

Kymbrook



KT Federation

Curriculum Policy

2019-2020

Updated: 11th March 2020

enjoyment • enrichment • excellence • equality

Contents

Introduction

Our Curriculum Rationale

Curriculum Intent

Our Aims

Our Approach

Curriculum Implementation - Engage
Develop
Extend
Evaluate

Memorable Experience

Curriculum Design

Subject Coverage - English
Maths
Science
Foundation Subjects
PE
RE
PSHE
ICT

The role of Subject Leaders

Curriculum Impact

Introduction

This curriculum policy has been written after a review of our Curriculum by all staff across the Kymbrook and Thurleigh Federation in the summer of 2019.

We started by thinking about what skills and attributes we wanted our children to develop by the time they leave us at the end of Year 6. We then thought specifically about our topic based approach and what topics had previously gone really well, why this was and if there were any topics or areas of learning that hadn't gone well and why.

The outcome of this was that the staff wanted a topic based approach that inspired our children to develop a range of skills and a real enjoyment of learning; and excited us as staff to deliver quality teaching and learning opportunities.

Over several staff meetings, the staff began to develop new topics whilst ensuring National curriculum coverage. They also decided to introduce "sparkling starts", "marvellous middles" and "fantastic finishes" to "hook, develop, extend and evaluate" the children's learning.

This policy was then developed with clear aims, our approach, and actions to further develop the curriculum in the future.

Our Curriculum Rationale

What we want to have given our children by the time they leave us in Year 6.	A thirst for learning	Good manners, kindness & empathy	Good communication skills	To be determined and resilient	Have positive mental health	Be “secondary ready”
	To be life-long learners	Self-belief & a sense of worth	Independence	Be a team player	A sense of pride	Lots of great memories!

Through our School Ethos, we aim to provide ...	Enjoyment	<ul style="list-style-type: none"> *A happy secure & caring atmosphere where all our children are safe. *A school with emotional health & wellbeing at its centre. *A school where learning is fun & creative. *A stimulating environment where learning is exciting & enjoyable.
	Enrichment	<ul style="list-style-type: none"> *A full and rounded education to help our children grasp the opportunities and meet the challenges & responsibilities that lie ahead. *An education based on learning skills and attitudes to foster independence. *A motivating culture to develop and nurture independence, confidence and a healthy lifestyle. *Opportunities for diverse experiences both within and outside school enriching our pupils’ life experiences.
	Excellence	<ul style="list-style-type: none"> *A school geared to enabling everyone to achieve their full potential no matter where that potential lies. *A school that is respected for its educational standards and its continual work to deliver the best possible opportunities for every child in its care. *A school that motivates every pupil regardless of ability to work to their very best.
	Equality	<ul style="list-style-type: none"> *A school based on mutual respect and understanding. *A school determined to be fully inclusive, meeting the needs of all who are a part of our community. *A school where every child is equal regardless of circumstance, race, gender, ability or age.

enjoyment • enrichment • excellence • equality

Curriculum Intent

Our curriculum is broad and balanced and we aim to follow the National Curriculum and other statutory policies.

Our curriculum prioritises the development of skills, with the intention that these skills lead to the acquisition of knowledge. It has a topic based, thematic approach and provides children with a range of rich and memorable learning experiences as well as promoting the skills for future learning eg resilience, a growth mind set and perseverance.

Our Aims

- Engage our children through interesting topics and hands-on activities.
- Cultural capital – high expectations and aspirations for all by offering a range of engaging, enriching experiences.
- Promote positive attitudes & learning behaviours that encourage children to learn and enjoy their learning.
- Create meaningful connections between subjects.
- Make learning relevant and bring it to life through purposeful links with the real world.
- Enable our children to develop skills, knowledge and understanding for the future.
- Develop our children's understanding and acceptance of culture and heritage, including British values.
- Develop our children's capacity to work independently and collaboratively.
- Enable our children to make positive choices about their learning.
- Harness and grow our children's interests and passions.
- Prepare all children for the next stage of their education.
- Raise awareness of the need to be technologically open minded in respect of future aspirations.
- To inform and inspire parents to enable them to support learning at home.

enjoyment • enrichment • excellence • equality

Our Approach

- Helps children to develop intellectually, emotionally, socially, physically and morally.
- Promotes children's key life skills through our values - excellence, respect, equality, determination, courage and friendship.
- Develops children's confidence and independence in their learning.
- Gives children the opportunity to influence the direction of their learning.
- Supports our children's self-belief and sense of worth.
- Enables children to think about and support others with understanding, kindness and empathy.
- Inspires and ignites creativity and problem solving.
- Provides a progression of knowledge and skills across year groups.
- Enables children to be literate and numerate and be able to communicate effectively with others.
- Helps children to develop their ability to discern information and become digitally literate.
- Supports children's knowledge and understanding of how to stay safe in a range of different situations.
- Develops links with the wider community including going on trips, having visitors into school and being involved with special events.
- Promotes positive mental health and wellbeing.
- Inspires awe, wonder and inquisitive minds.

