



Kingsway Community Primary School

Curriculum Policy

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Date	March 2023
Date adopted by Governors	May 2023
Date for policy renewal	Spring 2026

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Provide pupils with the culture capital they need to be effective citizens

Implementation

At Kingsway Community Primary School, we use Cornerstones Maestro which is delivered through a range of subject-specific projects, which last either a full or half term. Subject-specific projects cover Art and Design, Design and Technology, Geography and History. We link English to our topics, based, where possible, around a high-quality Power of Reading text. We use Cornerstones Maestro projects as a starting point and adapt these to meet the needs of our children and our community.

Further schemes enhance provision in other subjects including Language Angels, Charanga, SACRE and PE Complete. All National Curriculum programmes of study are taught in school ensuring our curriculum is broad and balanced providing a rich experience for pupils in school.

The school follows Protective Behaviours to teach pupils about personal safety and their rights. This is complemented by the Jigsaw scheme which is a whole school approach for PSHE/ Health and Wellbeing which also teaches pupils about Relationships and Sex Education at an age-appropriate level. SMSC forms a crucial part of the curriculum and forms a thread throughout all the work completed in school. British values are embedded into aspects of school curriculum and are made explicit to the children when they are being taught.

In Maths we follow the Mathematics Mastery curriculum. The 'mastery approach' to teaching maths is the underlying principle of our curriculum. Instead of learning mathematical procedures by rote, we want children to build a deep conceptual

understanding of concepts, which will enable them to apply their learning in different situations.

The Mathematics Mastery curriculum is cumulative. This means each school year begins with a focus on the concepts and skills that have the most connections. These are then applied and connected throughout the school year to consolidate learning.

Organisation of curriculum content in Curriculum 22

The structure of Curriculum 22 provides a robust framework on which to build deliverable content. The content is delivered through a range of broad and balanced, knowledge-rich projects. The knowledge and skills statements provide the foundation for, and are directly linked to, the sequential lesson plans and resources within each project. Each project follows the Cornerstones pedagogy of Engage, Develop, Innovate and Express.

Engage

The 'Engage' stage of learning provides children with an inspiring and thought-provoking starting point that stirs curiosity and creates interest. Children engage in purposeful learning experiences; in and outside the classroom, making use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate the children's interests in a particular theme or concept.

Develop

During the 'Develop' stage of learning, children are given the opportunity to expand and master key skills, subject knowledge, research techniques and independence. Children become diligent learners making sense of information and experiences, leading to sound understanding and progress. Children develop their knowledge, understanding, key and subject skills required to progress through their learning tasks and gain high quality relevant learning experiences.

Innovate

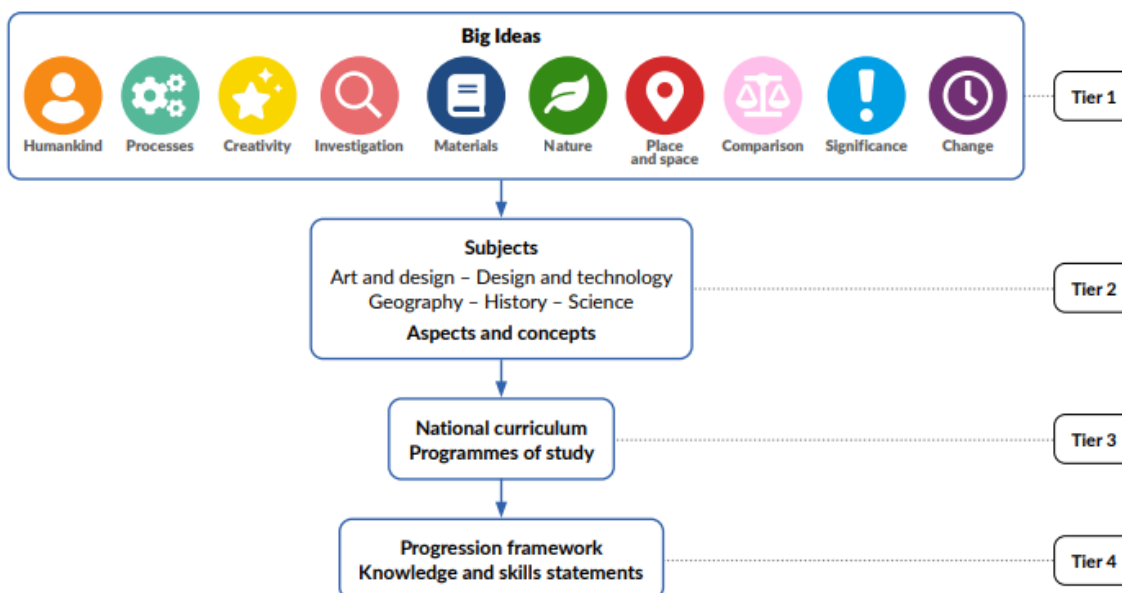
In the 'Innovate' stage of learning, children's ability to work creatively, exploring possibilities and finding solutions will be challenged. Using and applying previously learned skills, knowledge and understanding children's work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

Express

In the final stage of learning, children are given the chance to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and are able to suggest next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

What Cornerstones Curriculum entails

Curriculum 22 has four structural tiers. Each tier builds on the previous to create interconnected layers. These interconnected layers provide a robust framework that ensures connectivity across the curriculum. The tiers of the curriculum structure are set out in the diagram below and are explained in the following paragraphs.



