

Our Curriculum At Kenilworth
High Aspirations Today, Inspiring the Leaders of Tomorrow

INTENT	Our School Rules	Be Ready			Be Respectful			Be Safe		
	Our School Values	Resilient	Kindness	Self-Belief	Respect	Celebration of Difference		Empathy	Moral Courage	
	Our Curriculum Drivers	Communication		Culture		Conflict			Conservation	

IMPLEMENTATION	Key Stages 1 and 2 All schemes adapted to our cohort	English – The Write Stuff		Maths – Essential Maths		Learning Means the World		RE – Discovery RE		French – Language Angels		PE – The PE Hub									
	EYFS	The National Curriculum																			
		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design							
		The Statutory Framework for the Early Years Foundation Stage																			
	The Whole Child	Learning Means the World																			
	Additional Opportunities	Inclusion, equity and aspiration at the heart		Celebration of individual achievement and successes		Timely intervention and reasonable adjustment		Nurture at the heart of all we do		Disability awareness		Connected with local, national and global communities		Equipped for a dynamic future							
	Inspiring Leaders	Breakfast Club		Outdoor Learning		Raising Animals		After School Provision		Music and Sports Clubs		Theme Days		Assemblies		Trips and Workshops		Community Events		Transition Projects	
	Safeguarding	House Captains		Eco Council			Empathy Leaders			Junior Travel Ambassadors			Librarians								
	Online Safety		Drug Education		Relationships and Sex Education		Anti-Bullying		Anti-Racism		Anti-Radicalisation/Prevent		Health and First Aid		Protective Behaviours		Safe Travel				

IMPACT	Intended Outcomes	<u>Impact 1: Good Quality of Education</u> All children have the ability to be the best they can be. Interventions close or narrow gaps and children have the opportunity to work at greater depth. Pupils have the ability to make connections and apply skills within a range of contexts. Children will make progress across a wide curriculum and their work is consistently of high quality. All pupil groups, including those who are disadvantaged, achieve the best possible outcomes.			<u>Impact 2: Behaviour, Attitude and Personal Development</u> Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of British Values and their importance in our communities. Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to learning.			<u>Impact 3: Leadership and Management</u> Teachers’ subject knowledge and pedagogical content knowledge consistently builds and develops over time. All governors, staff and children have high expectations of themselves and work towards an ambitious vision.			<u>Impact 4: Early Years</u> The curriculum provides no limits or barriers to the children’s achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary, read daily and create the necessary foundations for the rest of their schooling.		
	Evaluation	Nationally Generated Performance Information about Pupil Progress and Attainment		Internal School Self-Evaluation and First-Hand Evidence of How Pupils are Doing			Pupil Voice, Including Hearing a Range of Children Read		Discussions With Pupils about What they Have Remembered About the Content They Have Studied		External Validation of Judgements Through School Improvement Partnerships, Advisors and Moderators		