



Kingswood Primary School, part of the ASPIRE federation.

Curriculum Intent Statement 2021-22

In Kingswood Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning and life experiences, allow the children to develop interpersonal, social and spiritual skills, as well as build resilience to become creative, critical thinkers. Learning is planned in creative ways, where themes link learning across subjects. As often as possible, trips and real life experiences are included to enable pupils to engage with the learning.

Every child is recognised as a unique individual. We celebrate and welcome differences, between culture, religion and ethnic background within our federation community. As the pupils are wholly white British within the school, we celebrate other cultures and ethnicities within our fortnightly cultural assembly by sharing aspects of minority groups within our Kingswood family. Children are also given regular opportunities to meet and learn with pupils from the other schools. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

Our federation values are:

Kindness, Boldness, Love, Understanding, Patience, Honesty and Resilience.

We constantly provide enhancement opportunities to engage learning and believe that every childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our values to promote positive attitudes to learning which reflect the values and skills needed to ensure we nurture responsible learners who have every opportunity of future success.

We are excited to be able to start to working with our surrounding area again, as community involvement is an essential part of our curriculum. We celebrate local traditions, religious festivals and services and learn new skills to enable the children to take an active role in events throughout the year.

Children leave Kingswood Primary School with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Uniquely woven through all aspects of our day, Wellbeing and Mental Health runs like 'writing through a stick of rock'. Our intent is to support our learners to access and engage with the curriculum, as well as equip them with crucial skills and self-strategies to support their emotional wellbeing.

Curriculum implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective when blocked into an engaging topic
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Our three year topic plans and coverage grids are attached to this document.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Curriculum Impact

Kingswood uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Subject leaders and curriculum teams monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed. Our whole school team strengthens our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing. Learning is measured through careful analysis of application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Subject leaders conduct performance analysis linked to triangulated monitoring measuring performance against individual and school targets.

Lynsey Sanchez Daviu 2021/202