

ASHTON KEYNES C OF E PRIMARY SCHOOL

CURRICULUM POLICY

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: *Perseverance, Creativity, Trust and Friendship.*



Date: December 2021 Reviewed: September 2022 Date of next review: December 2024

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'. This Shine Curriculum and 'Start to Shine Curriculum' for EYFS set out what will be taught in all subjects and areas across the year groups and further information on this with planning can be found in the curriculum section of our website www.akps.org.uk and each classes annual overview which maps out the teaching for the year can be found on their class pages on the website.



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.



Shine Curriculum Intent Poem

*The most important thing about our **Shine Curriculum** is that it enables every pupil to progress, flourish and achieve,*

We creatively enrich and value each individual,

We relentlessly strive for each individual to achieve their best,

We empower pupils to speak out, with respect for other views,

We inspire and develop compassionate, responsible global citizens,

We celebrate life in all its fullness and ignite learning sparks for the future,

*The most important thing about our **Shine Curriculum** is that it enables every pupil to progress, flourish and achieve.*

Our 'Start to Shine Curriculum' EYFS

In EYFS (Reception class) our children access their bespoke 'Start to shine Curriculum' which is based on the new early years framework and ensures that children are ready to access the full 'Shine Curriculum' from Year 1 upwards. See EYFS 'Start to Shine' Tab in our Curriculum page on our website www.akps.org.uk

Our 'Shine Curriculum' Years 1-6

Our 'Shine Curriculum' is bespoke and unique to us. It is based upon the National Curriculum with additional elements reflective of our school context and setting and sets out clearly what we need our pupils at our school to learn so that they can academically flourish and progress now and in the future.

As a Church of England school our commitment is to empowering our children to make a difference and for them to have "Life in all its fullness" and to look locally, nationally and globally at how life is not always full for all and how they can be advocates of change and make a difference. Through Global advocacy which is a golden strand at the heart of the curriculum they can learn how to be advocates of change and through this and access to all areas of our broad and rich holistic shine curriculum pupils develop their voice. Developing their voice enables them to give their views respectfully, keep themselves and others safe and open their world views, develop their opportunity for spiritual growth, raise aspirations for the future and give them a great foundation to enable them to flourish as individuals which will carry them through to the next stage of their education where they continue to succeed.

Our 'Shine Curriculum' is underpinned by our school vision *'Shine Bright, reach for the stars'*

We believe that as part of our vision that we are all shine brightly (inside and out). Shining on the inside is developing our self and shining out is being recognised for what we do well, but also shining a light on the need of others and knowing we can make a difference. The 'reach' is challenge and the desire to strive to do our best and within this we must persevere as we will not always succeed first time and these experiences will help us learn. Our shine curriculum is full of 'reach'.

Stars: All lessons are differentiated by 'star challenge' rather than ability groupings and therefore there is no ceiling on pupils' learning. We teach children to self-regulate and learn to challenge themselves (reach). Our holistic 'shine curriculum' which has forest school (outdoor education), global advocacy (spiritual development and citizen development) and wellbeing (self-care and mental health) as golden strands alongside the curriculum subject areas enables our children to develop as people, encounter a wide range of progressive skills which help them to flourish and achieve their very best from their own individual starting points. Our children leave us to attend over 10 different secondary schools in year 7 and we enjoy hearing how they continue to challenge themselves using the firm foundations from our 'shine curriculum' and school vision and values to continue to succeed and flourish in their future lives.

Within our 'Shine Curriculum' our commitment to cultural capital ensures that our pupils are offered a very wide range of experiences and opportunities to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community and in future employment.

We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking, take risk and make mistakes which are seen as learning opportunities. We use a growth mindset approach in our attempt to nurture resilient, self-regulated learners now and for the future. Where possible we make meaningful connections across subjects. We believe in developing the

children holistically and using both the indoor and the outdoor environment to engage children in learning. We have a dedicated Forest School area and curriculum time. We have a strong emphasis on empowering our pupils and this includes with mental Health and Wellbeing and the systems and structures within our mental health framework and provision ensure this is consistently in place within the curriculum and at lunch and play and extends into their lives beyond school. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Aims:

Our 'Shine' curriculum is the means by which the school achieves its objective of educating children in the progressive knowledge, skills and understanding that they need in order to lead fulfilling lives and aims to:

- Set out the clear progressive knowledge children need to learn in order to progress in all curriculum areas, led, managed and monitored by our highly skilled subject leaders.
- 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 and be able to self-regulate and empower them to want to independently rise to challenge, a skill to carry into future education and employment.
- 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 through our wellbeing framework and policy.
- Enable our children to understand the importance of their own mental health wellbeing.
- 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
- Ensure diversity, inclusivity and equality and challenge misconceptions
- 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 be respectful and responsible for their environment through forest school
- Embed skills to prepare children for further successful learning and transition to their next stages in education.

