

Ignite

An explosion of learning
across the curriculum



Curriculum Intent



Our curriculum is based on igniting children's natural curiosity, fostering a passion for learning and providing our pupils with a deep, knowledge-rich, educational experience.

IGNITE, our own bespoke curriculum, begins with an IGNITION: a hook. This IGNITION leads to an explosion of questions and a tangible desire to learn and to seek out answers. IGNITE develops the whole child and reflects our diverse cultural backgrounds. It uses first-hand experiences that are memorable and meaningful.

Our curriculum is built on the robust and fundamental foundations of our Kings Road Values:



Each value is a key strand that flows through each IGNITE experience. We want our pupils to leave us with strong core memories and values. Values that are truly embedded and help build them into resilient, honest, respectful adults who have a voice and a passion for life-long learning.

At Kings Road, pupils are taught the essential skills to IGNITE their own learning journey. These core skills will enhance and prepare them for the bigger world.







Curriculum Implementation

IGNITE is based on explicit learning and portable knowledge. It makes palpable connections across the curriculum and it uses the experiences and knowledge of other subjects' skills, and transfers these to a new learning experience. We want our pupils to acquire powerful knowledge that takes them beyond their classroom experience.

Clear strategic team planning allows our curriculum to be dynamic. We combine the acquisition of knowledge and the development of skills to create a purposeful and exciting learning journey it is strategically mapped in the form of our very own learning ladders and long-term plans. The curriculum is also flexible in terms of reacting to events that are occurring in the local area and the wider world. Each stage of the curriculum is progressive and builds on prior knowledge that is acquired in the previous year groups. Each subject has its own progression ladder that begins in the EYFS.

Impact

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. IGNITE uses triangulated monitoring throughout the year to gauge the impact of its design. Learning is measured through careful analysis of application of skills across the curriculum. Curriculum leads monitor individual subjects through:

-  reviewing learning by evaluating pupil and staff voice
-  providing individual feedback
-  monitoring days that look at teaching, planning and books
-  celebrating positives and highlighting areas of development
-  sign-posting areas for CPD
-  ensuring the progression and coverage of their curriculum area

Our whole school team strengthen our vision as we work together to reflect upon our curriculum and share outcomes. Each subject lead has an SLT coach that works as their Curriculum Coach. This coaching model aids:

- A partnership that works toward achieving goals.
- Increased level of engagement.

- Safe place to gain perspective.
- Deeper level of learning.
- Build personal awareness.
- Support for Improving Specific Skills.

In addition to this, each subject lead completes a **Memorandum of Understanding**. This document enables each lead to judge their subject in terms of its health and its impact. This is closely monitored and changed every year in collaboration with the subject lead, the Headteacher and Deputy Headteacher.

Our curriculum aims to promote:

- 📖 High expectations and accessibility for all learners
- 📖 Independent thinking and learning skills which are rooted in research-based on metacognition and cognitive load
- 📖 Active thinking and learning dispositions.
- 📖 Information, Media and Technology Skills.
- 📖 Meaning and purpose to children in the here and now, and prepare them for the next stage of their education and for their future. Making it relevant and drawing from our cultural capital
- 📖 Widening of horizons and raising aspirations about the world of work and further education.
- 📖 Awareness of, and engagement with, local, national and international communities.
- 📖 Recognition that personal development is essential to well-being and success
- 📖 Global, Social, Health, Environmental, Financial, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- 📖 Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum.
- 📖 Is embedded in research that enables us to deliver lessons with metacognition and with cognitive overload in mind



Teaching and Learning
















Kings Road is a UNICEF Rights Respecting School and as such our policies reflect the UN Convention on the Rights of the Child. The following articles are particularly relevant to this philosophy and principles of this policy: Article 28, Article 29

Cultural Capital

Ofsted defines cultural capital as:

‘... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’












We develop this through:

-  Our bespoke curriculum tailored to the cultural diversity of our pupils
-  Our innovative homework offer called ‘The Mr Morgan Award Scheme’ that encompasses easy to access enriching experiences for children to do whilst at home. Each part of this award scheme is tailored to each year group. Examples of the tasks are: Listen to a classical piece of music by Mozart and tell me how it makes you feel. Read the poem ‘Talking Turkeys’ by Benjamin Zephaniah. What do you think it is about? How does it make you feel?
-  Our IGNITIONS
-  Trips to the library
-  Music appreciation – opera experiences, Halle Orchestra
-  Culture Days
-  Sporting experiences, sports day held at our local stadium
-  Talent show experiences- Kings Road’s Got Talent
-  Eisteddfod
-  Poetry assemblies
-  Grandparent’s day
-  School Pet
-  Make A Difference Day
-  Partnership work with a school in Uganda
-  Mantle of the Expert

The Role of the Subject Leader

Within the school's organisation, curriculum leaders take on the responsibility of leading a subject area. Time (Head Space) is given to the leads to work on their curriculum area.

