



'Supporting each child to be the very best that they can be'

CURRICULUM INTENT

Our curriculum is driven by the need to prepare our children for life-long learning; encouraging them to become confident, resilient and independent learners to prepare them for the future and understand their role in society.

At KMA our intention is to provide a highly motivating and engaging curriculum to ensure that our children want come to school each and every day of the academic year motivates and engages children to learn, so improving our level of attendance.

We aim to provide children with progressive skills, knowledge and understanding, closely matched to the National Curriculum 2014, across all primary subjects, which will be the building blocks for later life. In each lesson, children will be given opportunities to build on what they already know and understand from previous learning. Teaching our pupils to be; inspired, ambitious, knowledgeable, respectful communicators and resilient are key to our lesson design and the whole school ethos.

The curriculum is designed to challenge children to 'aim high' and raise their aspirations for the future. This is critical at our school due to the significant high deprivation indicators within our community.

KMA has an inclusive environment, where all pupils are helped to achieve their potential and access the curriculum successfully whatever their need.

We strive to foster partnerships with our parents, to support our children in having a positive and supportive time at our school and raise expectations, something that some of our parents unfortunately did not experience in their education. Home learning is of great importance and our children's achievements are celebrated both at home and at school.

The impact of our curriculum will be seen in not only in measurable attainment and progress but that King's Meadow Academy creates polite, well-mannered caring members of our school community who understand and respect everybody's differences and needs



KEY DRIVERS

Our curriculum is underpinned by a series of key themes, which we call key drivers. Our 5 drivers are ones that are personalised and are valued as a school. These coupled with the agreed vision and aims give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole and prepare them for life-long learning.

<p>World Citizens</p> 	<p>We believe our children need to develop an understanding about where they live and the wider world. Through learning about the world, we want them to understand their role in society and develop respect towards the environment, communities and religions. Our children will have opportunities to question the way of the world and think about issues globally, using Information Stations in the classroom to keep up to date with current affairs. They will value diversity and celebrate our rich heritage and culture.</p>
<p>Ambitious</p> 	<p>Our children will be encouraged to be the very best they can be. They will be motivated by success and will develop the necessary skills to work with growing independence and perseverance to become resourceful problem solvers able to nurture aspirations for the future. They will be given examples of what success can look like and will be guided in what to do to reach those high standards. They will learn about the accomplishments (past/present) of international significance across the curriculum and use these to become more motivated and independent in their approach to learning.</p>
<p>Knowledgeable</p> 	<p>KMA children will learn about the considerable value of knowledge and apply it to their learning, this will ensure that there is a good foundational understanding of concepts, using a range of retrieval and learning review techniques to support the remembering of this powerful knowledge. They will work hard to remember what has been taught and use that to deepen their understanding across the curriculum. They will make links to prior learning and develop a deeper understanding of concepts as they move through school and will learn how to apply these skills across the subject areas.</p>
<p>Respectful communicators</p> 	<p>Teaching our children to reflect, explain, justify and question is key to our lesson design. We believe our children need to develop the skills to work well with other people. Children need to know how to speak and listen with respect in a variety of different situations. They will learn how to express their understanding and share their learning widely in a range of ways. They will learn and apply technical and challenging vocabulary. Within every lesson, children will use communication to reflect previous learning, use questioning skills, explain reasons for choices, make links between areas of learning and discuss improvements about their own learning and others learning, evaluating what went well, what they have learnt and how they can improve.</p>
<p>Resilient</p> 	<p>Our children will be given opportunities to take risks and deal with difficult challenges across the curriculum and the wider world by thinking positively and having the confidence to 'have a go'. They will grow ever resilient and better themselves by learning about barriers that people have overcome in the past and those experienced by people today. Children will understand what 'working hard' looks and feels like, they will relate their experiences to others and make better choices because of that</p>



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CURRICULUM IMPLEMENTATION

- ❖ Using the National Curriculum 2014, we have produced progressive knowledge and skills in each area of the curriculum so that there are clear steps of progress from EYFS to Year 6
- ❖ We have carefully devised long term plans for each key stage over a 2 yearly cycle to ensure that our split year groups have the coverage needed to meet the programmes of study
- ❖ These long-term plans ensure that children will receive the coverage and content indicated in the National Curriculum
- ❖ Our curriculum design principles have been created to enable children to make deep connections between learning and understanding about the world that they live in, leading pupils to make connecting taught knowledge and skills with purpose and clarity. Some subject areas will be taught discretely.
- ❖ The curriculum themes will be planned to ensure that pupils have the opportunity to become experts in each subject area. They will become Geographers, Historians, Linguistics, Scientists, Artists etc within the subjects to understand the skills and knowledge needed to study these areas.
- ❖ Each year group will visit the knowledge and skills taught over the previous years to embed their learning and use these to build on future learning.



