

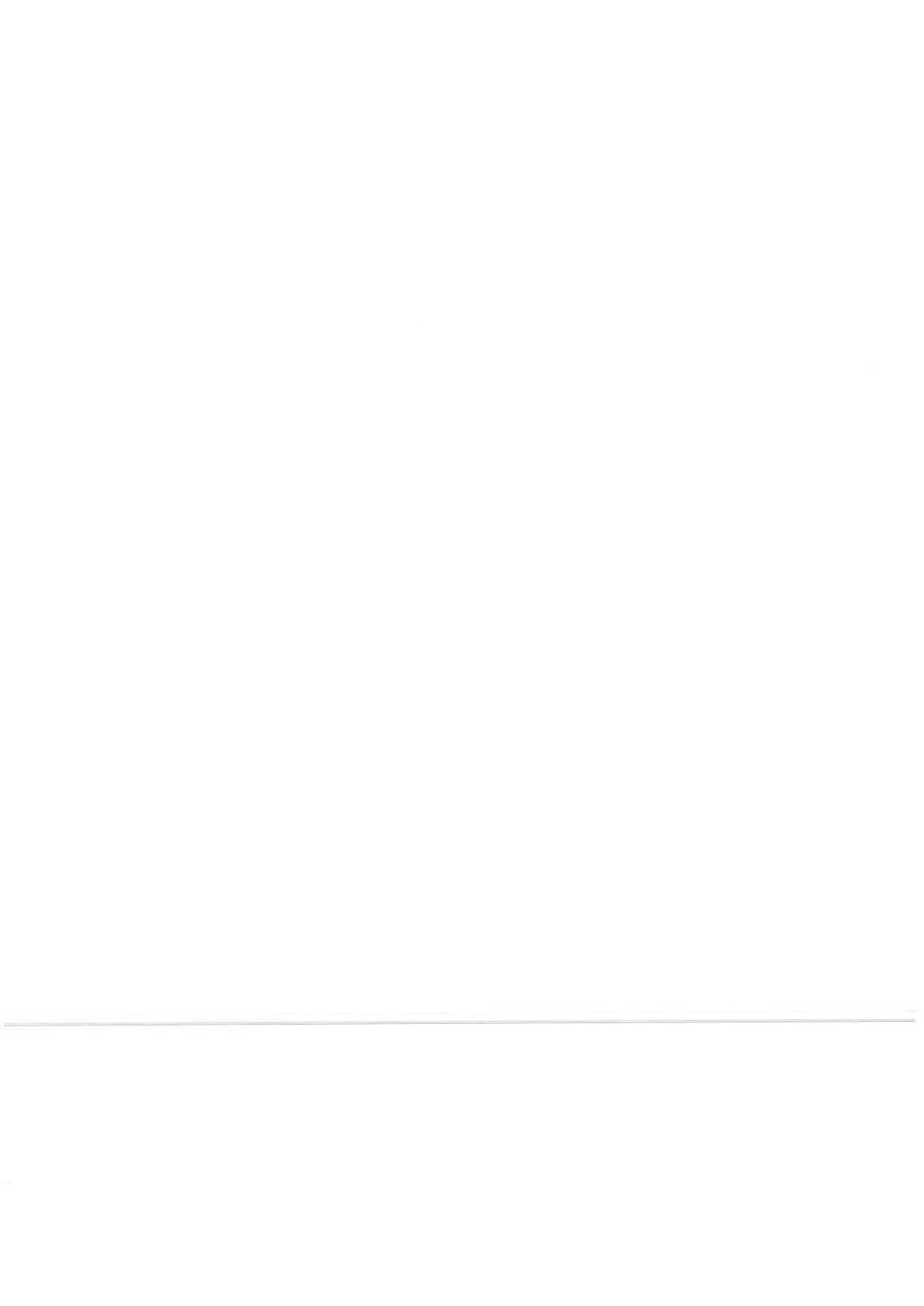


Kitchener Primary School

Curriculum Policy



POSITION	NAME	SIGNATURE	DATE APPROVED
HEADTEACHER	Reena Patel		01 05. 24
CHAIR OF GOVERNORS	Panna Singh		02.05.24