It is the role of subject leader to:

-  Keep up to date with developments in their key area of learning at both national and local levels.
-  Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
-  Monitor how their subjects are taught through triangulation. Look at IGNITE Maps (Appendix 1) and The Knowledge of Kings Organisers (Appendix 2) to quality assure vocabulary and content. Monitoring of pupil voice, teaching and learning and book looks. Use learning ladders and LTPS to ensure what should be taught- is actually taught.
-  Lead sustainable improvement through supporting colleagues and others. This may be signposting relevant CPD or mentoring.
-  Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression and consistency is planned for. Appendix 3 –Learning Ladders)
-  Judge the impact of their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment. Complete a Memorandum of Understanding every year in collaboration with the Head teacher and Deputy Headteacher to ascertain the subjects' health. This will then set targets for the subject which will be reviewed at the annual meeting (Appendix 4 Memorandum of Understanding)
-  Audit, order and manage resources to enhance learning experiences for the pupils.
-  Complete an Action Plan for their subject responsibility (Appendix 5)
-  Liaise with the EYFS lead to ensure they know where their subject begins and how to progress from that vital starting point.
-  To liaise with their Curriculum Coach every term (each subject lead has a member of the SLT to coach them- please see Appendix 6 for more details)
-  To create an Intent, Implementation and Impact statement for their subject (see Appendix 7)

Learning is inclusive

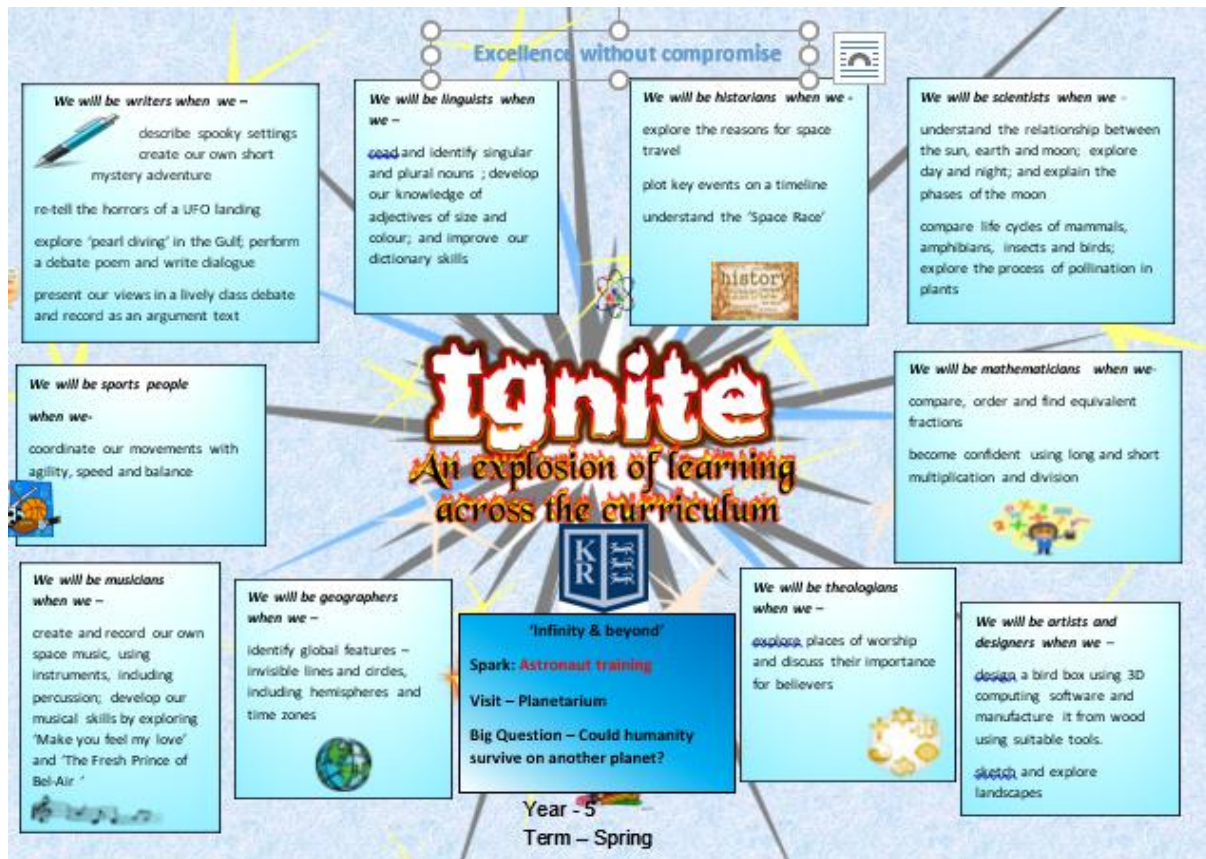
The curriculum provides relevant and challenging learning to all children by:

- 📖 Setting suitable learning challenges.
- 📖 Overcoming potential barriers to learning for individuals and groups of pupils.
- 📖 Responding to pupils' diverse learning needs.

