



Our Curriculum Design at KSM

Kington St. Michael C.E. Primary School

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The Intention of our KSM curriculum

At Kington St. Michael CE Primary school, we strive to provide the best standard of education we can for all of our pupils. Our curriculum is enhanced through our vision to nurture, grow and flourish. We want to enable all of our pupils to achieve their full potential. We pride ourselves in enabling our pupils to develop knowledge, understand concepts and acquire the skills to become confident, happy children who are positive about themselves and what they are capable of achieving both now and in the future.

At KSM, our broad and balanced curriculum provides our pupils with the essential core knowledge and skills built around the National Curriculum. It provides enriching, aspirational and challenging opportunities to learn in a wide range of contexts and enables our pupils to develop respectful attitudes and become lifelong learners with a secure understanding of the world around them.

As a Church of England School, our school curriculum is underpinned by our core values of

Friendship, Courage, Respect, Trust, Forgiveness, Hope

At KSM, we provide a stimulating environment, where each child can develop at his or her own pace and where each child is valued as an individual. Problems can be shared, successes and endeavours celebrated, enabling each child to be the best they can. We provide nurturing, enabling environments where children can develop resilience, understanding and compassion.

At KSM we aim to:

- Provide experiences that encourage and support our children to develop into confident, independent and responsible citizens;
- Deliver a carefully well-sequenced and progressive curriculum that builds on prior knowledge as well as applying skills adeptly and competently.
- Deliver a structured, engaging and challenging curriculum that gives all children a wide-ranging, balanced set of knowledge, skills and a greater depth of understanding.
- Enable pupils to develop knowledge, understand concepts and acquire skills through immersive, holistic experiences.
- Encourage understanding of the world and develop respectful attitudes.
- Remove barriers to learning for disadvantaged, SEND and vulnerable pupils.



The Implementation of our KSM Curriculum

Our KSM curriculum is designed to have the greatest impact in terms of learning, aid the retention of knowledge and develop secure learning skills, whilst making this learning journey both enjoyable and memorable. We deliver our curriculum through a thematic approach ensuring our curriculum is broad, balanced, creative and ambitious.

We firmly believe that:

- Learning is most effective when children and staff are excited, inspired by the subject matter, and therefore motivated to find out more, learn more and implement new skills.
- Learning is most effective with regular spaced repetition/ recap of previously learned content. This develops both long term memory acquisition and retrieval strength. Knowing more, remembering more and doing more.

As a team, we have revisited and embedded our core school values and aims. We have re-evaluated, refined and are constantly evolving our curriculum, ensuring it is carefully sequenced where skills are fused with progression of knowledge. Class teachers plan from the National Curriculum Programmes of Study together with our carefully sequenced progression maps and Cohort Curriculum Planning and Tracking File (Smartie Files).

Our KSM curriculum is delivered through creative teaching and covers a diverse range of topics that encourage curiosity and are carefully differentiated, enabling each child to develop their thinking and to become successful learners. It also provides a clear route for progression across subjects and year groups. Building upon and providing cultural capital experiences and curriculum enrichment, which helps our children to prepare for life in the modern world beyond school.

We deliver our KSM curriculum over a two year topic cycle using teacher designed topics that are enhanced and embellished by our creative KSM staff, to make learning real, relevant, exciting and wherever possible using local events, places and people. Our curriculum ensures pupils acquire cumulatively sufficient knowledge and skills for the future.

Our curriculum cycle enables our mixed age classes to experience and learn the skills and knowledge essential to their learning needs and interests, as well as meeting the requirements of the National Curriculum. Our KSM curriculum is unique and caters for a five-class structure and the changing classes we currently have. A key aim is that all our pupils leave KSM '**knowing more and remembering more**'.

Opportunities for learning at greater depth are planned by teachers and led by children's prior knowledge, through regular questioning and assessment. At KSM, we have developed a curriculum through which **all pupils** can learn, explore and grow. Teachers are also aware of the diverse backgrounds and cultural differences of our pupils and their families. We always consider this when planning learning opportunities.

Each curriculum subject has an important 'Three I's Statement.' These state our philosophy, our **intention**, our **implementation** and desired **impact** for our children. These statements are ambitious and underpinned by our KSM philosophy for learning. For example: In English, aspects of speaking and listening and reading and writing are taught as an integral part of our creative curriculum with reading at its heart. Other aspects of the curriculum are taught as subject specific lessons.



Our cohort tracking files (Smartie Books) document the progress of each cohort through their learning journey at KSM. This document records the themes, curriculum areas covered, the high quality texts chosen to deliver the learning, visits, visitors and pupil progress through the curriculum. This ensures clear progression and coverage of essential knowledge from significant historians and artists to our reading spine of essential books we believe all children should have been exposed to before they leave KSM. Our detailed progression maps for Year A and B and our Smartie Books together ensure progress, curriculum coverage and assessment information for both the cohort as a whole and for the individual is carefully recorded. This document stays with the cohort from Year R to Year 6 and is updated by the class teachers each term, before being handed to the next teacher at the end of the summer term.