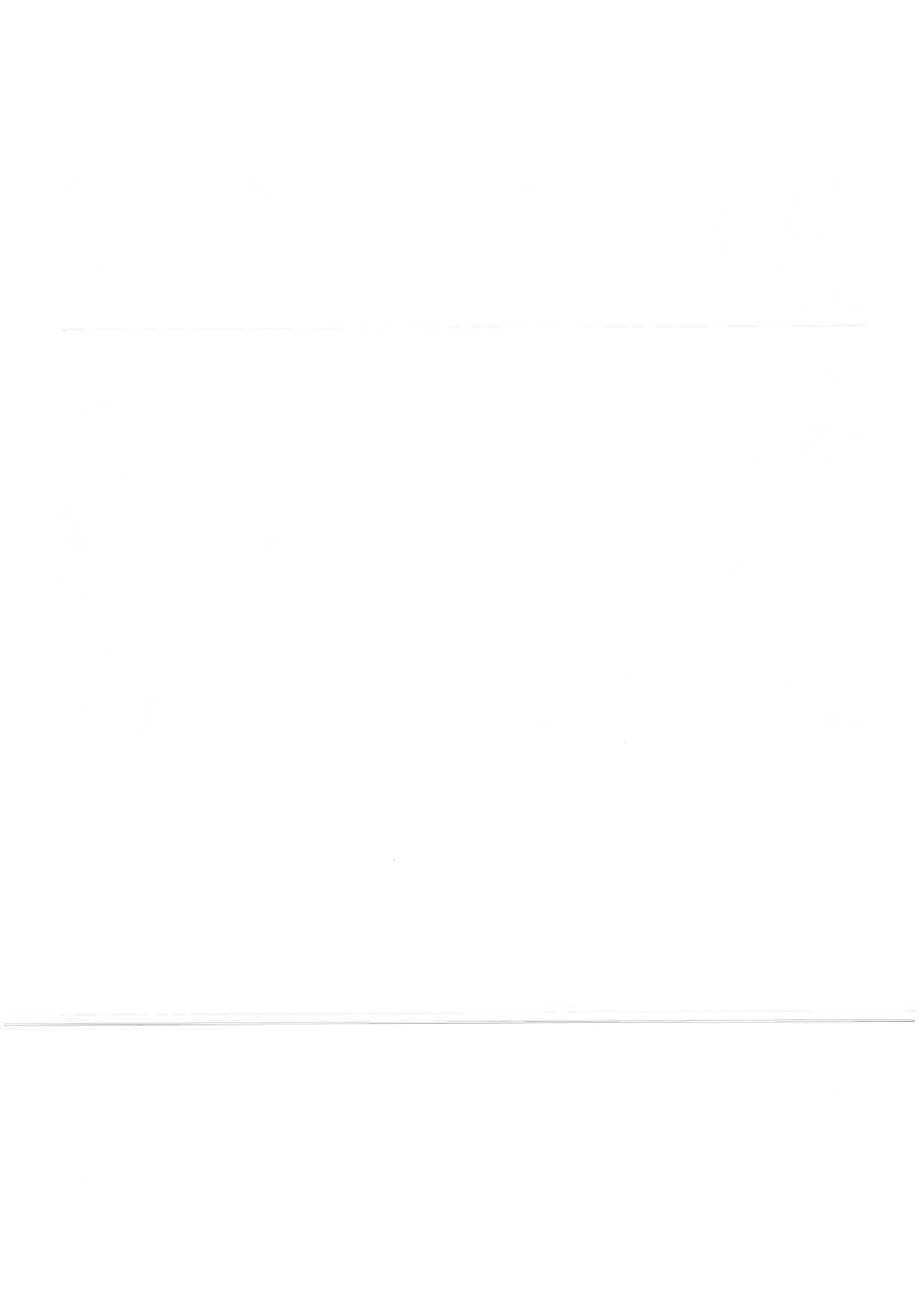


School Vision, Values and Aims



At Kitchener we believe that it is vital for all our children to have a voice and are all valued, therefore we have created a curriculum which embodies this vision alongside our five core values of Care, Equality, Community, Identity and Learning. We seek to build a language and oracy rich curriculum that embraces collaboration and cooperation; and a curriculum that reflects the diversity of our school community, building a sense of belonging for all.

The Curriculum at Kitchener Primary School is centred around providing all children with the knowledge, skills and experiences to work meaningfully towards achieving the Four Core Purposes, therefore becoming Ambitious Capable Learners, Enterprising and Creative Contributors, Ethical and Informed Citizens and Healthy and Confident Individuals. The four purposes have been mapped through our curriculum vision (see Appendix 1) to ensure they are at the centre of our curriculum design.