High expectations

Teachers meet with the Headteacher or Deputy Headteacher to track each child in English and Maths. This tracking enables the team to maintain high expectations in terms of progress for each child. If a pupil has made slow or rarely no progress, a meeting with their parents/caregivers is held. This meeting is called 'A Review of Learning'.

Appendix 1



Appendix 2

The Knowledge of Kings



Subject Specific Vocabulary	
compensation	Something, typically money, awarded to someone in recognition of loss, suffering or injury.
crucifixion	An Ancient form of execution in which a person was nailed or bound to a cross.
defendant	An individual, company or institution sued or accused in a court of law.
jury	A body of people (typically twelve in number) sworn to give a verdict in a legal case on the basis of evidence submitted to them in court.
magistrate	A civil officer who administers the law to deal with minor offences.
pillory	A wooden framework with holes for the head and hands in which offenders were formerly imprisoned and exposed to public abuse.
prevention	The action of stopping something from happening or arising.
sanctuary	Refuge or safety from pursuit, persecution or other danger.
trial	A formal examination of evidence by a judge.
vandalism	Action involving deliberate destruction of or damage to public or private property.

CRIME DOESN'T PAY

The Crime & Punishment

Royal Charter

- Common punishments in Roman times were harsh and included crucifixion.
- Anglo Saxons/ Vikings paid the injured party compensation called wergild.
- In Tudor times, the Church had its own court and people could claim sanctuary by going into a church.
- In Victorian times, the police force was introduced.
- Crime prevention and detection changed with developments in society and technology. New crimes have emerged such as car theft, vandalism and anti-social behaviour.

Books for hooks

Appendix 3



Year 1	Areas of Study-
Plants	<ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals, inc Humans	<ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday Materials	<ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
Seasonal Changes	<ul style="list-style-type: none"> I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. I can observe changes across the four seasons



Appendix 4


Reading

Sept 2020-21

Aim	Further Details	Lead person	Dates	Resource Implications		Progress (fill in blocks)			
				General	Financial	started	% complete	Nearly complete	completed
<p>EARLY READING</p> <p>To invest in and reorganise the reading scheme to ensure the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the 'Letters and Sounds' order.</p> <p>To ensure early intervention for the lowest 20 percent of readers in each year group. (FOCUS ON LOWEST 20 percent NOT GAP in Year 1,2,3)</p>	<p>*Investment in Hero Academy, Rising Stars, Dandelion and Bug Cat Collins phonic books to integrate into reading schema.</p> <p>*Shelves and reading order to be arranged so it directly correlates with the phonics phase.</p> <p>*Fast Phonics Intervention or alternative form of intervention in addition to daily reading (Year 1, 2 and 3)</p>	<p>Roy Edwards in collaboration with Vidsa Hodges</p> <p>(Andrea Leach to aid the organisation of the books into phonic phases and also the intervention training)</p>	1,9,20	Phonically decodable books	£££ Hard to estimate but this is a key focus and needs more investment. (Money can be pulled from the 3K library budget) Further training?				
SDPA2 To raise the percentage of children achieving the higher standard in reading in KS2 SATS.	To secure understanding of key concepts and decrease variants in the reading structure, questioning and delivery of the teaching of reading.	Roy Edwards	1,9,20						
To design and deliver a National Curriculum Target Page to show previous year and current year targets.	This can be used in conjunction with the learning ladders. Useful for teachers to see at a glance prior learning.	Roy Edwards	1,9,20	Inset					

Appendix 5

Kings Road Primary School Curriculum Coaches Memorandum of Understanding 'Deep Dive'	
	
Name of Subject: Writing	

								
Overall Judgement								
Judgement								
<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Outstanding</td> <td style="width: 25%;">Good</td> <td style="width: 25%;">Satisfactory</td> <td style="width: 25%;">Needs Improvement</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </table>	Outstanding	Good	Satisfactory	Needs Improvement	✓			
Outstanding	Good	Satisfactory	Needs Improvement					
✓								