Our 'Shine Curriculum' is designed so that:

- all pupils access a high quality, broad and rich Curriculum which builds key knowledge, skills and vocabulary in all of the subjects taught. Coupled with the opportunities for development of the whole child this holistic and rich curriculum leads to outstanding levels of pupil achievement.

-all teachers are leaders and confidently lead their subjects with high expectations and ensure that they are well delivered across the schools so that all children access the full Shine Curriculum and progress. They also as middle leaders show a passion and strive to ensure that they are providing the latest training for staff, using research and challenging themselves to achieve subject awards and sharing best practice with others.

-all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience. We believe in providing an excellent holistic 'Shine Curriculum', delivered through high quality first teaching, using a 'finger on the pulse' approach to ensuring timely interventions to support and challenge pupils and provide wider strategies and opportunities to support all children.

Our website www.akps.org.uk has a full curriculum area sharing information, policies, progression documents, overviews for all subjects and areas within our 'Start to Shine' and 'Shine Curriculum'.

Within our 'Shine Curriculum' each subject contains each of these areas:

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. This can also be as subject leaders, pupil 'experts' in lessons, pupil councils, organic lead pupil clubs or leading jobs and responsibilities. Pupil voice is essential and strong within Team AK. We have a very active democratically elected school council who have run their own successful business, and are very active in their communications with the school community, 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; wellbeing advocates, learning, forest school and PE ambassadors, buddies, sports leaders, subject leaders, play and lunchtime leaders. Our children progressively take on wide range of progressive pupil responsibility available within the school. Within subjects, we have 'experts' and children (regardless of ability) 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, fitness circuits, running club, nature club, detective club, coding, German, Maths, quiz, art, nature, history, science, dance, peer-massage, making clubs, art and 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.

Core Christian Values for life – *"I came that you may have life, life in all its fullness"* (John10:10) we inclusively and actively promote and model Christian values in our school.

We create an environment where children are valued and nurtured as individuals and whose talents are given every opportunity to flourish and where they can learn in an atmosphere of respect with strong positive supportive relationships to enable this to happen.

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. They chose the parable of the paralysed man to illustrate these values in action and have created a central displayed art piece for the school community to reflect on. 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 and how we can apply these to lead better lives. We use stories from the Bible to support with this. We enable pupils to lead worship and develop this further in their class worship/ own time. 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 and in every subject. **Our star challenge** enables all learners to challenge themselves and high ability learners to be challenged and achieve greater depth/ mastery across the curriculum. Our outcomes that consistently, year on year, this approach has been impactful with consistently significantly higher than average pupils achieving at age related and greater depth by the end of KS2, regardless of starting points. Please see our 'Culture of Challenge' presentation on our Area of Excellence to see the star challenge in action. (Culture of challenge presentation PDF)

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, a gorilla arriving at school to debate the deforestation of rainforests, magical baby dragon inspiring story writing, graphic comic artists, Olympian visits or an educational excursions. 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 try to ensure our home learning is supportive of the Shine Curriculum and meaningful and manageable for parents.

Skills for life 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. Parents and Carers are invited into school to see learning in a class assembly and also to the 'Stay and Share' sessions where children proudly share their learning with their families in a learning conversation to share and reinforce the learning which has taken place that term.

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

- Experience of a different culture (religion/ Global awareness week)
- Leading a club or lesson
- 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/friends
- Taking up a new sport e.g. curling/ skateboarding/ fencing/scooter- sports week- all of our Year 6 pupils will leave with their stage 1 sword fencing qualification.
- 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 to manage their wellbeing beyond school – using our Wellbeing framework and 5 Ways to wellbeing.

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. Parents are there to celebrate all in line with our ethos, they are not told in advance who is receiving merits, instead they come to celebrate everyone shining. In addition, parents and carers are invited to class assemblies and special visits into school to see our shine curriculum in action such as stay and share sessions. 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. To ensure inclusivity and accessibility, we offer these training sessions remotely live and via recorded videos or presentations on our school website. 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 and annual phonics and early reading meetings and mindfulness for parents and carers.

We provide a wide range of 'wow' experiences for further personal development of our children during their time with us including: visits to different religious places of worship, whole school theatre visits and panto visit, mock court trial and public speaking competitions, 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 CSI days to apply Science into detective skills, music workshops and annual life-saving days where we learn how to save lives with Wiltshire Air Ambulance. 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. We provide themed weeks such as: sports week, Science week and a spiritual fortnight at the start of every academic year where we explore a learning metaphor to focus on for that year e.g. promises, diversity, life in all its fullness and we use a core text to explore our thinking around this e.g. A Seed is Sleepy. All of these enrichment opportunities deepen our 'Shine Curriculum' allowing

time to explore areas more fully or ignite sparks through memorable and exciting visits and opportunities.

