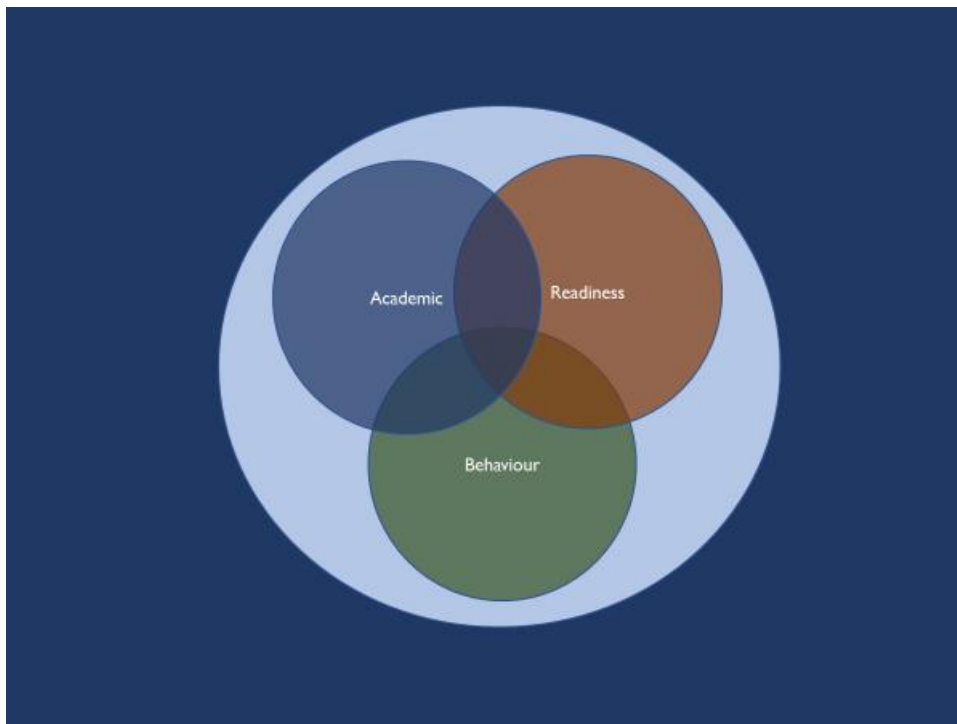


What is Kingsmead Trying to Achieve?

Our stated aim is to ensure that every student can access a university course or professional career. We aim to do this by maximising students advantages in learning, behaviour and readiness for adult life. All three of these are equally significant. The children learn what we choose to teach them and only a student who has highly effective experiences in all three can be considered a success.



That is why at Kingsmead we refer to three curricula: the academic, the behaviour and the readiness curricula. The academic curriculum is what most people think of when they think of school because it is so often broken up into subjects. Most often, over time, the other two are either implicit or put together haphazardly, but all three deserve the same level of rigour. Children must get highly effective experiences of all three and every adult must be committed to all three.

If students lack readiness, they may have the learning and the impressive behaviours, but be adrift in society. If they lack how to behave impressively, they may have the learning and plan but be judged poorly by others or achieve less in the future. If they have the plan and the behaviours - but not the academic learning - then they will fall at the first hurdle and be unable to access their next steps.

If we succeed they can then leave us with:

- The learning from subject disciplines and the academic results.
- Knows how to behave constructively and impressively and have good habits.
- A clear understanding of how society works and a plan for their place in it.

In the table below is how this has been turned into practice. The passport and personal statement parts of the Readiness Curriculum are slated to start in the 2023-2024 academic year, but the rest of the process of the Academic and Behaviour Curriculum are always being refined. If you are interested in labels, the academic approach is broadly 'traditional' and research informed, while behaviour can be broadly categorised as 'warm strict' (although not as strict as some). The Readiness Curriculum does not really have a social media label, it is just about trying to be rigorous and strategic in the experiences our children have outside of subject discipline.

