Kingsley Primary School

Curriculum Policy

Reviewed: June 2026
To be reviewed: June 2027

Kingsley Primary School is a fully inclusive school who endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for all children and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

Rationale

At Kingsley Primary School, we have developed a bespoke curriculum which meets the needs of all our children and equips them with the skills and knowledge for their future learning.

Underpinning our curriculum is the belief that children only get one chance at primary schooling. It is our duty to provide the very best. We believe that rapid and sustained pupil progress is the outcome of continuously good teaching and learning and that every child has the right to be taught well and, as a result, develops a thirst for learning. We aim for every child in our school to make outstanding progress, whatever his or her starting point. We believe our school must be a welcoming, safe and vibrant place if our children are to learn effectively.

How topics and subject areas are taught has been carefully chosen by all staff to meet the needs and interests of the children. These are constantly reviewed and adapted, where required. Planning is flexible and ongoing assessments inform future planning.

We have a core belief at Kingsley that all children should experience a broad and balanced curriculum through first-hand experiences such as trips and activities to enrich and enhance the curriculum. These are subsidised by the school to enable all children to participate. Our aim is to provide a rich and creative curriculum where children build resilience, perseverance and an enjoyment for learning.

Curriculum content for any given year group can be found on the school website and work is celebrated on a weekly basis via Class Dojo.

Aims of the Curriculum

- To support and enhance the school's vision and aims to deliver the National Curriculum and the Early Years Foundation Stage Framework.
- To provide challenge and support that enables pupils to make excellent progress in key skills, and to acquire knowledge and understanding which equips them for future stages of education and employment.
- To develop independent and collaborative learning skills
- To recognise and meet the individual needs of all pupils (also see SEND policy)
- To inspire and engage pupils by making learning relevant and purposeful.
- To promote spiritual, moral, social and cultural development and promoting fundamental British Values,
- To allow creativity to thrive and developing a thirst for new knowledge and skills.
- To seek to ensure that pupils attain their full potential as learners.
- To clearly state the expectations of the school with regard to learning, teaching and assessment.
- To provide professional development that enhances the teaching and learning experience for both pupils and adults.
- To cultivate pride in achievement and a desire to succeed.
- To ensure children's work is celebrated and valued through verbal and written feedback and through high quality displays throughout the school.

Curriculum Organisation

In Nursery and Reception the curriculum is organised according to the development matters of the Early Years Foundation Stage (EYFS). Pupils experience a range of adult or child initiated activities throughout the day including phonics and number work. Learning is organised through themes and topics which are shared across the EYFS.
In Key Staff 1 pupils experience more formal teaching. Pupils participate in daily phonics and handwriting lessons, which are additional to daily English and mathematics lessons. When appropriate most other National Curriculum subjects are delivered through a bespoke curriculum either through an overall theme or topic each term or a focused specific skill lesson.

Similarly in Key Stage 2 children are taught daily English, handwriting and mathematics lessons. Where appropriate, this is linked to an overall theme or topic which links other subjects together to help make learning engaging and relevant and to promote the development of key skills and knowledge across the whole curriculum.

IT is embedded throughout all subjects using computers, ipad, kindles, laptops etc.

RE is taught following the Hartlepool Agreed Syllabus for Religious Education.

Planning takes into account individual progress through whole class high quality teaching wherever possible. Planning is directly linked to prior assessments and learning through detailed daily formative assessments. During lessons changes may be made from assessments. (See Feedback policy)

Having identified those who are under achieving or who are at risk of doing so, the school strives to ensure that gaps in skills, knowledge and understanding are identified and closed. This is completed through the use of a variety of targeted interventions delivered by leadership members, teachers and teaching assistants. This is rigorously monitored and evaluated by specific members of the Leadership team (e.g. Team leaders, coordinators, SENDCO, Pupil Premium).

SENDCO/Inclusion

Each individual child is entitled to a curriculum delivered through a variety of appropriate teaching and learning styles which create conditions for effective learning. This will include provision for pupils with specific needs, whether they require support, extension work for the more able or an adapted curriculum. In keeping with the National Curriculum Inclusion Statement and working as a team we aim to:

- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

(See SENDCO policy)

Learning and Teaching

All staff will :

- Seek to ensure the provision of a rich learning environment which is safe, accessible and conducive to effective learning and teaching both within and beyond the classroom.
- The development of a learning environment to support spiritual reflection.
- Develop an inclusive learning environment that seeks to engage and enthuse all pupils, ensuring that individual needs are met.
- To recognise and celebrate the achievements of all pupils.
- To seek to heighten the children's awareness of spiritual, moral, social and cultural awareness promoting fundamental British Values.

