



ASHTON KEYNES C OF E PRIMARY SCHOOL

CURRICULUM POLICY

**Policy
Principles
Learning behaviours**

Our behaviour policy is written to fit in with our school motto:



**And our Christian vision:
'The journey to life in all its fullness'**

Date: November 2020 with COVID 19 adjustments
Date of next review: November 2022

AKPS Shine Curriculum

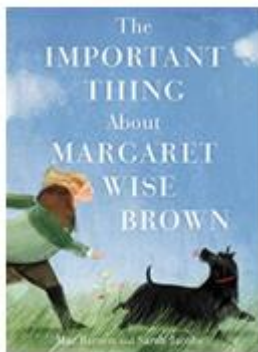


“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Using 'Creativity', we have designed our bespoke AKPS 'Shine Curriculum' based on the National Curriculum with added 'shine' to provide a unique journey for our pupils during their time with us enabling them to challenge themselves in all areas of learning so that they are well equipped for the future and experience 'life in all its fullness'.



INTENT Each intent is creatively written as a poem based on 'important thing;' by Margaret Wise Brown. We chose to do this so that we were unique in our approach but also clear and succinct in our understanding of the intent for our 'Shine curriculum' and all areas within it.

Our 'Shine Curriculum' has two golden threads running through the heart of it: Global Advocacy and Wellbeing. If you look on our website in our curriculum pages you can see our Curriculum and if you Click on each of the 'star' areas below to see their intent poems, progression in knowledge and skills documents and other information about our curriculum.

We are currently developing these page fully over January, February and March 2021.

Our **'Shine Curriculum'**



Shine Curriculum Intent



The most important thing about our **Shine Curriculum** is our bespoke, seven-year journey

We creatively enrich every individual

We instil a love of learning

We love and respect one another

We inspire and create compassionate, responsible global citizens

And we celebrate life in all its fullness

But the most important thing about our **Shine Curriculum** is our bespoke, seven-year journey

Our main aim is to provide a broad and balanced curriculum which has Christian values as its foundation and is based upon the National Curriculum but unique to our school context. It is a curriculum which holistically develops all of our pupils and is therefore inclusive, exciting and challenging for all. Our 'shine curriculum' is designed to enable children to 'shine' in a broad range of ways to ensure a whole hearted educational experience. We lift the lid on learning and opportunities, there are no limits which enable children to thrive and excel in our school and beyond. Our 'Shine' curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The shine curriculum at Ashton Keynes Church of England Primary School aims to:

- Inspire children to develop a love of learning.
- Take learning beyond the classroom.
- Provide an excellent standard of education for all children.
- Develop children to become independent, reflective learners who have a sense of responsibility for their own learning and development.
- Enable children to use their acquired skills and knowledge to observe and question.
- Provide children with challenge which they can independently initiate.
- Inspire confident and motivated children.
- Provide responsibility of our pupils and develop leaders for the future.

- Care for the well-being of our pupils and staff.
- Keep our children safe and empower them with the skills to do this for themselves beyond school.
- Nurture children who understand the importance of perseverance, resilience and tolerance and embed values for life.
- Enable our pupils to develop spiritually and look beyond themselves
- Create responsible and courageous advocates for change through 'Global Advocacy'
- Enable children to be creative and to develop their own thinking.
- Enable children to recognise and utilise their own best learning style.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in their community and wider society including globally.
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- to enable children to have respect for themselves and to have high self-esteem, and to be able to live and work co-operatively with others.
- Enable our children to understand the importance of their own wellbeing.
- Embed skills to prepare children for further successful learning and transition to their next stages in education.

Pupil Leadership— children in our school are given progressive responsibilities, all children have the opportunity to develop their leadership skills. We actively encourage children to lead and to initiate leadership and responsibility across the school. Pupil voice is essential and strong within Team AK. We have a very active democratically elected school council who run their own successful business, a very established worship council/global advocate council and an eco-council. In addition, we have many examples of pupil leadership including: reading and library leaders; outdoor reflection leaders; IT leaders; sports leaders, subject leaders, play and lunchtime leaders. At lunchtimes, our children run our school office for 30 minutes daily as a development of a wide range of progressive pupil responsibility available within the school. Within subjects, we have 'experts' and children (regardless of ability for needs) are challenged to go above and beyond and become experts in subjects. Alongside the formal leadership roles which children apply for, children from across the school organically lead by planning and running their own choice of lunchtime clubs daily in the outdoor classroom 12.45-1.10pm. (e.g. fun club, dinosaurs, nature, German, Maths, quiz, art, nature, history, science, dance, massage, book clubs) On visiting our school, our children will be delighted to tell you about their leadership roles and are regularly initiating further opportunities to lead to further develop themselves and the school. During COVID 19 we have adapted pupil leadership to ensure this continue for those in school and at home where possible.