Curriculum Implementation



Engage

- Hook learners in with a “Sparkling Start”
- Set the scene and provide the context.
- Ask questions to provoke thought and interest.
- Use interesting starting points to spark children’s curiosity.

Develop

- Teach knowledge to provide depth of understanding.
- Demonstrate new skills and allow time for consolidation.
- Provide creative opportunities for making and doing.
- Deliver reading, writing and talk across the curriculum.

Extend

- Provide opportunities for creative thinking.
- Enable the application of previously learned skills.
- Encourage independent thinking and learning.
- Develop collaborative working to solve problems.

Evaluate

- Encourage reflective talk by asking questions.
- Provide opportunities for children to share their learning.
- Celebrate success.
- Identify next steps for learning.

enjoyment • enrichment • excellence • equality

Memorable Experiences

Each topic begins with a “Sparkling Start” that stimulates children’s curiosity and prepares them for the new learning. A memorable experience may involve an educational visit out of school, a visitor coming into school or a special day in the classroom. “Marvellous middles” help to consolidate learning and further motivate learners; and “Fabulous finishes” give children opportunities to share their learning and reflect on their experiences.

Curriculum Design

Our curriculum design gives each class the opportunity to cover a broad range of themes and subjects. The length of each topic is determined by the amount of content and the children’s interests. In some cases, we deliver mini topics for a shorter period, for example Science week.

As our classes are mixed year groups, our topics follow a two year programme which aims to keep National Curriculum coverage of Foundation subjects. English and Maths are taught at year group level.

Curriculum topic maps showing coverage and structure are produced each term and uploaded onto our school website and shared with parents.

Mental Health & Well-being

Our school ethos supports the “whole child” and all staff are collectively responsible for all children. In addition, we have a dedicated member of staff who works across the federation to support positive mental health and well-being. She has led whole school assemblies, and regular half termly workshops to support children’s ability to understand and express their feelings and how to deal with them. She also runs a weekly a “Chat Club” for children, regular group work and 1:1 work where needs are identified.

This area of our curriculum will be further developed this year as part of the work we are doing around PSHE, RSHE and Safeguarding.

Subject Coverage

English

English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and develops key skills in reading, writing and speaking & listening.

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they are combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

As a school, we use a range of resources to teach phonics and follow the “Letters & Sounds” programme.

Initial sounds are introduced in the Early Years in a specific order, so that children can make words. The first sounds children learn are s, a, t, i, p, n – children are then able to make words which we call cvc (consonant, vowel, consonant) eg tap, pin, sit etc.

Reading

We aim to provide a reading culture that instils a lifelong love of reading, where there is no ceiling to achievement and all children have the opportunity to reach at least age related expectations or above.

We make this possible by providing a vocabulary rich environment that permeates all subjects, with reading at the heart of everything we do. Starting in our Early Years unit, we understand that enjoyable and effective reading experiences have an impact on future success in reading. The use of key vocabulary and high quality texts can be seen throughout the school as well as encouraging every child to pick up a book, both for pleasure and to learn. We aim to develop children’s resilience, confidence and perseverance to ensure success.

We use a range of resources to support the development of reading, including books, games, I-pads, and computers. Our library contains a range of fiction and non-fiction books for children to choose from.

We follow the Oxford Reading Tree scheme of books which starts in the Early Years and is continued through other classes. In addition, we have a variety of other schemes which children are able to read to consolidate and expand skills and knowledge. We are currently transitioning to banding books according to the difficulty of the text.

To develop and improve our children's reading skills, we will

- Share, listen to and explore high quality class texts
- Model and share reading skills
- Daily guided reading sessions in class
- Daily phonics sessions to enable decoding and reading with independence
- 1:1 reading
- Celebrating books by significant authors – including linking texts to our creative curriculum.
- Visits from authors
- Encourage parental engagement eg through workshops and effective use of reading diaries

Writing

Across the federation we have endeavoured to create a curriculum that encourages our children to become enthusiastic and engaged with writing. We link our writing context to our curriculum topics, finding purposeful reasons for children to write.

Learning to write is so important, as children use their writing in almost all other subjects within our curriculum. Good writing also gives children a voice to share their ideas with the world.