Planning and Expectation

- To clearly identify learning objectives appropriately differentiated to match the needs of groups/individual pupils and recorded on the school's agreed planning proforma, which can be accessed by members of staff at any time. Planning is monitored by Team Leaders and Senior Leadership and individual support provided where and when it is necessary.
- Developing and implementing strategies which are cross curricular to support Basic Skills (Maths, English and IT) and which allow all children access to the curriculum at their optimum level.
- Provide regular constructive feedback to all pupils in a way appropriate to their learning, in order to aid understanding and future learning (See Feedback policy).
- Provide opportunities for children to identify the next steps in their learning.
- Promote pupil confidence through appropriate task and challenge with recognition of ALL achievement.
- Provision of regular opportunities for teachers and pupils to reflect on the effectiveness of learning.
- Ensure that all learning styles are offered across the curriculum within a flexible lesson structure that adapts to meet the needs of the pupil.
- Ensure that all records are maintained and that the daily assessment outcomes and action within lessons are used to inform future planning.
- To ensure that IT is embedded across the curriculum
- Ensure that the learning objective is shared with all pupils in all lessons and used towards assessment throughout the lesson.
- Expectations of pupils, parents and the school are shared in a home school agreement.

Pupil Management and Behaviour

- Ensure that all provision is inclusive
- Ensure that there is adequate supervision to maintain a positive learning environment within the class.
- Seek to promote positive learning attitudes and respect for the beliefs and opinions of others.
- Promote positive behaviour within school.
- Encourage pupil ownership.

(See Behaviour Policy and Written statement)

Teaching Methodologies and the Management of Resources

- To provide a rich, broad and balanced curriculum which includes 100% inclusive trips and experiences for all our children.
- To develop resilience and perseverance through the use of growth mind-set.
- Promote an ethos of safety and respect for others and property at all times.
- Encourage all pupils to become independent learners and to manage their own equipment.
- Present learning opportunities across the teaching styles and learning. Review Individual Education Plans, class provision and the aims of the school at regular intervals.
- Be alert to opportunities for learning outside the planned curriculum which benefit both social and intellectual learning and develop these.

Use of Assessment Procedures (See Feedback Policy)

- Regular review and assessment of all pupils on an individual basis.
- All assessments are correlated to establish new curriculum of the individual children on which future learning is planned.
- Teachers will give both individual and group feedback on a regular basis to inform all planning.
- The schools monitoring and assessment schedule will be followed with teacher assessment on-going. All data should be collated and analysed by class teachers, subject leaders, and the Leadership Team leaders to enhance pupil progress and achievement.
- Every child will be set targets to achieve within the school year for science and reading, writing, spag and mathematics. These will be tracked at regular intervals by the class teachers, team leaders and Senior Leadership Team within the school.
- Assessment will inform interventions and these will take place as and when required for individual children or within a small group. These interventions will be constantly reviewed and evaluated to aid teachers and children identify the next steps in the learning.
- Self-review will be promoted at all times.

Pupil Achievement

- Promote an interest in learning, a pride in achievement, and respect for the achievement of others.
- Appropriate provision is made for those pupils with Special Education Needs, English as an Additional Language and those who are more able.
- Promote positive learning habits and attitudes to work.
- Provide opportunities for all pupils to have a sense of collective responsibility.
- Pupils are always challenged but given targets that are achievable.

Continuing Professional Development of Staff & Other Adults

- Regularly review performance through lesson observations, scrutiny, learning walks and drop ins , monitoring of planning and assessments Feedback will be provided and professional development planned where appropriate. Staff will be accountable for their own performance and improvement through the schools' rigorous Performance Management procedures. (See Performance Management targets and files.)
- Staff will be expected to significantly contribute to the school development of learning and teaching programs across the year group, Key Stage or whole school.
- Through Performance Management programme, the Headteacher or designated SLT will review learning and teaching, continuing professional development and any other objectives set as part of the Performance Management timetable.
- Periodically review individual performance against Local Authority agreed standards.
- Work as part of a team, sharing good practice and liaising with others across the disciplines, when appropriate.
- Differentiated mentoring and coaching within the school at all levels.
- Provide professional guidance for all staff and other adults within school in line with school and national recommendations.
- Promote school policies at all times when working with others and representing the school.

The Role of Governors

The Governing Body determine, support, monitor and review the school's policies. In particular:

- Each governor has a subject which they monitor, oversee and have the opportunity to meet termly to discuss developments in their subject area.
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are effective in supporting successful learning and teaching.
- Monitor how effective learning and teaching are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality learning and teaching.
- Monitor the effectiveness of learning and teaching policies through the school self-review processes. These include the Headteacher's reports to governors and the Whole School leadership meetings.

Safeguarding

When planning and delivering the curriculum of the school, staff ensure that they take into account the safeguarding responsibilities and these should be embedded throughout the curriculum. Specific areas of safeguarding should be covered in the RHSE, PHSE and collective worship aspect of the curriculum (See Safeguarding and Child Protection and RSHE Policies).

Environment for Learning

We believe that it is vital to instil a sense of worth and self-esteem in all children. Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it.

In our classrooms we expect to see:

- A stimulating, inspiring, organised and motivating environment which celebrates, supports and enhances learning and independent learning. Work by all children displayed, regardless of ability.
- Interactive displays covering different subjects and areas of learning which include aids to scaffold learning.
- Child initiated displays and environment
- Children involved in and taking pride in their learning environment
- Use of wider community and use of expertise to support learning
- Use of the outdoor classroom and locality as part of the curriculum.
- An environment which promotes equality
- Use of a variety of environments and inspire and discover other interests and talents.
- Safe and enjoyable outdoor play areas and experiences.

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