Core Christian Values for life – "I came that you may have life, life in all its fullness" (John10:10) we inclusively and actively promote Christian values in our school. We want all of our children to experience life in all its fullness and through our global education for them to understand both locally and globally how many do not have this experience and how they can be advocates of change to re-address this balance. Our worship council identified 4 core values which our school are known for: friendship, creativity, perseverance and trust. We have a wall of stars on

which children demonstrating these values in their daily life inside or outside school can shine. We look for the impact of the teaching of Christian values upon children and staff in their daily lives. We provide daily worship which focusses through a variety of interactive ways on core Christian values. It enables pupils to lead worship and develop it further in their class/ own time. During COVID 19 we have continued worship remotely to classes and all at home. Big questions are used in all classes to assess the impact of worship upon our pupils at the end of each value in focus. Upon visiting the school, visitors comment on the positive impact of the values upon the ethos of the school and it is clearly evident within the strong relationships between pupils, staff, parents and the community of our school.

Star Challenge- we use the 'star challenge' to lift the lid on learning. In every lesson, the children have the opportunity to 'reach for the stars' and decide on the level of learning right for them for that particular lesson. We model and scaffold the children as learners so that they are able to know how to make the right choices for them to ensure they have the chance to excel. We do not have ability groups, instead the level of star indicates the level of learning the child takes per lesson, there is the opportunity to attempt more than one star, to explore greater depth and to be supported to achieve a star. Children will tell you how they make their choices and enjoy challenging themselves, there are no limits on their learning. Star challenge happens in every lesson, every subject and in home-learning from EYFS to Year 6. Please see our 'Culture of Challenge' presentation on our Area of Excellence to see the star challenge in action. (Culture of challenge power point presentation)

AKPS 11 by 11 Experiences for all children at our school beyond the 'Shone Curriculum'

- Experience of a different culture (religion/ Global awareness week)
- Leading a club
- Experience a theatre show
- Business opportunity (Enterprise)
- Gardening including Malvern show/ forest school/ celebrity gardener
- Outdoor adventurous activity e.g. Caving, abseiling and canoeing
- Cook a meal for your family
- Taking up a new sport e.g. curling/ skateboarding/ scootering- sports week
- Carry out a responsible job (Buddy system, running the office, lunch leaders)
- Be an advocate of change- (Global advocacy- courageous advocacy)
- Learning a wellbeing practice to apply in their own lives manage their wellbeing beyond school

Enjoyment of learning- We use a number of different approaches to explore and deliver subject topics to ensure we enable our children to develop all the skills they need to be confident and successful learners and to continue to ignite their learning and enquiry. Our children are often involved in the planning stage of new topics as we value their ideas and contributions; we believe that children learn best when they are able to steer and direct their own learning. We also present topics as questions to enable enquiry at all levels to find the answers. We want our children to be inquisitive and passionate about their learning and spark a life-long desire. We want our children to be challenged and to be independent learners, making the right choices about their learning, understanding the need to take risks and to learn from their mistakes. We aim to engage our children in their learning with special WOW days. These could be immersing them in a Greek experience day, a Viking visiting

the school, a volcanic explosion, the arrival of dinosaur eggs, a mystery to solve or an educational excursion. We work in class teams, with year groups joining together to explore their learning fully and give children the opportunity to work with peers and teachers from another class.

Our home learning is also linked to these themes and uses the star challenge to differentiate tasks so that they are at suitable for all children along with offering a challenge and this is also offered remotely by our two learning platforms 'Seesaw' in Classes R and 1 and 'Showbie' in classes 2-6. You can see some of the work on the class pages of section of this website.

We believe in 'learning for life' and whilst this cannot always be seen in the children's books; we capture this in our special annual class learning journey book: 'Life in all its fullness' for all to see and share. Each class creates this book to showcase the curriculum in action through their learning, this is beneficial for visitors to the school to see, for children and parents looking ahead to the next year group and for the children in the class to feel proud of showcasing their work. On our website, each class displays their annual overview on their 'class pages' (see tab on home page) to show our shine curriculum in action.

Our weekly 'time to shine' worship ensures we celebrate all of our children for shining brightly both inside and outside school. We have a wide range of merits available to ensure there are no limits on our children and how they shine. At the end of every term (6 times per year), parents and carers are invited in to share in these assemblies 'Heroes and Heroines' a chance to celebrate our children together. In addition, parents and carers are invited to class assemblies and special visits into school to see our shine curriculum in action. During COVID 19 we offer these remotely. We aim to keep our parents and carers well informed and excellent communication is essential. When necessary we offer parent workshops to support our parents with home-learning to ensure our children get a well-rounded package of support and further develop our important home-school partnership. During COVID 19 we offer these remotely live and via recorded videos. This is particularly supportive if there has been a change in the approach to teaching or curriculum or assessment changes made by the Government. We have offered 'Keeping up with the kids' English and Maths changes and annual Year R phonics and reading meetings, Year 2 and year 6 meetings and mindfulness for parents and carers.