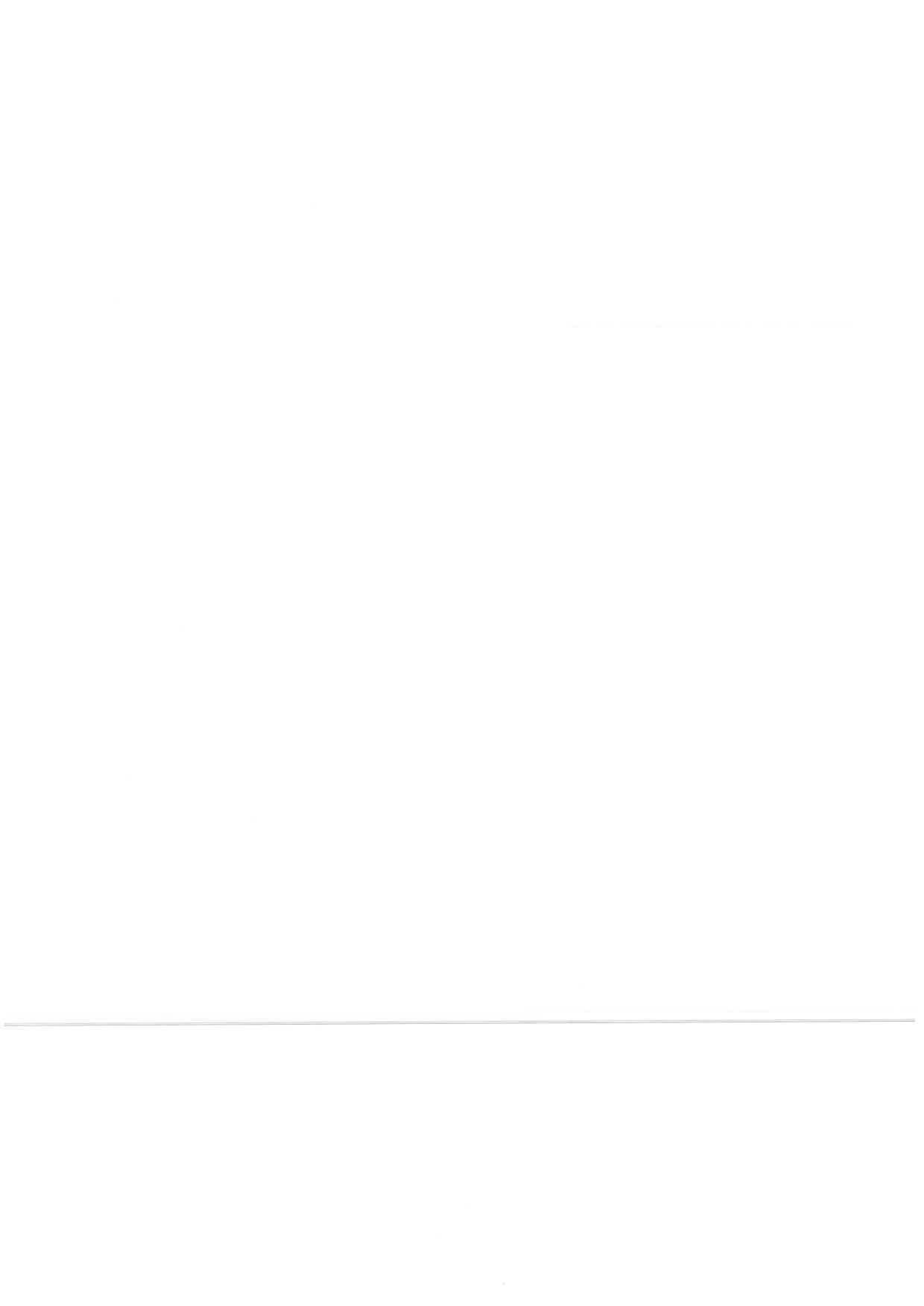
Stakeholder engagement

Our school curriculum vision was created in consultation with a range of stakeholders including teachers, support staff, governors, parents and carers, our pupils and the wider school cluster. The school held a programme of Professional Learning sessions with all staff and governors to consider a draft vision. Through meetings with the school council and online consultation with parents a final draft was created. This was shared for feedback with the school community and governors. Our curriculum vision was launched in 2021 and underpins all areas of school life. Our curriculum enables us to realise our wider school vision. As part of curriculum design:

- ❖ Our school leaders and teachers undertook reading and research and attended professional learning on curriculum.
- ❖ Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.
- ❖ Through online and in person surveys, all governors, staff, parents and pupils were asked to consider what all pupils should know and be able to do, and which values they should develop during their time at the school. All staff worked together to identify the required changes to our current cultures, provision and practices.
- ❖ Teachers have worked with Commitment to Cardiff and staff from the cluster schools to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.
- ❖ All learners engage in discussions at the beginning and end of learning projects, giving learners a voice in what and how they learn.
- ❖ The school regularly shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.
- ❖ The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE).

