

Quality first teaching:

- Staff have high expectations of themselves and all of the children
- Teachers are expected to impart knowledge accurately and with enthusiasm
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way
- Highly focused lesson design with sharp objectives
- High demands of child engagement with their learning
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- Emphasis on learning through dialogue
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children

Intervention:

- Individuals and groups who are not making sufficient progress are identified
- Provision for intervention is mapped according to need
- Detailed plans are put into place
- Learners are enabled to perform beyond age related expectations, deepening their knowledge and understanding
- Interventions are evaluated and relevant adjustments are made
- Pupil Progress Meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required

Click [here](#) for more information about SEN provision in our school.



Kea Community Primary School

To meet the aims of our 'Intent' statement, we implement our school curriculum with careful consideration of these 7 key areas.

Reading:

Reading is an important part of our curriculum and is an integral part of all of our lessons. At Kea CP School, we teach reading through:

- Read Write Inc, our chosen systematic phonics scheme that supports children in EYFS and KS1 with the fundamental skills required to read
- Discreet comprehension lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, explain a whole class text
- Reading across the curriculum helps us to maximise opportunities for pupils to read. Our humanities subject lessons maximise opportunities to read and will often focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the topics being taught in History and Geography
- Independent Reading

Click [here](#) for more information about how reading is taught at our school.

Target setting

- Individual children's progress tracked
- Strengths and weaknesses identified, supporting planning and intervention
- Data collected on a regular basis and shared with staff and children
- Children have regular opportunities to discuss their progress
- Teachers actively involve children in setting and reviewing their progress towards their targets
- Teaching, interventions and revision programmes are adjusted in the light of the progress children make
- Parents and carers are regularly updated on their child's progress

Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs
- The use of learning resources and ICT developed to allow children to work independently and successfully
- Make effective use of other spaces - 'outdoor classroom', ICT suite, hall space

Extended curriculum:

We offer a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum. We ensure access for all.

Focussed assessment:

Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps; Day to day, Periodic and Transitional assessments used effectively;

Maths

Maths is taught daily, predominantly as a stand-alone subject, but is also woven through all areas of the curriculum as and where natural links present themselves. Following the White Rose units of learning, we teach maths for mastery, meaning the objectives are effectively taught at a slower pace which results in greater progress, as children have the time to really understand 'why' as well as 'how'. They master the subject, and become able to solve maths problems without having to memorise procedures. In turn, they develop a deep and adaptable understanding of maths, rather than shallow knowledge which relies on rote learning. We complement White Rose Maths materials with a range of other resources to ensure we have a maths curriculum that suits the needs of our learners.

Science

At Kea, children are taught how to become scientists by exploring and investigating topics linked to the national curriculum. We are determined to teach meaningful and creative lessons on a weekly basis, in which our children are given the opportunity to develop their own understanding in an engaging way. Children are taught how to plan, create, observe and evaluate their own scientific investigations. It is through these investigations that children can adapt and develop their scientific skills, enabling them to have a deeper understanding about the world and how it works. Lessons are taught weekly and sometimes blocked. Where possible the science topics link to our humanities topics and we take opportunities to link science in other subjects.



Kea Community Primary School

Click on each subject title for more information on how it is taught in our school

Humanities

History and geography are very often the linchpins of the learning that takes place across our school, thanks to our cleverly designed 'four-year rolling program', that ensures coverage of the curriculum and provides a focus for whole school or key stage topic days, trips and hands-on learning experiences that really help bring these subjects to life.

Computing

Computing is taught weekly by our computing specialist in our wonderfully equipped ICT suite. As well as a class amount of desktop PCs, we also have class sets of iPads and a range of other ICT equipment with which to inspire and engage the pupils. From word processing and image editing, to algorithms and coding, the children are taught units of work that equip them for their secondary education. E-safety is taught alongside our computing programme of study as well as featuring as stand-alone units within our PSHE curriculum.

English

Teaching children to read is our absolute top priority. Please see the previous page for how we implement reading lessons within our school. Writing and grammar, punctuation and spelling lessons are taught daily. We want children to have experience writing a range of different genre and we have a whole school genre map to ensure that this range is as diverse as possible across the year groups. Much of our class writing is based on high quality texts we have read, which are used as the model example of effective structure, vocabulary and language. Wherever possible, wider curriculum links are made within the writing completed in class, often to the humanities subject that underpins our termly topics. Children's writing is routinely celebrated and our school is full of displays that showcase the wonderful writing that pupils produce. Spelling is another of our key priorities within school. Each class work through their year group's list of common exception words and we commit to the intent that all pupils will recognise these words as ones that they need to spell correctly by the end of their time at primary school. Grammar and punctuation is taught daily across the school both as stand-alone lessons and then applied in writing genres that are being studied.

Music, Art & DT

We are passionate about our creative subjects. Our music, art and D.T are taught across the school by our own specialists. For music, we follow the Charanga scheme of learning, adapting it where possible to integrate with each classes learning theme. Art and DT are taught alongside our humanities four year rolling program and the pieces of work link to the learning taking place in these subjects. Our art is also taught by an in-school specialist

R.E.

The Christianity and the Cornish topics of our R.E. curriculum are taught weekly in Key Stage One, fortnightly in Key stage two (by an in-school specialist) and through continuous provision in Early years. The teaching of other religions and non-religious world views is integrated into our 4 year rolling programme. This allows for a full half term of extended exploration of Judaism in year 1, Islam in year 2, Hinduism in year 3, Judaism in year 4, Islam in year 5 and non-religious world views in year 6. This also allows for diversity and differences to be celebrated across the school during our whole school R.E. topic.



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Modern Foreign Languages (MFL)

Our chosen MFL is French and children are taught this in key stage two on a bi-weekly basis by an in-school subject specialist. From key words to phrases the lessons cover a variety of French vocabulary and grammar rules and conversational use of the language.

Home learning

To complement our in-school learning, children are given a range of home learning opportunities. Homework is set each week and the amount and content of this is differentiated across the year groups. Read our policy on homework here.

P.E

All pupils are taught two hours of high quality physical education each week by our in-school P.E specialist. We have a well equipped sports hall and huge outside spaces, all of which are utilised across the school year for a variety of sports and outdoor adventure. Alongside a focus on physical fitness and well-being, our P.E curriculum provides pupils with the opportunity to learn and then develop specific transferable skills and give them an understanding of competitive solo and team sports. To complement our in-school P.E lessons, a rich range of sports-based after school clubs take place as well as inter school fixtures and tournaments.

PSHE

We have developed a bespoke PSHE curriculum to meet the current needs of our children. It focuses on the three core learning themes: health and wellbeing, relationships and living in the wider world. Incorporated in this, we use various resources to build opportunities linking our British Values and Spiritual, Moral, Social and Cultural development (SMSC). Units have been meticulously planned to celebrate our Cornish heritage. PSHE is taught both discreetly through whole class teaching, through assemblies, visitors and imbedded in the wider curriculum. Delivery of all subjects ensures that PSHE reaches each child, every day.