We provide a wide range of 'wow' experiences for our children during their time with us including visits to different religious places of worship, whole school theatre visits and panto visit, inspirational visitors such as GB's tallest man, Olympian's and authors, sword fencing qualifications for all of our pupils by the end of Year 6' we provide sports weeks and global weeks and during COVID 19 we did these remotely. We work with a celebrity gardener as an ambassador school and time away from home as a class on educational visits. We carefully plan these to extend our forest school learning and also to ensure our children visit our capital city of London in contrast to the rural village in which our school is situated.

Residentials – We organise special school residential journeys to further enhance our children's learning and give them further opportunities to 'shine' and experience education away from home and school. Year 4 – Forest school overnight camp in AKPS grounds and eating outdoors with forest school team build activity, outdoor

yoga and mindfulness. Year 5 – Forest school and outdoor adventure activities with 2 nights camping in the Forest of Dean, forest camp fire cooking, forest walking, learning to make their own sandwich picnic lunch, canoeing, abseiling and caving. Year 6 – 'Cultural Capital' visit to our capital city London for an exciting culture and adventure packed 3 nights including theatre trip to a musical theatre performance e.g. Lion King, visit to the golden gallery of St Pauls Cathedral, HMS Belfast, team watersports activities: canoeing, rafting, London eye, walking tour of London plus lots more!

Organisation and planning

Subject leaders are responsible for ensuring coverage of the national curriculum within their subject areas and overseeing the long term planning for the school in their subjects to ensure progression in skills, knowledge and vocabulary. We regularly review our long-term planning and classes produce an annual overview for the long term. (see on class pages of our website)

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. For each lesson across the curriculum a progressive star board is created to enable differentiation and challenge in all lessons from 1** to 3* and WOW. In the Early Years Foundation Stage and at Key Stages 1 and 2 where possible we adopt a topic approach to curriculum planning. We use high quality texts to drive our English teaching, Science and Global Advocacy so children are immersed in high quality texts across the school and as a result we have high quality reading and writing outcomes and engagement.

The 'Shine curriculum' in our school is designed to provide access and opportunity for all children. We ensure our curriculum meets the needs of all learners and this is regularly considered by subject leaders and leads of PP and SEND. We have our 'finger on the pulse' for all of our pupils, providing support as and where is required and early intervention is key to remove any barriers to learning. We always provide additional resources and support for children with special needs and disadvantaged children including through our star challenge. If a child has a special educational need, our school does all it can to meet those needs. If staff or parents or carers raise a concern about a child, the school will arrange for an assessment to be made under advice from the SENDCo. In most instances the teacher is able to provide additional resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

Our star challenge enables all learners to challenge themselves and high ability learners to be challenged and achieve greater depth/ mastery across the curriculum. We are well aware that all children need the support of parents and carers and teachers to make good progress in school and we therefore involve all stakeholders fully within our 'shine curriculum' and star challenge. (E.g. parents leading areas e.g. engineering workshops, Japanese experiences, cooking and sports workshops and fire service and GP visits. In addition star challenge is used in parents evening meetings and with Governors in meetings. We strive to build positive links with the families of each child by keeping them informed about their child's progress regularly

through three times a year reporting and consultations in November, March and July and an open door policy (During COVID 19 via online platforms, email and telephone and live lesson and meetings).

The role of the subject leader. Leaders lead with impact and time to plan, lead and monitor their subject is given high priority. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
 - Provide CPD to staff and cascade training for their subject
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
 - Monitor teaching and learning of their subject
 - Ensure curriculum provision for the subject is well planned and progressive in knowledge, skills and vocabulary
- provide efficient resource management for the subject through a carefully managed budget. It is the responsibility of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review The LED Governors (Learning Education and Development committee) Governors monitor the curriculum, assessment, outcomes and teaching and learning. Governors monitor alongside leaders as part of the monitoring cycle for the SIP (School Improvement plan). LED governors are linked to class teachers and have 3 meetings a year to discuss the classes, outcomes,, get feedback from staff and parents and report on their understanding. The LED committee is responsible for monitoring the way the school curriculum is implemented and governors are involved in activities such as RE/Worship, learning walks, scrutiny of work and planning, SEN provision mapping, marking scrutiny, assessment and pupil progress analysis.

The class teacher is responsible for the day to day organisation of the curriculum and communicating this planning fully with their teaching assistant team. They work closely as a team with subject leaders and as a result we have a very open and honest monitoring sessions and time for reflection and to share best practice through our 'coaching and mentoring' system. Every member of our teaching team and many TAs have a leadership area which they drive forward to show impact and these areas are highly valued and tea support is given to ensure that those leaders feel supportive and are encouraged to give their creative ideas to drive their areas forward for the success and benefit of all of or pupils.