For a child, learning to write can be a tricky business, not least because good writing involves handwriting, spelling, grammar and punctuation, not to mention what we want to write and who we are writing for.

We have evaluated and adapted our curriculum, creating rich and varied learning opportunities throughout the school. We recognise the importance of nurturing a culture where our children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts

Early Years

As we are fortunate to have nursery age children, we start very early on the road to becoming an accomplished writer. From age 3, children will start to “mark make”. In **Reception** children will continue to work on forming their letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. By the end of the year, children will be expected to write simple sentences which can be read by themselves and others.

enjoyment • enrichment • excellence • equality

Key Stage 1

In **Year 1** children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check that it makes sense. They will also be expected to discuss what they have written and to read it aloud.

In **Year 2** children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

Key Stage 2

In **Year 3 & 4** children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and if they are writing non-fiction, to use heading. When they are writing stories, children will learn to use settings, characters and plots. Children in Year 3 & 4 will also be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

In **Years 5 & 6** children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use heading, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their story writing.

Maths

We believe Maths is essential for everyday life, critical to Science, Technology and Engineering and necessary for financial literacy and most forms of employment. We aim to offer a high quality maths education with the primary purpose of providing children with the key skills to support their future success.

We strive for a high quality maths education that enables children to develop self-awareness, independence and resilience within their maths learning. We want our children to be continually challenged and have the highest expectations of themselves.

We aim to ensure children see the real world application of maths, thus helping them find purpose in their maths learning.

Maths is a core subject that is taught discretely. However, where relevant, it is linked to ongoing topic work.

It focuses on three main aims, so that children:

- Become **fluent** in the fundamentals of mathematics and are able to recall and apply knowledge rapidly and accurately.
- Can **reason mathematically** so that they can follow a line of enquiry, seek patterns, and explain their thinking and findings using mathematical language.
- Can **solve problems** by applying their knowledge, breaking down problems into a series of simpler steps and persevering in seeking solutions.

We are passionate that our teaching and learning of maths is based on sound mathematical understanding rather than simply taught as memorised methods that are carried out without such an understanding. This is reflected in the calculation policy, which advocates the use of hands on and visual equipment across all year groups alongside the teaching of formal methods, building on prior learning.

Children will only make good progress in maths if they have regular opportunities to practice and consolidate, extend and apply skills in a variety of contexts. Maths teaching is taught within a spiral curriculum, revisiting topics on a regular basis to ensure children master key skills. We are transitioning towards introducing mastery and a problem-solving approach across the federation.

Within upper key stage 2, children choose their written mathematical challenges independently. This develops their self-awareness, involvement and confidence in their learning. This also removes ceilings as children move through challenges under their own direction. Lower key stage 2 are currently transitioning towards this.

enjoyment • enrichment • excellence • equality

Science

Across our KT Federation, we recognise the importance of Science in every aspect of daily life. We want our children's learning in Science to increase their knowledge and understanding of the world they live in and spark their curiosity. We want them to be Scientists!

We want our children to ask questions and to understand the uses of and implications of science, today and for the future.

In conjunction with the national curriculum, our Science teaching offer opportunities for children to:

- Develop their interest and enjoyment of science by building on their natural curiosity.
- Develop their use of appropriate scientific vocabulary.
- Develop children's ability to ask questions, undertake fair tests, accurately record their findings and analyse their results.
- Develop their skills of prediction, hypothesis, experimentation, investigation, observation, measurement, interpretation and communication.
- Have an awareness of how science links with other subjects and how it impacts of their lives.

Science is about making the strange, mysterious and complicated things become things we understand. There is still so much we don't understand about our world and the whole universe, but that is where scientists come in!

Foundation Subjects

The foundation subjects – History, Geography, Design & Technology, Art & Design and Music – are integrated into some topics and provide enrichment across the curriculum. Where foundations subject’s knowledge and skills are not covered through a topic focus, these are taught discretely.

Art & Design

We aim for our art and design curriculum to engage, inspire and challenge our children to give them the knowledge and skills to experiment, invent and create their own works of art, craft and design. Through exploring a variety of media including drawing, sculpture, painting and printmaking, our children develop key skills.

We do not want our Art & Design curriculum to focus solely on the finished product, but rather more on the process. We do not want any of our children to impose their own barriers to learning such as “I can’t draw”, or “I’m not artistic”.

We are currently reviewing our Art & Design curriculum to ensure it is up to date and relevant to our children and it uses a range of different stimuli, linked to other learning, to engage, develop and extend our children’s learning.