How the curriculum meets the required elements of the Curriculum for Wales, starting with the four purposes

Our school curriculum is suitable for all learners, is centred in EAL pedagogy (see Appendix 2) and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school, including those with ALN and those from Global Majority backgrounds. It is an anti-racist and inclusive curriculum that supports Wales's aim of being an anti-racist society by 2030. Our school curriculum is broad and balanced, fun and exciting, and includes active and authentic learning opportunities within and across all of the Areas of Learning and Experience. It encompasses the concepts in all of the statements



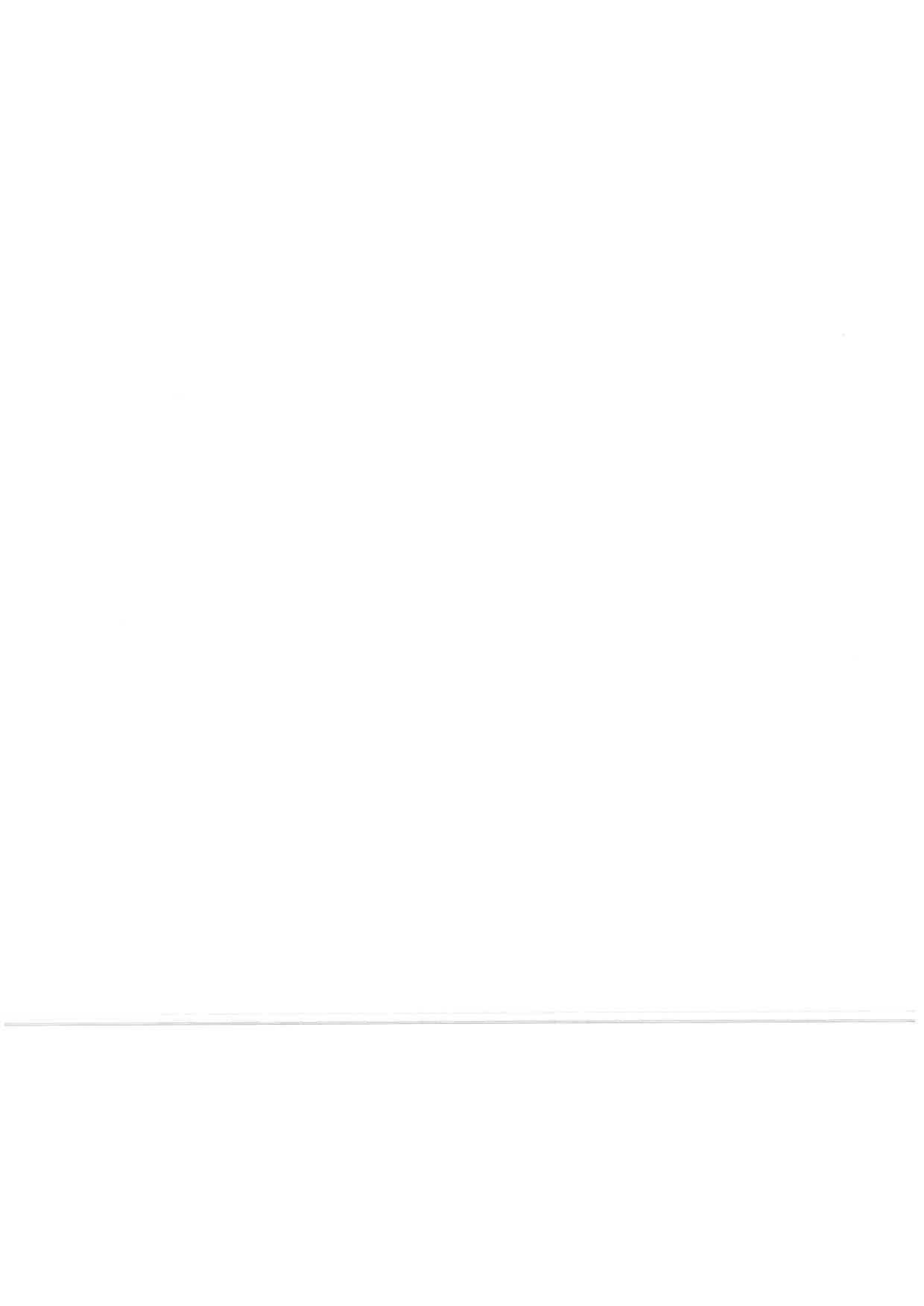
of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum. Our RSE curriculum has been adapted to suit our community, and has been developed in partnership with our wider school cluster, the local authority and the Welsh Assembly in order to be sensitive to the religious values and ethics of all those who make up our school community.