Residential – 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 3 – Forest school overnight camp in AKPS grounds and eating outdoors with forest school team build activity, outdoor yoga and mindfulness. Year 4- Forest school and outdoor adventure activities with 1 night in the house in the Forest of Dean doing crate stacking, low ropes, team building, star gazing and astronomy- outdoor activities on site 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 water sports 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 knowledge, skills and vocabulary and therefore progress and achievement of pupils within their subjects. We regularly review our long-term planning and classes produce an annual overview(see on class pages of our website) for the long term and we have regular ‘fine tuning the curriculum’ sessions together to ensure staff are on track with their progressive teaching and leaders are aware of any changes to content or speed of coverage and why. On these annual overviews include big questions to be explored in History and Geography and focus 5 key words to embed knowledge of topics to long term memory. It also outlines key texts used across the curriculum to ensure reading is at the heart of our curriculum.

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 Disadvantaged pupils and SEND (special educational needs). 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 and prevent gaps or address misconceptions rapidly. 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 and consult outside agencies. 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.

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. good partnership with parents and good communication, reports at all

parents evening (target card in November, mid and annual reports, parents leading areas e.g. engineering workshops, cultural experiences, cooking and sports workshops and fire service visits 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 time a year reporting and consultations in November, March and July and an honest open approach.

Quality Rich and Diverse Books/Texts are used across the 'Shine Curriculum' Reading is so important at AKPS and it is at the heart of all we do. Throughout our 'Shine Curriculum' in every subject we provide high quality and engaging books/texts which are diverse and promote equality to inspire pupils, model reading, teach subject knowledge and key vocabulary and are memorable.

The role of the subject leader. Leaders lead with impact and time to plan, lead and monitor their subject is given as 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 and work in books, pupil conferences and data
 - Ensure curriculum provision for the subject is well planned and progressive in knowledge, skills and vocabulary and monitor regularly to ensure this
 - Seek the views of pupils to inform their subject leadership
- 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 in subject action plans. 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. The learning conversations with pupils, fine tuning the curriculum with staff and book looks ensure all leaders have a 'finger on the pulse' approach to their subject to ensure pupils are progressing and achieving well. They lead with impact and with 'no leader left behind' approach, working together in carefully planned staff meeting time to share expertise and support workload.

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 fully aware of the school evaluation, school priorities and next steps and 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 quality of education provided by the school and Governors are actively involved in activities such as: RE/Worship, learning walks, disadvantaged and SEND pupil provision, reading provision and analysing data and pupil progress to ensure our pupils thrive academically in our school and receive an excellent quality of education.

The class teacher is responsible for the day to day organisation of teaching the curriculum and communicating this planning fully with their teaching assistant team to ensure that the 'Shine Curriculum' is covered accurately and well and learning is embedded. 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 team 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 our pupils. Workload and wellbeing of our staff team within our work is a priority.

Monitoring and Evaluation The Headteacher and SLT will continuously monitor the effectiveness of the curriculum, through the triangulation of lesson observation, analysis of data and the evidence found both orally and through the written work of pupils. They conduct subject reviews to ensure subject leaders are efficient and providing the best curriculum offer and provision for all pupils and that pupils are progressing well. Feedback from parent, pupil, staff and governor surveys is analysed and fed into school improvement planning. Attainment and pupil progress data is robustly analysed to ensure that every child makes excellent progress and is able to fulfil their potential. External review is sought annually so that leaders are proactive in ensuring they are 'reaching' and providing the best quality of education for all at AKPS. Leaders also work beyond the school to share best practice and support other schools both within Wiltshire and Nationally.

Extra-curricular activities A wide range of age appropriate clubs are offered both before and after school for Key Stage 1 and 2 pupils. Typically, these could include musical clubs and choirs, sports clubs, sewing, graphics, STEM, cooking, martial arts, tennis, archery, team sports, sports skills, cooking and gardening. Our Eco-Council and School Council are very important and regularly lead initiatives around the school, these range from planting and gardening help to work to encourage waste and energy reduction. We also have a Worship Council which is actively involved in monitoring the impact of worship and leading worship.

Wrap Around Care We provide an 'extended day' for working parents and carers from 8am until 6pm. Breakfast club allows parents to drop children off early at 8am and pupils are given a healthy and nourishing breakfast. After school, children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day and snacks for the pupils attending.

Poverty Proofing our Shine Curriculum

We work as a 'pupil premium partner school' within Wiltshire to develop best practice around poverty proofing our school. We are working to ensure that all children can thrive, succeed and access our full Shine Curriculum regardless of economic challenge and we reflect upon this continuously within our day to day running of the school to support our families.