



King Edwin Primary School Curriculum Statement 'Growing, Learning and Achieving Together'

Intent

At King Edwin Primary School our vision is to provide an ambitious, holistic and inspiring curriculum that prepares our children to be successful, confident and respectful individuals with a passion for learning.

Our curriculum vision is ambitious and aspirational. We place high value on supporting children to achieve their full potential through a carefully crafted, knowledge and skills-based curriculum. However, as a school 'family' we are also passionate about providing an holistic approach that equips all children with the understanding, skills and compassion to become positive 'KingEdwinners' for future generations.



Our offer is underpinned by our ethos and **High 5 School Values** of 'Respect, Excellence, Good Choices, Creativity and Determination'. We want all children at KEPS to leave with the self-belief and confidence to follow their dreams and aspirations; a life-long desire to learn; feelings of pride in each achievement, and to be equipped with the knowledge and skills they need to live happy and successful lives.

Our thoughtfully chosen and high-quality texts form the 'spine' of our curriculum and our 'Picture News assemblies' actively celebrate difference, diversity, British Values and current social issues. At KEPS, we believe that if children are given the opportunity to develop their understanding of both the local and global community, this will foster respect, responsibility and appreciation of the impact of their actions beyond our school.

Our curriculum intent is woven through a broad and balanced coverage of clearly defined knowledge (substantive and disciplinary), understanding and skills that develop progressively through each year group, starting in the Early Years from Foundation to Year 6. Our curriculum incorporates the statutory requirements of the National Curriculum, and our intent is shaped through three clear strands of: **Diversity, Locality and Environmental issues** all tightly bound together by our prominent KingEdwinner High 5 Values.



Implementation

Our curriculum intent is delivered through a whole school experience. Teachers use the carefully developed plans to build clear sequences of lessons and engaging learning opportunities for all non-core subjects. Importantly, these are deliberately constructed to support and enable our children to make clear links in their learning and utilise these to build effectively on previous knowledge.



In each subject, a 'Learning Challenge' starts with a main question (**the composite**), which is linked to an area of the National Curriculum. The main question is supported by other **subsidiary questions (components)**. These **enquiry-based component questions** are typically the focus of a week's learning. Children focus on **knowing more and remembering more** as they 'Grow, Learn and Achieve Together'.

Children are taught English (including Phonics) and Mathematics daily alongside weekly non-core subject lessons. The delivery of our curriculum is further enhanced through our use of specialist PE, Forest School, Languages and Music sessions.



Our curriculum extends beyond the academic, with an equal focus on personal development and citizenship. Our **High 5 Values** are pivotal to the children's personal growth. We provide plentiful opportunities to do this, including our Pupil Council; School leadership responsibilities; Sports Leaders; Play Leaders; School Ambassadors; Librarians, as well as many other voluntary opportunities. We take great pride in our extensive pastoral support (ELSA support; Fresh Start; Think Children etc.) and wider ranging extra-curricular enrichment opportunities, e.g., cycling proficiency, forest school, and utilising the local library.



A metacognitive approach is instilled in all learners at KEPS and by encouraging deeper thinking we are able to develop and deepen children's' subject knowledge. Metacognition enables KEPS children to think more cohesively about the subject, making connections between content and applying previously known information in new contexts.

Impact

Subject leaders and teachers are responsible for the design, structure and sequencing of the curriculum. In order to assess the effectiveness of the curriculum, leaders oversee, champion and monitor the development of subjects.

This work is undertaken through a range of activities, such as classroom learning visits; conversations with teachers and children; evaluating work and outcomes and talking to children about their learning. The pupil voice is a key indicator in the successful delivery of the KEPS curriculum.



KEPS children travel inquisitively through each strand of their curriculum journey, which culminates in:

- **Pupils that know and understand more about themselves and the wider world, and importantly, are ready for the next chapter of their learning journey.**
- **Pupils that understand what it means to be a good citizen and as such, show appreciation of others and understand how they contribute to the wider community.**
- **Pupils that develop educational curiosity, reflect on their learning experiences and continue to explore and question our wonderful world that we live in**



In summary, our aim is for all pupils to be recognised for the contribution they have made to school and the wider community, and also to leave believing in themselves, having achieved their potential and be ready for further success beyond KEPS.

Children leave our school as '**KingEdwinners**' and they are affectionately known as such when they begin the next phase of their education. Parents, family members and secondary phase teachers further this transition process and we love nothing more than to hear about the successful and positive extension of student development that all of our **Kingedwinners** experience as they continue to '**Grow, Learn and Achieve Together**'.