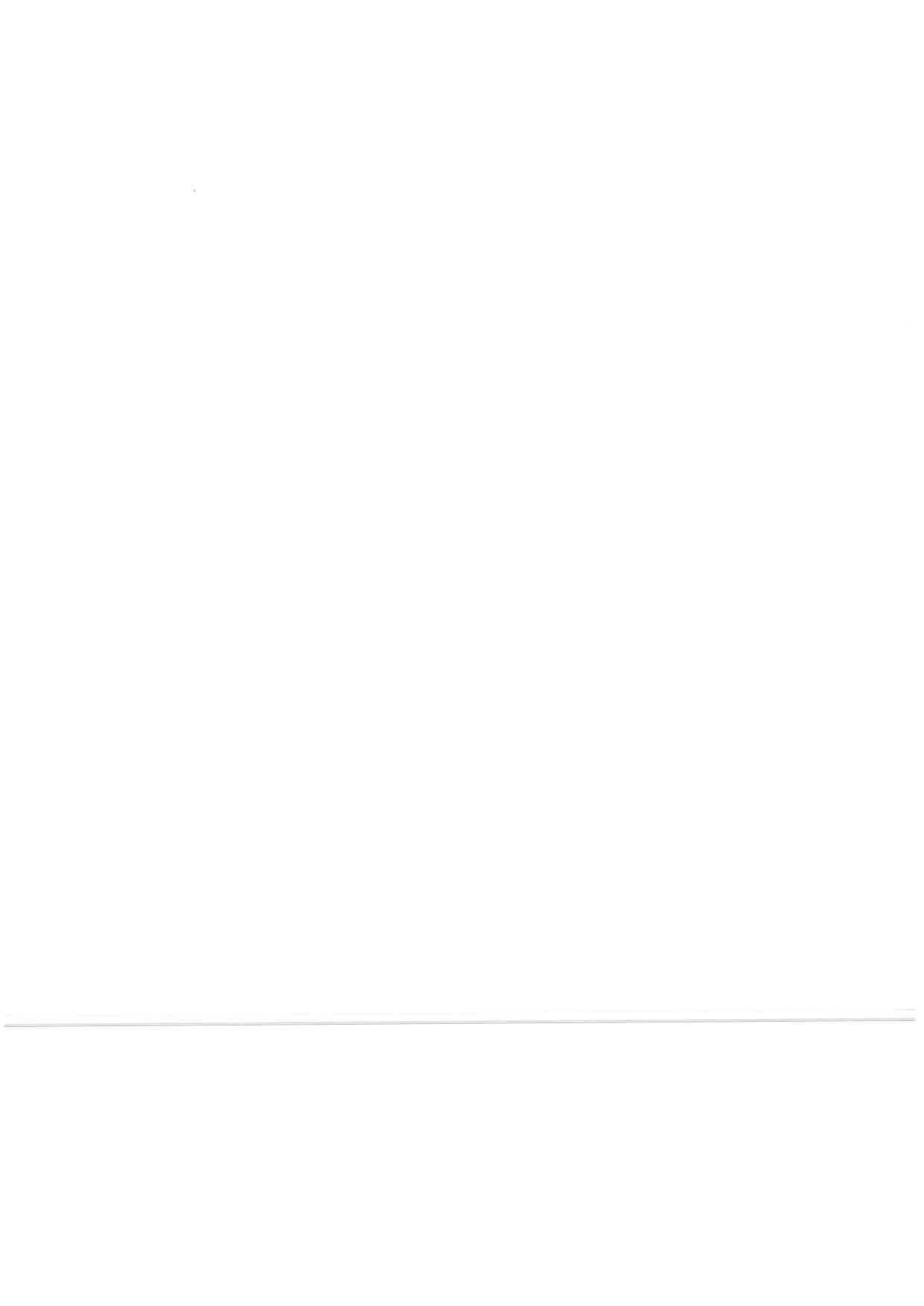
Progression and Assessment

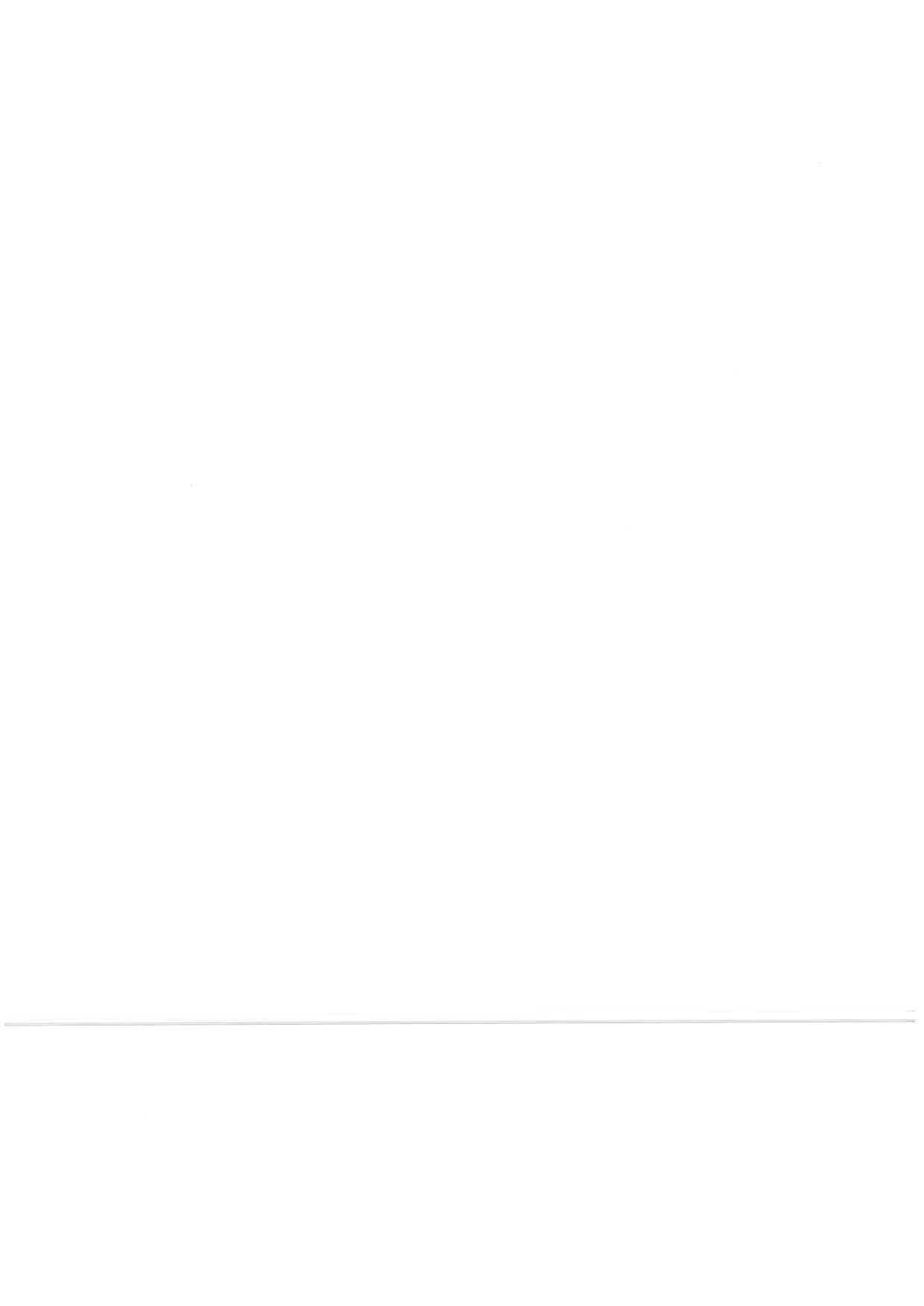
We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

How the curriculum will be kept under review, including the process for feedback and ongoing revision.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and supports our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will work within our school, across the cluster and in partnership with governors, the regional consortia and the local authority to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.