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CURRICULUM DESIGN PRINCIPLES

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. Our staff design learning focuses on small steps of progression.

To ensure our children are immersed, excited and actively engaged in their learning, we introduce each theme with a 'hook', giving children opportunities to develop their curiosity, imagination, challenge and choice

The Education Endowment Fund research has shown that using the metacognitive approach in teaching children can make up to +8 months progress, particularly with disadvantaged children. To guarantee our children at KMA make the progress they deserve we are introducing the metacognitive approach in September 2020 throughout the whole school. This will be introduced over the year to train teachers and allow them to practise and embed the new methods. Our teaching sequences will include elements of explaining and reasoning, thinking about evidence, evaluating and making judgements or decisions. Teaching our children to reflect, explain, justify and question is key to our lesson design. This pedagogy will be used to support teacher's normal classroom practise.

All our staff will incorporate the language learned with metacognitive skills across all subject areas, so that the strategies learnt through embracing the 'struggle' of learning new skills create a crucial learning point for our children and will equip them with the values of resilience, determination and 'grit' that helps them to succeed across the curriculum.



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KNOWLEDGE ORGANISERS

We want our children at KMA to gain specific knowledge in each curriculum area that builds up over time. Knowledge organisers play a useful role here, as they focus on one subject or topic and grow in complexity over the year groups. They contain the essential key facts and information that children need to have a basic knowledge and understanding in science, history and geography.

Our knowledge organisers include:

- ✓ Key vocabulary / technical terms and their meanings
- ✓ Images such as maps or diagrams
- ✓ Famous quotations (if relevant)

They are introduced at the beginning of each topic, giving children opportunities to ask questions and reflect on what interests them.

They are then used as a regular retrieval tool and are put in children's books to be used to focus the children and deepen their knowledge in this particular area.

Whilst using the knowledge organisers, children are expected to deepen their knowledge by asking 'why' questions to stretch the children's understanding and add detail.

Key vocabulary is referred to throughout the topic and is on display in the classrooms so that the children's knowledge and understanding of specific vocabulary is developed each day. Learning new vocabulary in science, geography and history etc ensures that our children can apply their understanding to other subjects and fully understand new words and terms within a context.



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COMMUNICATION

Communication and language play a crucial role throughout the delivery of our curriculum developing the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. These will support our children's future education and career.

We have a high proportion of children who enter our school with communication skills that are lower than the average age-related expectations.

To support these children, we use Wellcomm and Literacy Launchpad to raise their levels of attainment so that that they are able to access the curriculum.

The development of spoken language and key vocabulary is seen as an essential tool to unlock learning opportunities across the curriculum.



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READING FOR PLEASURE

We are determined that every pupil will learn to read at KMA and we aim for everyone to develop a life-long love of reading.

At KMA we recognise and value the importance of reading and reading for pleasure and how it empowers children throughout their school life and beyond. We believe that all our children deserve a rich curriculum which encourages extensive reading of whole books and other types of texts.

We aim to promote the concept of reading for pleasure and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library. We have carefully planned progression with our texts so that children are building on key knowledge and skills in reading.

We use the Read Write Inc. (RMI) system for the teaching of Reading and Phonics across Early Years, Key Stage 1 and, where appropriate, in Key Stage 2.

We ensure that children read texts that are appropriate to their reading age and use Accelerated Reader (Renaissance Reading Support) in Key Stage 2 to support us in doing this.



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PUPIL OFFER

At King's Meadow Academy we value the importance of how broader learning experiences develop our children's independence, curiosity, enrich learning opportunities and provide hands-on experiences.

- ✓ We provide opportunities for educational visits – the distance with these depends on the year group
- ✓ We include theme days (class and whole school)
- ✓ We provide practical and 'real life' experiences
- ✓ We provide outdoor learning, in our school and the local environment

These experiences enable our children to understand the concepts we are teaching and retain the knowledge they are learning