



Overall Curriculum Statement

King's Academy Northern Parade

KGA Curriculum Statement

King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world. Through our academic and personal development curricula, we will nurture and develop the whole child so that each unique individual grows constantly in confidence, and develops the knowledge, skills and self-esteem to achieve their true potential. All children will access a broad, challenging and engaging curriculum, encouraging learning through well established, research-based quality first teaching, enhanced by technology.

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This document sets out the curriculum that we have selected as most appropriate for our pupils, in line with the KGA statement, that will support them to achieve our vision and aims; 'eager to learn, live to learn' and 'opportunity and success on a global stage'. There were some temporary amendments made to the curriculum, particularly in the sequencing of some subjects, to support the return to a full, broad and balanced curriculum on return to school post Covid.

Intent

It is imperative that all our pupils develop the knowledge, skills and understanding in the 'basic skills' (being literate, numerate, digitally literate and strong orators), in order to prepare them for the next stage of their education and their future lives. A significant focus on the active teaching of reading, writing, oracy and maths from the early years onwards is essential. Phonics is the basis for the early teaching of reading, but engendering a love for reading and the use of challenging texts from 4 - 11 to support the cultural capital of all our pupils is also essential. The phonics programme taught here is Essential Letters and Sounds.

The location of the academies in Portsmouth, with the diverse and rich maritime history, city and coastal location has been recognised throughout the planned curriculum and co-curriculum.

In order that our key aim of, 'opportunity and success on a global stage' is ensured, pupils learn Spanish from EYFS onwards and ensuring an international dimension within the curriculum is a key focus.

Our curriculum is designed to develop the following key qualities in our children through the use of our dragon values.

Teamwork



Resilience



Independence



Challenge



Creativity



Using the national curriculum as our minimum in each key stage, our curriculum will be broad, ambitious and relevant for the pupils. Each subject area will be planned from 4-11 to ensure that both knowledge and skills are appropriately sequenced and key learning areas are re-visited as appropriate.

On top of the core and foundation subject areas, it is essential that our pupils also acquire positive learning attitudes as well as good health and well-being (both physical and mental) and focus will be given throughout all phases on the promotion of these. They also gain a strong age appropriate knowledge and understanding of issues pertaining to sex and relationships, e-safety and careers education as well as wider PSHE issues and safeguarding education, particularly regarding issues pertinent to our context and locality.

Our curriculum has a clear focus on the acquisition of the key skills therefore, however this is balanced by ensuring that teaching and learning is conducted within challenging, exciting and meaningful contexts. In order that our pupils can embody our key value; 'Eager to Learn, Live to Learn', our curriculum allows our pupils to make connections, to try ideas out, to make mistakes and to learn from these.

Although the academies are not bound by the requirements of the Programmes of Study of the Early Years Foundation Stage Curriculum and the National Curriculum, as national assessment and testing is conducted against these, we consider it sensible to base our curriculum on them.

Consequently, we have designed a curriculum which focuses on discrete teaching and learning in English and maths and then weaves these subjects into subject specific learning in KS1 and KS2, where there are purposefully planned opportunities for pupils to apply them within other areas of the curriculum and for opportunities to write at length.

Repeated practice is valued; we want our pupils to learn more and remember more. Curriculum maps 4 - 11 have been developed which show the progression of key knowledge and skills as well as opportunities for repeated practice. The curriculum maps and schemes of learning are being further reviewed and revised during 2022/23 to ensure the curriculum in all subjects at KANP is ambitious and will enable all our pupils to make the strongest progress.

The curriculum is enhanced through a wide range of co-curricular opportunities from visits and visitors, clubs and enrichment opportunities and the opportunity to take on additional responsibilities and leadership positions.

Implementation

We must never under-estimate the capabilities of our pupils and therefore we use both the passion and subject knowledge of all our teachers to plan and lead the teaching and learning of foundation subjects. Several subject specialists teach across the primary phase, for example in Spanish, music and PE, thus exposing the pupils from 4 upwards to high quality specialist teaching.

Pupils who enter Y2 or KS2 without passing the phonics screening test continue with bespoke phonics teaching targeted at their level. Specific targeted intervention is also provided for children to rapidly fill gaps in their knowledge, especially following the periods of sustained lockdown.

Analysis of planned, regular moderation, work scrutiny and data drops throughout all phases enable accurate assessments to be made, progress to be tracked and next steps in learning to be planned for, as well as reporting to parents. Our triennial reports to parents comment on essential learning attitudes as well as progress made and key 'next step' targets.

Impact

Challenging targets based on FFT20 are set across all phases of the academies and progress towards these are regularly scrutinised and reviewed at academy, LGB and Trust level.