



King's Cross Academy

King's Cross Academy Curriculum Policy

Our vision & values

The Academy's approach to learning is distinctive, challenging and rigorous. We are determined that all our children will make exceptional progress in developing the skills, knowledge, understanding and attitudes needed for high quality learning. This policy summarises the basic entitlement, the values, aims and objectives that the Kings Cross Academy curriculum seeks to embody. We also recognise that the curriculum experienced by the children does not just include the planned curriculum, but involves the so-called 'hidden curriculum' of relationships, ethos, British values, informal learning and outside school hours learning.

Through our curriculum we aim to prepare children for the modern world by making them highly successful life-long learners.

The basic curriculum entitlement

- All pupils have access to the National Curriculum plus Religious Education, as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.
- There will be no disapplication of children with Special Educational Needs; instead, the curriculum will be adapted according to the needs of the individual child as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).
- The curriculum is organised into Foundation Stage (Nursery and Reception) which follows the Foundation Stage Framework, Key Stage One (Years 1 and 2) and Key Stage Two (Years 3 to 6.)
- The Core curriculum is supported by CLPE Book Power, White Rose, Hamilton and NCTEM programmes support the study for maths, accelerated reader supports reading and our bespoke curriculum maps, written by the Academy staff ensure progression and rigour in the core subjects Mathematics, English and Science throughout learning and across the school.
- The foundation subjects are supported by our progression and curriculum maps that provide a structured project-based approach.
- The model for high quality learning is the Kings Cross Academy Learning Toolbox.

The values behind the curriculum

We believe the learning children engage in at Kings Cross Academy should:

- Enable every child to develop in the key areas of communication, thinking, social and emotional awareness, creativity, physical development and learning about learning (known as the Academy Learning Toolbox);
- contribute to equality of opportunity for all, active citizenship, economic awareness and commitment to sustainable development;
- reflect the values of respect for ourselves, others and diversity within society;
- engender a commitment to truth, justice, honesty, trust and a sense of personal responsibility;
- enable a positive response to the opportunities and challenges of economic, social and cultural change;
- develop awareness of globalisation, new work and leisure patterns and communication technologies.

The Curriculum Intent

The three overarching aims of the curriculum at the Academy are:

1. to provide exciting and varied opportunities for all pupils to learn successfully, whatever their current levels of attainment or particular needs;
2. to promote learners spiritual, moral, social and cultural development;
3. to develop knowledge, skills, understanding and attitudes needed for a positive response to the diverse opportunities, responsibilities and experiences of life.

Objectives of the curriculum

1. Developing high quality learning

Across the whole curriculum all children experience structured and progressively more sophisticated experiences designed to develop all aspects of the Academy Learning Toolbox:

- **Communication:** speaking and listening, reading, writing and computing are employed across the curriculum as fundamental tools for expressing ideas and engaging in dialogue.
- **Thinking:** reasoning, comparing, debating, persuading and questioning are developed explicitly in a wide variety of contexts.
- **Social and Emotional Learning:** collaboration, empathy, emotional awareness and self management are explored and practised within the taught curriculum and the informal curriculum (e.g the playground and lunchtimes);
- **Creativity:** risk-taking, experimentation, trial-and-error and imaginative play are encouraged and planned for in all subjects;
- **Physical learning:** simulations, drama and movement are used to represent thinking in novel ways and engage with ideas using the senses;
- **Learning about learning:** reflection, self assessment and planning are developed purposefully.

In order to promote high quality learning throughout the planned curriculum, we:

- seek to involve learners as much as possible in planning their own learning approaches;
- combine two or three subject areas to form meaningful learning projects, supported by curriculum maps written by the staff at the Academy;
- highlight connections between ideas in different subject areas;
- value the distinct contributions of different subject areas to learning and develop specific skills and approaches that are particular to each subject area;
- aim to develop awareness of what expertise looks like in each subject area i.e. what it means to be a mathematician, historian etc.