Computing/ICT

In today's ever changing digital world, we are very conscious that our children need to have the skills and knowledge for the future. Computing ensures that children become digitally literate – able to use and express themselves and develop their ideas through technology as active participants in a digital world. A key part of this is giving our children the skills and understanding to stay safe online.

We aim to deliver a high quality computing education that equips our children to use computational thinking and creativity to understand and change the world. This is an area of the curriculum where we are continually reviewing the content to ensure children learn the relevant skills for the future.

The core skills of computing are taught discretely across our school. However, other elements of the computing curriculum are integrated as part of our topic work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media. Our computing curriculum has strong links with maths, science, design & technology and PSHE.

E-Safety is taught in a number of ways – whole school assemblies, visitors, as part of our everyday teaching and learning. We also have pages on our school website to support parents in keeping their children safe.

Each classroom has an interactive whiteboard that is used for teaching and learning by staff and pupils. In addition we have a school set of I-pads to support learning and a computer suite located within our library.

Design Technology

We aim for Design & Technology to be an inspiring, challenging and practical subject. Using creativity and imagination, children design, make and evaluate products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We want our children to learn how to take risks and become resourceful by drawing on their learning in maths, science, engineering, computing and art.

Design

Children will be encouraged to research and design functional and appealing products that fulfil specific design criteria. Building on their initial ideas to create well-designed plans of how to build their project to suit the purpose for which it has been created.

Make

After designing their products, the children will use their plans to build, create and produce their product. Learning how to select and use the appropriate materials and components to craft functional and appealing projects.

Evaluate

When their project is complete, the children will then evaluate their work. This supports the children's ability to assess their own and others' products constructively.

Children will also be introduced to a variety of food, being taught how to cook and apply the principles of nutrition and healthy eating. This links with both our science and PSHE curriculum.

We are currently reviewing our curriculum to ensure our children are able to make links in their learning across a range of other subjects and there is clear progression of skills across the whole primary phase.

Geography

Our intention is that our children develop a curiosity about the world in which they live. We want children to have a growing understanding of how they fit in the world, which includes current geographical issues in our rapidly changing world. We expect that children will be able to talk confidently about geography, making connections between physical and human processes.

As our children make their journey through our school, we aim to broaden their horizons whilst developing a curiosity and thirst for knowledge about the world.

In Early Years and Key Stage 1, we focus on our local area, specifically the locality of our school. We are fortunate that our school's grounds are an amazing area to study habitats. In addition, our children study human geography features such as houses and other buildings in the village. We also visit the local "castle mound" opposite the school which was a medieval Motte & Baily castle and it is in the grounds of which the present day school stands.

In Key Stage 2 we expand our knowledge to include the study of areas around the world. We aim to develop the children's place knowledge, locational knowledge and experience of human and physical geography, through a range of activities using different resources.

The area of geographical skills is an area we are working on to develop further this year. We aim to provide our children with many opportunities to talk geographically, developing their subject specific vocabulary. Field work opportunities are also to be developed further.

History

The school aims for children to develop a love of learning about history through active learning which seeks to instil curiosity through historical enquiry. The history curriculum is designed so that children learn to question historical evidence. This is made relevant in the curriculum by including local history studies.

We aim to gradually build our children's understanding of British and world history. Children need to have a coherent and chronological knowledge of our history and how Britain has been influenced by the wider world.

Many of our curriculum topics throughout the school are history based. We aim to utilise a wide range of resources in our teaching of history, including where possible first-hand experiences. In line with the national curriculum, our KS1 children learn about history within living memory, significant events beyond living memory and about the lives of significant people in history,

In KS2 we aim to continue to develop children's chronological knowledge. We strongly encourage children to ask and answer questions about history and use appropriate and challenging historical vocabulary.

Where possible we make use of people, places and experiences to enhance our history curriculum – for example a visit to school by a collection of wartime tractors, walks to Thurleigh mound and visits to the British Schools Museum, The Shuttleworth collection, Thurleigh Airfield Bombardment museum and the Cecil Higgins museum. We also make use of organisations such as "History off the Page" to deliver specialist experience days to our children, such as a cross federation Greek Day for Year 5 and 6 children.

As part of our programme of on-going improvement, we are looking to further develop our local history work. We are going to focus on our immediate environment and history of Thurleigh village.

Music

We want to engage and inspire our children to develop a love of music and music making. Through music, we want our children to increase their creativity, sense of achievement and self-confidence, whilst developing their musical skills in listening, performing and composing.

Music is taught within classes and is largely based on the “Music Express” scheme. This scheme includes opportunities for learning new songs, building in complexity as voice control develops, listening and appraising music and simple composition tasks.