Appendix 1 developing and defining our curriculum vision.

Our vision says our learners will...	Then...	So our curriculum must...	This will be seen through the provision of...
<p>All have a voice</p> <p><i>Becoming ambitious capable learners who can communicate effectively in different forms and settings, using both Welsh and English, and can explain the ideas and concepts they are learning about.</i></p> <p><i>Becoming enterprising, creative contributors who identify and grasp opportunities, lead and play different roles in teams effectively and responsibly, and express ideas and emotions through different media.</i></p> <p><i>Becoming ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</i></p> <p><i>Becoming healthy, confident individuals who have the confidence to participate in performance, and have the skills and knowledge to manage everyday life as independently as they can.</i></p>	<ul style="list-style-type: none"> • Our children must be confident communicators, able to express themselves clearly in front of many different audiences. • Our children must have a strong level of language acquisition in both English, Welsh and their home language. • Our children must be making rapid progress, striving to become fluent English language speakers. 	<ul style="list-style-type: none"> • Be language rich with oracy, speaking and listening at the centre of its delivery. • Consist of a wide range of structured and non-structured opportunities to speak in front of many audiences. • Included explicit teaching of vocabulary and language at its heart. • Encourage and promote all languages spoken by our children and their families. • Be centred in EAL best practice pedagogy. 	<ul style="list-style-type: none"> • The Bell Foundation EAL Assessment Framework for Schools (as a basis for the cross curricular responsibility of Literacy). • A learning environment with community languages visible and celebrated. • Learning projects with oracy skills embedded throughout. • Pupil voice groups such as school council, debating club, Cric Cymraeg and young interpreters. • Child led assemblies. • Kagan collaborative and cooperative learning tools as a key pedagogical practice. • The extensive use of visuals to support language and learning.
<p>All feel valued</p> <p><i>Becoming ethical, informed citizens who understand and exercise their human and democratic responsibilities and rights, understand and consider the impact of their actions when making choices and acting, respect the needs and rights of others, as a member of a diverse society and are ready to be citizens of Wales and the world.</i></p>	<ul style="list-style-type: none"> • Our children must have a strong sense of belonging as part of the Kitchener family, the Riverside community and as citizens of Wales. • Our children must recognise and value diversity, appreciating what makes each of us special and unique. 	<ul style="list-style-type: none"> • Be reflective of all our children's race, religion and ethnic backgrounds. • Seek to create a sense of Cynefin • Give opportunities for children to explore and understand their own identities and those of 	<ul style="list-style-type: none"> • RSE and RVE embedded throughout the learning projects. • Whole school events and collective assemblies lead by children. • A wide range of local role models and businesses used to create authentic learning

<p><i>Becoming healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs, are building their mental and emotional well-being by developing confidence, resilience and empathy, apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives, form positive relationships based upon trust and mutual respect and are ready to lead fulfilling lives as valued members of society.</i></p>	<ul style="list-style-type: none"> • Our children’s race, heritage and linguistic background must be represented and reflected in all parts of school life. • Our children’s views and opinions must be heard and respected. 	<p>others, including those from vulnerable groups.</p> <ul style="list-style-type: none"> • Have pupil voice at the heart of its construction, providing opportunities for pupils’ views to be gathered, heard and acted upon. • Be inclusive of all. 	<p>which reflects our diverse community.</p> <ul style="list-style-type: none"> • Circle time 3 times a week where issues can be explored safely. • A learning environment which reflects the children in our school. • Pupil voice groups such as school council and eco committee which feed into a school Senedd. • Monitoring for pupils with ALN and protected characteristics to ensure access and representation in all elements of school life.
<p>All learn happily together in collaboration, build positive relationships with families, friends, class mates and staff. Value their Riverside community. Belong to one Kitchener family. Therefore, modelling the core value of community.</p> <p><i>Becoming ethical, informed citizens who are knowledgeable about their culture, community, society and the world, now and in the past, respect the needs and rights of others as a member of a diverse society, and are ready to be citizens of Wales and the world.</i></p>	<ul style="list-style-type: none"> • Our children must be able to collaborate and connect with each other and form positive relationships. • Our children must have strong connections with our community. 	<ul style="list-style-type: none"> • Be collaborative and cooperative. • Include the whole school community. • Allow for social engagement. 	<ul style="list-style-type: none"> • Kagan collaborative and cooperative practices. • PTT group • Authentic learning experiences and audiences reflective of the local community. • Circle time • School values as the underpinning concepts which drive learning projects.
<p>Believe they should all be treated fairly, listen to each other and treat everyone the way they would like to be treated. Be encouraged to speak, have their say and share their opinions. Therefore, modelling the core value of equality.</p>	<ul style="list-style-type: none"> • Our children must be skilful active listeners. • Our children must be tolerant of others views, opinions and choices. 	<ul style="list-style-type: none"> • Explicitly teach listening. • Build tolerance in everyone. • Give opportunities to make decisions and hear each other’s views. 	<ul style="list-style-type: none"> • Whole school listening strategies. • RSE and RVE embedded throughout. • Behaviour blueprint modelled by all.