<h2>Headlines</h2>	
5 Key Strengths <ul style="list-style-type: none"> Exceptional vocabulary focus across school. Clear and focused Royal White cycle is followed across school. This is resulted in very high results for writing, including 3.1 for progress (2018 was 5.1). High expectations and standards of work from EYFS to Year 6. (Children take risks with their writing.) Time is planned into lessons for quality speaking and listening opportunities and oral literacy. Curative handwriting is now embedded across school. 	3 Areas for Development <ul style="list-style-type: none"> Live shared demonstration writing needs to happen in all classrooms. Ensuring progression of skills across year groups and coverage of genre types. (Learning ladders and documents ready for Inset in September covering purpose and genre.) To ensure pupils with SEND achieve exceptionally well. <p><i>(Marking of RW to be revisited – stamps and codes)</i></p>
What is needed to move to outstanding Or The key reasons behind an outstanding judgement	
<ul style="list-style-type: none"> Children are ambitious, motivated writers who take real pride in their work. Both students and teachers have high aspirations. Teachers have a firm and common understanding of the English Curriculum and the impact this has on their teaching. Children can consistently apply their skills across the entire curriculum. 	

<ul style="list-style-type: none"> The drive to develop and extend children's vocabulary is exceptional across the school and across the curriculum. We are continuing to secure a greater understanding of SpAG and ensuring all year groups are following the progression of skills ladders. Implementation is reviewed and refreshed regularly through high quality CPD. There is a commitment to the development of moderation both internally and externally throughout the year.

Highlighted judgements taken from the document entitled 'The School Inspection handbook 2019 by Ofsted'	Outstanding (1) <ul style="list-style-type: none"> The school meets all the criteria for a good quality of education securely and consistently. The quality of education provided is exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. The work given to pupils, over time and across the school, consistently realises the aims of the curriculum. It is effectively planned and sequenced towards cumulatively sufficient knowledge and skills for pupils learning and employment. Pupils work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. Good (2) <p>Intent</p> <ul style="list-style-type: none"> Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. The school's curriculum is coherently planned and sequenced towards cumulative sufficient knowledge and skills for pupils learning and employment. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (as specified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (as specified by the national curriculum). <p>Implementation</p> <ul style="list-style-type: none"> Teachers have good knowledge of the subject(s) and content they teach. Leaders provide effective support for those teaching outside their main areas of expertise. Teachers present subject matter clearly, providing appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teachers and leaders use assessment well, for example to help pupils orient and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's academic intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for pupils learning and employment. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulative sufficient knowledge. <p>Reading is prioritised to allow pupils to access the full curriculum offer. (See reading memorandum of understanding)</p>
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Appendix 6

Curriculum Health Check

Critical Friend	Subject areas and Year groups
Daeron	Maths & PE
Leah	ICT & Design Technology
Jo	English, History & Year 5
Karen	PSHE (Gemma / Sally) & RE (Michelle P / Verity)
Gill	Music, Year 1 & 2
Jackie	MFL, Year 3 & 4
Vikki	Apk, Science & EYFS
Clare	English & Geography – Year 6

Check	Subject: PSHE	Action
Long term Planning Grid - Is it on the T-desk under IGNITE? - Is it on the website?	No	No – needed as a sub subject?
Learning Ladders - Is it on the T-desk under IGNITE? - Is it on the website?	Yes – both PSHE and relationships education	No
The Three T statements - Is it on the T-desk under IGNITE? - Is it on the website?	Yes	No
Ignite MAP's (See above for Year group leads)	No specific box for PSHE but references in other subjects	
Knowledge of Kings Maps – The mission of The Royal Charter for Summer term	Yes – all three for each year group and each term – didn't look for PSHE as a focus as topics may not lend themselves to this	

Appendix 7

Curriculum Intent for Maths



Your curriculum Intent is your plan of what you want pupils to know and be able to do, at different stages and by the time they leave school.

The intent of the curriculum is the content you expect children to learn. More simply, the intent of the curriculum is the curriculum, or as Spielman puts it, "what [curriculum leads] expect pupils to know by certain points in their life".

Curriculum Content	<p>The present Maths framework was introduced nationally in September 2013 and was implemented in Kings Road in 2014 except for Year 2 and 6. These two year groups continued with the old framework until SATs were completed in Summer 2015. Teaching to the new framework for all began in September 2015. All teachers were aware that the transition from the old framework to the new would leave some areas of the curriculum not covered as certain topics were moved into different year groups - usually downwards. This meant teachers were thoroughly aware of the contents of both curriculums in order to ensure that no gaps occurred in the pupils' knowledge.</p> <p>All pupils study:</p> <ul style="list-style-type: none">• number• measurement• geometry. <p>From Year 2, statistics is added.</p> <p>Ratio, proportion and algebra are added in Year 6.</p> <p>Yearly Learning Objectives and Skill-Based Progression Ladders for Maths are available on request for all Year Groups. Relevant skills from the progression ladders can be found in other subject such as statistics in Science and using History and Geography as a basis for mathematical problems.</p>