Working with parents as partners is an important part of our ethos at KSM. A 'Puzzle Curriculum' document summarises subject areas to be covered, a child and parent friendly letter and a Knowledge Organiser is shared with the children and parents at the beginning of every term.

Prior to a topic being introduced, pupils are encouraged to share what they already know (WIAK) enabling teachers to ensure a clear starting point and curriculum intent for their learning. This enables teaching and learning to build on prior knowledge and skills. The children then pose questions about what they would like to learn and find out. These and the main learning outcomes, become our '**Big Questions**', bringing the children on board and become our 'road maps' for learning. This is our '**Sticky Knowledge**,' the essential knowledge and skills that we want our children to learn, apply and remember. These are key pieces of information that pupils need to have embedded in their long-term memory. Each week classes engage in '**Flashback sessions**' using our '**Learning Together Floor Books**' to revisit previous skills and knowledge and supporting children to make connections and embed their learning.

All teachers complete a six-week planner which details the delivery of the curriculum areas across the term in sequence. It includes the Big Questions, visits, visitors, cultural capital, outdoor learning, review and revision opportunities, as well as detailed week by week subject learning objectives in terms of both knowledge and skills. These are taken from the National Curriculum and KSM progression maps.

We want our pupils to remember content and to be able to apply new skills taught. The KSM curriculum is spiral in nature, building on skills and knowledge every year, revisiting, consolidating and building new links in learning. In some subjects, specific schemes are used such as Kapow Music, Real PE, Discovery RE and Understanding Christianity, NCCE Computing, White Rose Maths and SCARF PHSRE.

At KSM, each new topic starts with an exciting, stimulating experience. This may be an educational visit, a visiting speaker or an experience day, where children discover and explore new ideas and concepts. Our children are immersed in a topic, which maximizes the opportunities for them to apply knowledge and skills learnt across the curriculum.

Topic themes are chosen for their local, cultural capital value and to engage and enthuse children in their learning. When planning topics and activities, teachers will draw upon local history and geography themes, as well as the cultural capital accessible around KSM, such as: Avebury Stone Circles, Stonehenge, SS Great Britain, Bristol Docks, Malmesbury Abbey, Westonbirt Arboretum, Chepstow Castle, Clevedon Beach, Newbury Rainforest, Bath Theatre, Roman Baths, visits from authors and people in our community such as police officers, fire brigade, vets and nurses. This helps to make learning more real and tangible.

Teachers plan together to ensure continuity, progression, and curriculum coverage across split year groups. They share expertise, previous learning detail and ensure the split year groups are aligned in terms of



learning. In order to give depth to the learning, some topics may have an emphasis given to a specific subject area. For example, Science, History, Geography or Art and whilst there is a 'topic theme' knowledge and skills are taught and planned in a series of subject specific lessons throughout each term.

Throughout their learning at KSM, children are encouraged to become 'Learners for Life.' Through 'Building Learning Power,' our pupils learn and develop the skills of reflection, resilience, risk taking, reciprocity and resourcefulness. This is a whole school strategy and permeates across all classes and all lessons. Learning Power involves building and developing particular habits of mind to enable our pupils to be better prepared as lifelong learners. These are referred to across our school as the 5Rs. The acquisition of these skills are celebrated in school and continues in many of the local secondary schools.

[The Impact of our KSM Curriculum](#)

At KSM, we aim for all pupils to become competent, capable readers, writers and mathematicians and to leave KSM with a love of learning. We teach pupils to be self-motivated, confident, focused learners, who enjoy problem solving and can rise to a challenge.

At KSM, our pupils experience an exciting topic based curriculum with an emphasis on engaging, fun and stimulating activities which provide opportunities for learning in a variety of different ways. Classrooms are 'buzzing' with the sound of pupils engaged in their tasks, asking questions, finding out and sharing knowledge. Teachers have a clear understanding of the subject matter they are teaching and the sequence of lessons required to enable their pupils to grasp the intended concepts, skills and knowledge. This process enables pupils to understand key concepts, whilst checking their understanding effectively, identifying and addressing any misconceptions. Pupils are supported to embed knowledge, make links and to understand what they are learning, not to just memorise a series of facts. Their learning makes sense and is meaningful.

Enthusiastic, dedicated subject leaders, targeted CPD, engagement in local subject specific hubs and our rigorous assessment processes are helping to raise the quality of teaching at KSM. The positive impact of these can be seen by our data, as well as the high standards of work in pupils' books, displays around the school and pupil conferencing. Our pupils' books clearly show their love for learning, as does pupil voice. This helps teachers to assess pupils understanding and the links they are making between knowledge taught, concepts and subject areas. Talking to our pupils about their learning is one of the best ways to gauge their enjoyment, engagement and understanding with what is being taught and what they have learnt.