Our Year 3 and 4 children take part in “Sing On”, a Bedford Borough event. For 10 weeks, a specialist singing teacher visits to teach our children. They then take part in a massed choir concert at Bedford Corn Exchange.

We have a visiting music specialise who leads well-attended weekly orchestra and choir clubs. She also delivers whole school music days.

A peripatetic music teacher visits weekly to teach children on the violin and piano.

All of our children take part in whole school singing events, including our Harvest festival. Our Early Years and Key Stage 1 children put on a Christmas nativity performance each year and our Key Stage 2 children a Summer Term production.

Wherever possible we invite professional musicians in to perform for our children. By doing this we aim to inspire children and to realise that music is something to be enjoyed by us all.

PE

Physical Education is taught by providing pupils with a broad range of skills and exposure to a diverse range of sports opportunities to instil a lifelong passion for a healthy, active lifestyle and a positive relationship with sports.

It is a discrete session and delivered by either our Sports Coaches or class teachers, to ensure high quality teaching and learning in all PE sessions.

Each class receives one lesson a week from a qualified sports specialist from Premier Sport. In addition, teachers follow the National Curriculum programmes of study for games, gym and dance.

Competition

Competition is integral to our PE curriculum to all children to strive to compete and excel while demonstrating values of fairness, respect and sportsmanship. Children from Year 1 – 6 are involved in team competitive events throughout the year with other primary schools. Sports Festivals are held at Sharnbrook Academy, Lincroft Academy and sometimes further afield in Bedford Town schools.

Additional Physical Activity

enjoyment • enrichment • excellence • equality

We participate in a range of initiatives and additional experiences (ie. the “Mile a Day” and Fitness weeks) where staff and children actively join in with walking / running each day and other sporting events to keep our hearts, bodies and minds healthy.

MFL

Through the experience of foreign language reading, writing, listening and speaking, we aim to inspire children’s curiosity, respect and knowledge of the wider world to increase their cultural capital within the ever broadening horizons of the world they will enter into as adults. We aim to foster an enthusiasm for language learning, whilst increasing our pupils’ knowledge of French grammar relating to nouns, verbs and adjectives. We want our pupils to be confident with trying out new language, being open minded and receptive.

PSHE

PSHE (Personal, Social and Health Education) and Citizenship are important aspects of our curriculum and are taught both discretely and within our topics.

PSHE covers three strands – health & wellbeing, relationships and living in the wider world.

PSHE also has strong links with our Science and Computing curriculum.

Religious Education

The intent of R.E. is to help our children to develop a reflective approach to life by showing an understanding and tolerance of beliefs, attitudes, religious experiences and practices in the world around them.

We use the Bedfordshire Agreed Syllabus for Religious Education (2018-2023). The aim of RE is to contribute to the development of children as individuals and members of society. This is done by fostering a reflective approach to life and developing an understanding and tolerance of the beliefs, attitudes, religious experiences and practices in the world around them. We teach children about major world faiths and help them to learn from religions. We use a range of resources when teaching, such as artefacts, video clips, art, music, and when possible, special visitors.

Each week, an assembly is led by a member of the local clergy.

RSHE

New statutory requirements for Relationships Education, Relationships and Sex Education, and Health Education will be introduced in September 2020. This is an important area of the curriculum which we will be working on during the academic year 2019-2020 to prepare for the updated curriculum.

As part of this review process and to formulate a new policy, we will consult with children, staff, parents and governors.

The role of subject leaders

Subject Leadership has been an area within our Federation that we know has needed addressing and now is the time to develop this.

Over the course of the Autumn Term 2019, all staff were allocated Subject Leadership roles and all staff have attended a “Subject Leadership” training/briefing. Further training is scheduled for the Spring Term.

Staff meeting time has been used to develop Subject Action plans particularly around the development and progression of children’s skills & knowledge across all year groups and the whole curriculum.

The Subject Leader role will then be further developed with the introduction of accurate assessments, portfolios of work and learning walks.

Curriculum Impact

We will revisit our curriculum each year to ensure it is meeting our aims which will lead to future work as appropriate.

The impact of our curriculum is monitored, evaluated and reviewed by children, parents, leaders, governors and our school improvement partners to meet our aspirations and drive school improvement and successful outcomes for all.					
Does our curriculum ...	Embed our values?	Develop learning?	Provide challenge for all?	Lead to good outcomes?	Provide enrichment?	Develop the whole child?
Is our curriculum ...	Inclusive?	Responsive?	Relevant?	Coherent?	Broad & Balanced?	

SJM/February 2020