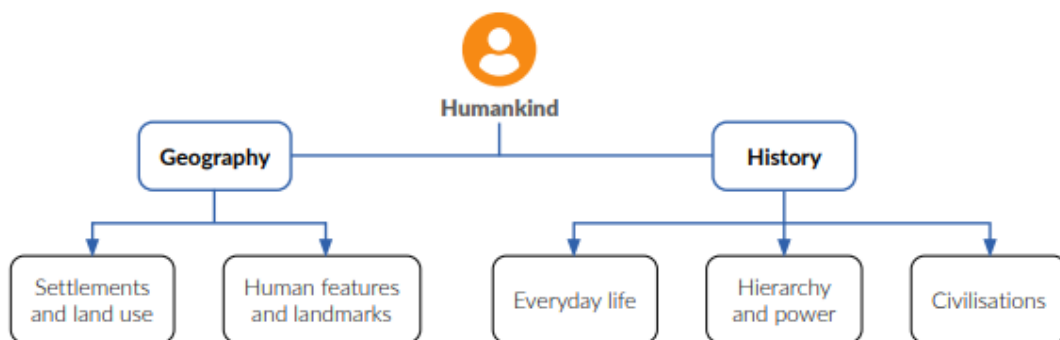
Tier 1: Big Ideas (global aims)

The curriculum is led by 10 central Big Ideas. These Big Ideas are the overarching aims of the curriculum. They were conceived by careful analysis of the National Curriculum subjects, drawing out common themes, which then, through a period of refinement, became Big Ideas. These Big Ideas and their intentions are set out below.

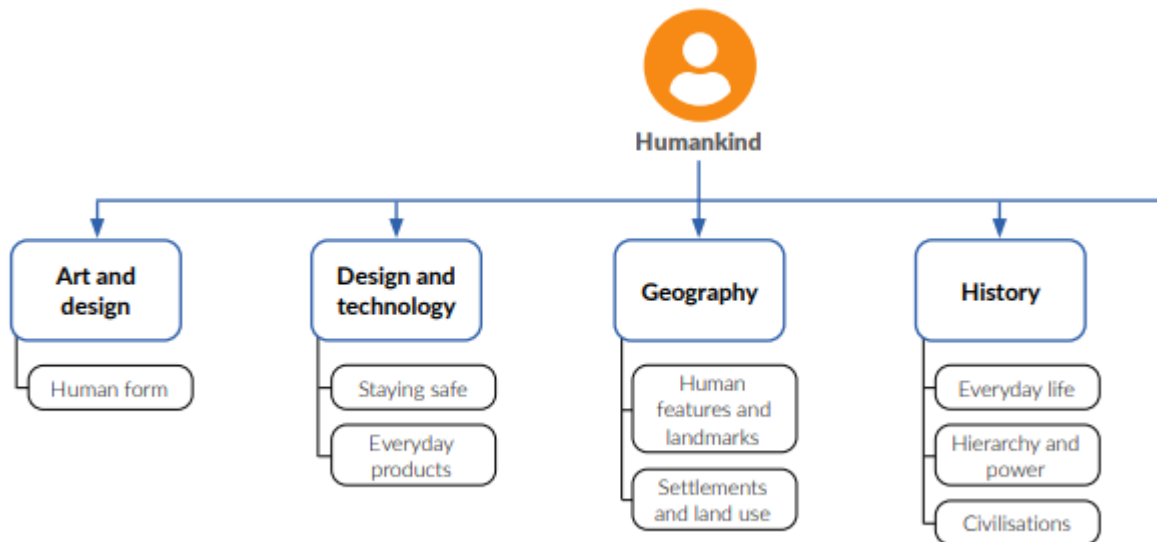
 <p>Humankind</p> <p>Understanding what it means to be human and the cause and effect of human behaviour.</p>	 <p>Processes</p> <p>Understanding the many dynamic and physical processes that shape the world around us.</p>	 <p>Creativity</p> <p>Understanding how everyday and exceptional creativity can inspire and change perceptions.</p>	 <p>Investigation</p> <p>Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.</p>	 <p>Materials</p> <p>Understanding the unique and physical properties of all matter and how we interact with them.</p>
 <p>Nature</p> <p>Understanding the complexities and features of the natural world, including the plant and animal species that inhabit it.</p>	 <p>Place and space</p> <p>Understanding the visual, cultural, social and environmental aspects of different places around the world.</p>	 <p>Comparison</p> <p>Understanding how and why things are the same or different.</p>	 <p>Significance</p> <p>Understanding why significant people, places, events and inventions matter.</p>	 <p>Change</p> <p>Understanding why and how things have changed over time.</p>