2. Promoting inclusion

When implementing the planned curriculum we;

- value and present positive images of different language, religions, cultures and ethnic groups, particularly those within the Kings Cross community;
- seek to address the needs of all our pupils, including those with special needs and English as an additional language;
- use available resources, including those within the King's Cross area, effectively to meet the individual needs of all pupils;
- actively promote community cohesion;
- promote positive behaviour and awareness of the needs of others;
- assess the needs of individual learners to ensure appropriate planning by class teachers and additional support staff where available;

3. Building a learning community

Throughout the curriculum we seek to develop attitudes based on:

- respect for learners as individuals and mutual respect between learners;
- a sense of shared purpose and teamwork;
- awareness of the school community (our responsibility to others as well as the support we receive);
- awareness of the local community (e.g links to King's Cross);
- awareness of the international dimension to learning
- willingness to give constructive feedback and listen to the advice of others.

4. Enriching the curriculum

In order to extend learner's horizons and widen experiences we:

- plan a wide range of learning activities and projects that enrich the curriculum through the use of the King's Cross environment: music workshops from the Orchestra of the Age of Enlightenment (OAE) and the Performing Rights Society (PRS), forest school in Camley Street Nature reserve, French teaching from the Eurostar train drivers, workshops with the House of Illustration, Engineers from Hoare Lea supporting learning in Science, Reading buddies from Argent, art projects supported by student ambassadors from Central Saint Martins University, Google working as digital buddies with students.
- organise diverse clubs under the umbrella of the co-curriculum: choir, fencing, pottery, ukulele, chess, multi-sports, football, drama, running, dance, yoga, crafts etc
- draw in local expertise from other schools to provide tasters of different subjects e.g music performance from Regent High School
- participate in a variety of external activities that enrich the curriculum, including borough sports events and competitions, museum-based events such as 'Family Deaf Day' at the British Museum, curriculum related visits and residential experiences including a residential to France in Year 6.
- stage music evenings and assemblies to celebrate the skills and talents of our children.
- run a range of child-led initiatives including peer mentors, play leaders and class meeting representatives.
- introduce children to musical instruments e.g colour strings kindergarten in EYFS/KS1 in which every child learns about musicality.

Curriculum Implementation

The Academy has developed a curriculum that incorporates all the subjects, wherever possible, into learning projects. The learning projects are organised into a series of open ended questions based around the themes of people, places, change and food. They will utilise the many opportunities available in the King's Cross area to enrich the learning.

The projects enable us to offer a broad and balanced curriculum that values the learning skills and disciplines across the spectrum of subjects and enables all children to progress and succeed. They also give the learning a clear, real life purpose, which allows the children to both connect emotionally with what they are learning and internalise what they have learned.

Subjects are taught discreetly allowing teachers and pupils to focus on developing the key skills within that area of the curriculum. During a lesson children are aware if they are being 'mathematicians' 'scientists' 'artists' etc. and are aware of the area of toolbox skills they need to draw upon - **communication, thinking, physical, creative, social and emotional and learning about learning**. During this discreet lesson links to the overarching learning project question are made helping children to make connections with their learning, making it purposeful and inspirational.

Not all subjects can always be easily taught within the learning projects, for example, some aspects of Mathematics, Literacy Science and PE. There will be times when these subjects will be taught as stand alone subjects or 'mini projects' like the learning projects, and have a clear focus on the real life purpose of the learning.

Each subject has a KCA Toolkit which clearly outlines the intent, implementation and impact of each core and foundation subject and is used as a tool to support the planning and monitoring of each subject. The Toolkits are written and updated by the Academies Curriculum Leads.

The combination of the learning projects and discrete subject teaching will help us make sure that our children are developing the "essential skills" they need to be successful lifelong learners.

The impact of the Academies curriculum is monitored and measured through a variety of lenses;

- formative and summative assessments (see the Assessment for Learning and Monitoring Policies for further information);
- learning looks: exploring the learning journey of each child showcased on digital learning platforms and in their exercise books;
- KCA Toolkits: the impact of each individual subject throughout the school is shared;
- verbal and written feedback at the end of lessons;
- planning looks: evidence of planned adaptive learning and adaptations made based on children's misconceptions;
- appreciative enquiries: showcasing targeted questioning, the addressing of misconceptions, strong teacher subject knowledge, verbal and written feedback and use of the academies learning questions and success criterias.

The roles and responsibilities of measuring the impact of the Academies curriculum is shared between the Senior Leadership Team, Curriculum Team Leaders and Phase Leaders. More details can be found in the monitoring policy.

Document Management

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