Subject leaders monitor cohort coverage and standards of their subject across all age ranges. They work as a team to ensure the best outcomes for all of our pupils. Each Subject leader is responsible for monitoring the coverage and standard of children's work and the quality of teaching in their subject. This is achieved through looking at teachers planning, pupils work and the Smartie Curriculum Cohort tracking files. Subject leaders are responsible for supporting colleagues in the teaching of the subject, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject across the school. Each subject leader is released to spend time in classes, talk to children and to conduct work scrutinies. Subject leaders meet with their Link Governor to report on their subject's strengths, challenges, report on the impact of actions taken and identify future curriculum development needs. Subject Leaders also report to all staff and governors at our Annual Review and Development Planning TD Day in June. Action Plans are written, budget bids submitted and curriculum priorities agreed with stakeholders. Action plans are then incorporated in to the KSM School Development Plan.



The curriculum at KSM is designed to provide access and opportunity for all children who attend KSM School. The curriculum is adapted to meet the needs of individuals and groups of children through the differentiation of activities planned.

If a child displays signs of having additional needs, the teacher makes an assessment of this need and may liaise with the SENDCo and head teacher for additional advice and support for the pupil. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child has a particular special need the requirements set out in the SEND Code of Practice in providing for children with special needs are followed. Advice from external agencies is regularly sought as appropriate.

Early Years Foundation Stage Curriculum at KSM

In the Foundation Stage, Development Matters is used as curriculum guidance alongside the statutory Foundation Stage curriculum. Foundation Stage and Key Stage 1 teachers plan together to ensure continuity, progression and a continuation of the Early Learning Goals in Year 1 if required.

The principle that young children learn through play, and by engaging in well-planned, structured activities is reflected through the activities planned for the youngest children. Teaching in EYFS builds on the children's prior experiences and strong links exist with the village pre-school.

During the children's first few weeks in the reception class teachers conduct an informal baseline assessment focusing primarily on pupil's communication, physical and social and emotional skills. This assessment is used to inform future curriculum planning for each child.

The fact that all children need the support of parents and teachers to make good progress in school is clearly understood by all staff. Positive links with the parents are developed by keeping them informed about the way in which their children are being taught and how their child is progressing.

Monitoring and Reviewing the KSM Curriculum

It is important that the school is able to recognise the success it is making as well as the areas that need to be developed and improved. The monitoring and evaluation of work and standards will improve the quality of teaching and learning if staff have confidence in their ability to make informed judgements. The Head teacher and Curriculum Lead are responsible for the day to day organisation of the curriculum. The Head teacher and Curriculum Lead monitor all teacher's planning, ensuring that curriculum content is broken down into components that are well sequenced in a logical progression systematically and explicitly.

The KSM Governing Body and the Curriculum Sub-Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area through the reports it receives from Subject Link Governors and from reviews of the School Development Plan. Governors are linked with key subjects, special needs, collective worship and child protection. These governors liaise with their subject leaders and, through visits, monitor the way the subject is being taught. The Head teacher, Curriculum Lead, subject leaders and link governors visit classes for official lesson observations or for more relaxed drop in visits, to assess the impact of the curriculum on learning and on pupils' engagement and enjoyment of their lessons.



How we teach our KSM Curriculum

Pre Teach

- Previous term: elicit children's knowledge and skills through WIAK assessment (What I already know)
- What sticky knowledge do they already have?
- What skills are they secure with?
- What key vocabulary are they already familiar with?
- What do they want to find out?
- Curriculum Intent: Essential knowledge that we have chosen to study - **Our BIG questions**

Plan

- Medium Term Plan for teachers - Starting point: essential knowledge, key skills, technical vocabulary, sequence of lessons
- Jigsaw for parents
- Knowledge Organiser for pupils
- Use of progression maps to support planning and clear sequencing of lessons.
- BIG questions and key vocabulary displayed in the classroom.

Teach

- Topic launch to engage and enthuse: visitor, trip, virtual event, creative, immersive experience
- Clear sequence of lessons building on prior learning
- Use of high quality texts and resources to support teaching
- Oracy: High expectations - explaining, justifying, speaking in sentences to explain their reasons
- AfL: Questioning to exemplify sticky knowledge
- Flashback four at the start of each lesson (recap and activate prior learning)
- Flashback Friday - using our learning together books to ensure pupils do more and remember more.

Assess

- Penultimate lesson: WINK (What I now know) captures our key knowledge and common misconceptions
- Final lesson: Address misconceptions/targeted intervention and digging deeper
- End of unit quizzes
- Double page spreads
- Floor books (capture photos and pupil voice)

Preteach

- Launch for next topic to include preteach based on prior assessment
- Identify gaps in learning and address through flashback four