Tier 2: Subjects (aspects and concepts)

Cornerstones use the terms ‘aspects’ and ‘concepts’. An aspect is a particular part or feature of a subject, and a concept is an abstract idea within a subject. In the curriculum structure, each Big Idea is directly connected to the curriculum subjects, which have the relevant aspects or concepts through which the Big Idea can be delivered.

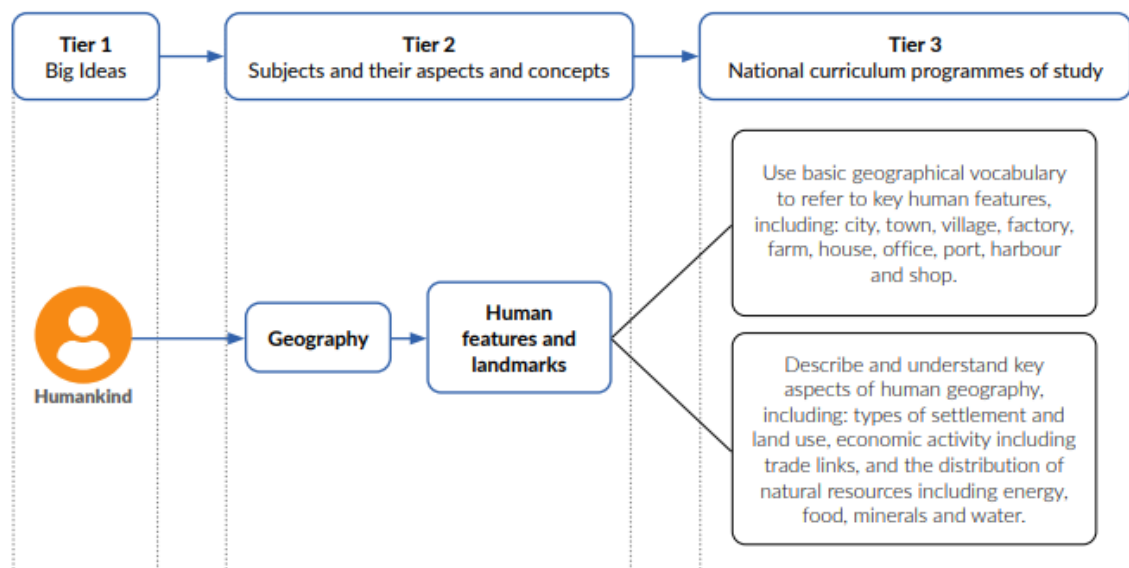


The diagram below shows how the Big Idea of Humankind is linked to each subject via its aspects and concepts.



Tier 3: Programmes of study (National Curriculum coverage)

To ensure coverage of the National Curriculum, each subject aspect or concept is then matched to the relevant programmes of study. Across the curriculum, there is full coverage of the programmes of study for Art and Design, Design and Technology, Geography and History. The diagram below shows an example of how Tier 2 leads into Tier 3.



Tier 4: Progression framework (knowledge and skills statements)

In Tier 4, programmes of study, aspects and concepts are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. The progression framework runs from Reception to Year 6 and includes knowledge and skills that children need to know in order to make progress through the curriculum.

Component part	Definition
knowledge	Specific facts or truth components that include substantive and declarative statements.
skills	Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.

Assessment

Ongoing assessment includes:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment, such as during the Innovate stage
- weekly short recap quizzes
- child self-assessment and reflection on learning (Purple Pen)

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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.

Monitoring and Evaluation

- Subject Leads will conduct an audit for their subject to ensure curriculum coverage and maintain a subject leader folder. They will also lead regular Professional Development for colleagues.

- A range of monitoring activities will be planned and included in a termly monitoring schedule. This involves lesson drop-ins, learning walks, scrutinies of work and environment audits that will evaluate the impact of the curriculum on teaching and learning.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.

Parental Engagement

To keep parents informed of the curriculum, teachers will send out a curriculum letter at the beginning of each half term detailing the subject coverage for that half term including home learning expectations.

Roles and responsibilities

The Headteacher and the EAB/SSC have overall responsibility for the curriculum supported by Subject Leaders. Subject Leaders will be responsible for ensuring there is appropriate coverage in their subjects and that National Curriculum requirements are met. They are given subject leadership time to monitor and “deep dive” their subject giving a comprehensive overview of standards. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning to optimise learning opportunities when they arise.