



Curriculum Design At Kenilworth Primary

Vision – High Aspirations Today, Inspiring the Leaders of Tomorrow

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 and 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 always 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.

We have also developed a focus on concepts within our curriculum, as research by the Cambridge Assessment International Education Teaching and Learning Team found that planning based on key concept prevents lessons from becoming simple gathering information exercises. It helps to develop understanding by causing pupils to put knowledge into context and to review their learning in relation to their understanding of the concept. It helps to embed the learning that occurs within the subject.

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.