We use schemes for French (Language Angels), PSHE (Jigsaw), RE (Herts Agreed Syllabus), Science (Hamilton Trust), Computing (Purple Mash), DT (Projects on a Page), Art (Art & Design in Suffolk) and Music (Adapted from Sing Up). Our music curriculum is delivered by Ms Bishara from Herts Music Service.

In the Autumn Term, we reviewed the overview of our curriculum, adapting and refining our programme to ensure consistency of approach and progression of skills and knowledge. From the Spring Term we will be focusing on one foundation subject per half term.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	English and Maths	Phonics and Reading		Writing		Maths	
	Foundation/ Subject Science	Introduction to new curriculum, coverage and progression New curriculum developed for Geography, History, Art and DT		DT	Science	RE	Geography
Year 2	English and Maths	To be reviewed July 2019		To be reviewed July 2019		To be reviewed July 2019	
	Foundation/ Subject Science	Art	History	PSHE	French	Computing	PE/Music

Appendix 3

Values and Vision – including British Values

To support children to succeed academically and be happy, confident, resilient individuals, who are able to embrace the challenges of modern life.

This means that we need to raise attainment for all groups of children. It is essential that this is achieved without compromising the children's mental health. The values of the school (Empathy, self-belief, moral courage, resilience, kindness, celebration of differences and respect) support this. We have an ethos of safeguarding and support. The values are threaded through the broad and balanced curriculum. Nurture and well-being are at the heart of the school. The school works with parents and has an open door policy. The Headteacher is on the playground in the morning and staff are warm and welcoming. We work to support parents so that the children can thrive at home as well as at school.

The nurturing whole child/whole family approach lays the foundations for the children to be successful learners. Children are supported with homework clubs, after school tutor groups and with good first quality teaching. Gaps in understanding are addressed with the 'Zap the gap' intervention which is delivered in a timely manner (before the next lesson) so that misconceptions and gaps in understanding do not increase.

Behaviour

We ensure that we are proactive with behaviour management, e.g. ensuring that support on the playground is sufficient. Through PSHE lessons, assemblies and nurture groups we teach behaviour and ensure that all children have a positive experience of school.

Where children have SEMH issues who need careful management, they have a range of provisions including visual timetables, now and next boards, one to one support, soft starts and endings to the day, anxiety mapping, roots fruits and shoots and where needed, risk management plans. We work with Educational Psychologists, Hive outreach (Summerswood PSB), step 2 school nurses, paediatricians and we attend solution clusters. We have one child with SEMH who will be attending Hive for 8 weeks intensive support.

We are a steps school and we have regular meetings to discuss behaviour and ensure that we are consistent with our behaviour management across the school. The behaviour policy was updated in September 2019 in consultation with all staff, governors, children and parents. We used ideas from research and literature including EEF research, Steps training, the book 'When the adults change everything changes' Paul Dix and 'Punished by Rewards,' Alfie Cohn. We have a restorative justice approach to consequences and work on the basis that 'behaviour is communication' looking to address the root cause of challenging behaviour and work with the child so that they can ultimately develop internal discipline.

There are very few incidents of racist comments. We have had none since September. We work hard to ensure that there is mutual respect and celebration of differences. Our international day is wonderful, with families from different cultures working together to display dances, costumes and share food.

Bullying is minimal, with only one incident of true bullying in June 2019. This was dealt with swiftly by speaking to families of the victim and perpetrator and ensuring the correct support was in place to deal with the root cause of the incidents and to help the confidence and self-esteem of the victim.

Promoting British Values

We believe that the development of British values underpins everything we do at Kenilworth Primary School.

They are promoted through assemblies, displays, class work and within everyday life.

We have also been linking our assemblies to our focus on EmpathyLab in order to raise the empathy levels throughout Kenilworth through high quality literature.

Democracy and the Rule of Law

These themes have a high profile within our assemblies and build the basis of our house team system. After an assembly launching the house system, each house group elects their house captains using a democratic election. Each candidate (volunteer) writes a speech and campaigns to be elected the house captain. Every member then gets to vote for the candidate of their choice.

Within the house assemblies children have also been responsible for writing our school 'code of conduct'. Over a series of assemblies they discussed why good behaviour is important, why rules are important and what rules are the most important within our school. They then, through a voting process, chose the three main rules for our school.

We are currently in the fifth year of our house system and each year more children put themselves forward to represent their houses. Governor reports highlight the successes of this system, the children provide good role models for the younger children and have grown in confidence through their role.

In June 2017, Year 5 children ran a mock election to give the entire school an opportunity to understand how democracy and our political system run. The children were separated into three parties and then were tasked with naming their party, creating a manifesto and campaigning across the school.

Each child then visited a polling booth on the day and were able to vote for their preferred party.

We also run annual empathy awards following the same system as our political votes, ensuring that all children have the opportunity to participate in a democratic voting system.

Tolerance and Understanding

We believe that it is essential to teach children to respect each other's faiths, backgrounds and differences. In our multi-cultural school the children are encouraged to share information about their religion and background, leading to an informed, tolerant environment where the children celebrate each other's differences.

When religious festivals occur children are invited to speak in classes and assemblies about what they have experienced. This is reinforced within our RE lessons where pupils, parents, visitors and staff members have supported the children's educational development.