<p><i>Becoming ethical, informed citizens who find, evaluate and use evidence in forming views, engage with contemporary issues based upon their knowledge and values, understand and exercise their human and democratic responsibilities and rights, understand and consider the impact of their actions when making choices and acting.</i></p>	<ul style="list-style-type: none"> • Our children must be respectful and considerate to all. 	<ul style="list-style-type: none"> • Have clear expectations of behaviour and relationships. 	<ul style="list-style-type: none"> • Pupil voice. • Restorative practices. • School values as the underpinning concepts which drive learning projects. • Right respecting
<p>Always go over and above to help each other, show compassion, affection and kindness to others. Care about themselves, each other and the school learning environment. Therefore, modelling the core value of care.</p> <p><i>Becoming healthy, confident individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy, and form positive relationships based upon trust and mutual respect.</i></p> <p><i>Becoming ethical, informed citizens who show their commitment to the sustainability of the planet.</i></p> <p><i>Becoming enterprising, creative contributors who give of their energy and skills so that other people will benefit.</i></p>	<ul style="list-style-type: none"> • Our children must be compassionate, kind, helpful and caring. • Our children will take pride in themselves, their school and the wider environment. 	<ul style="list-style-type: none"> • Be focused on pupil health and wellbeing. • Must have values embedded throughout. • Must teach about sustainability and how to care for their environment. 	<ul style="list-style-type: none"> • The Thrive Approach., including class and individual actions plans. • Circle time • Near Peer coaching • ELSA • School values as the underpinning concepts which drive learning projects.
<p>Learn about themselves and each other, respecting all cultures, languages and religions. Respect each other's differences and celebrate their uniqueness. Therefore, modelling the core value of identity.</p> <p><i>Becoming ethical, informed citizens who are knowledgeable about their culture, community, society and the world, now and in the past.</i></p>	<ul style="list-style-type: none"> • Our children must have a strong sense of personal identity. • Our children must understand and respect different beliefs and customs from around the world. 	<ul style="list-style-type: none"> • Allow children opportunities to explore and share their identities. • Develop children's understanding of themselves in a global context. • Teach about similarities and differences between people. 	<ul style="list-style-type: none"> • RSE and RVE • School values as the underpinning concepts which drive learning projects.

<p><i>Becoming healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs.</i></p>	<ul style="list-style-type: none"> • Our children must be able to make connections between themselves and others. 		
<p>All love learning, knowing this will help them in the future. Want to be the best they can be. Show independence, motivation and resilience in everything they put their mind to! Therefore, modelling the core value of learning.</p> <p><i>Becoming ambitious, capable learners who set themselves high standards and seek and enjoy challenge, are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, are questioning and enjoy solving problems, and are ready to learn throughout their lives.</i></p>	<ul style="list-style-type: none"> • Our children must develop a lifelong love of learning! • Our children will be motivated, independent and resilient. • Our children must have high aspirations for their futures. 	<ul style="list-style-type: none"> • Engaging and motivating, reflecting children's interests. • Develop independence in learning, allowing both child led and adult led learning. • Take account of children, and their families, aspirations. • Be broad and balanced. 	<ul style="list-style-type: none"> • Growth mind set • Meta cognition – Learning to learn. • Provocation and enquiry led. • Authentic audiences for end outcomes. • Pupil voice capture. • School values as the underpinning concepts which drive learning projects. • Learning projects which allow exploration of a concept through many disciplines.
<p><i>Becoming enterprising, creative contributors who think creatively to reframe and solve problems and take measured risks.</i></p> <p><i>Becoming healthy, confident individuals who face and overcome challenge.</i></p>			