| Academic | Behaviour | Readiness |
|---|--|---|
| <p>Subject Curricula that use the Ambition Institute 10 Principles of Curriculum Design:</p> <ul style="list-style-type: none"> Select the most powerful knowledge in the subject discipline. Use an understanding of cognitive science to ensure that knowledge is secured. Prioritise vocabulary, reading, writing and oracy. Are accessible Are challenging Are representative. | <p>Making the school an attractive place to be part of.</p> <ul style="list-style-type: none"> Broad and balanced curriculum Subjects both challenging and rigorous. High expectations of all children. Valuing on human relationships and the need to provide a sense of community and belonging. Recruiting staff with our values and mission. Creating purpose with students Educating the whole child Wide variety of extra-curricular activities | <p>Making sure that children are ready for each key stage through transition programs.</p> <ul style="list-style-type: none"> Y6 into Y7, including strong relationships with feeder schools and the Stepping Stones program Y8/Y9 into Y10, including timetabled preparatory lessons in Y9. Y11 into Y12, including long-term induction over Y11 and extended induction at the beginning of the year. |
| <p style="text-align: center;">↓</p> <p>Lesson resources that:</p> <ul style="list-style-type: none"> Reflect the medium-term plans. Are collaboratively planned. Work backward from a clear learning intention. Refer to the intention and purpose of activities. Break into episodes, each of which have a clear purpose and can be checked. Anticipate the need for adaptation. | <p style="text-align: center;">↓</p> <p>Being clear and consistent on non-negotiables and behaviour management principles.</p> <ul style="list-style-type: none"> Clear expectations for how adults model our behaviours of kindness, formality, purpose and responsibility. Clear expectations of how to give instructions and correct behaviour. Non-negotiables: <ul style="list-style-type: none"> Uniform Punctuality Equipment Following Instructions | <p style="text-align: center;">↓</p> <p>Passport that outlines possibilities and expectations for students to target.</p> <ul style="list-style-type: none"> Stating areas of long-term careers or academic interest and chosen careers activities. Challenging books from subject and topic reading lists. Volunteering, charitable & community activities. Locations to visit in their own time. A foreign trip to target through the school. Food they can try. Sport they can engage with. |
| <p style="text-align: center;">↓</p> <p>Lesson delivery that uses research informed practice (including an understanding of Rosenshine's Principles) to:</p> <ul style="list-style-type: none"> Review previous learning and place in the curriculum. Make key knowledge explicit. Explain, model and scaffold effectively. Question powerfully. Check all children for understanding at the end of each lesson episode and adapt. Lead to effective independent practice and demonstration of learning. | <p style="text-align: center;">↓</p> <p>Making the school day set the right tone for lessons.</p> <p>Communicating and re-enforcing the expectations and purpose of the behaviour curriculum via:</p> <ul style="list-style-type: none"> School environment Lessons Assemblies Tutorials <p>Have clear expectations and consistent routines for:</p> <ul style="list-style-type: none"> Beginning and End of the day Lesson Transition Break and Lunchtime | <p style="text-align: center;">↓</p> <p>Providing opportunities and learning through:</p> <p><i>Character Curriculum</i> (in 40min tutorial sessions and assemblies) that spirals upward, repeating and deepening content from Y7 to Y13.</p> <ul style="list-style-type: none"> Reading Citizenship Safety Health Careers Relationships Equality, Diversity and Culture <p>Also including ad hoc preventative safeguarding sessions that may change term to term and year to year.</p> |
| <p style="text-align: center;">↓</p> <p>Frequent (likely fortnightly) mastery and deepening sessions that:</p> <ul style="list-style-type: none"> Reflect the specific needs of children based on a review of their books/relevant resources. Address literacy. Challenge and reteach misconceptions. Further deepen understanding of the curriculum. Lead to the review and refinement of medium-term plans. | <p style="text-align: center;">↓</p> <p>Ensuring clear classroom routines and consistent praise via the 7 Steps.</p> <ol style="list-style-type: none"> Calm Entry routine Episode transition (stopping and starting) Exit routine Narrate the Positive 100% Insistence and Repeated Practice Public Praise, Private Censure | <p style="text-align: center;">↓</p> <p><i>Enrichment</i> that is provided both within the school day and in addition.</p> <ul style="list-style-type: none"> Clubs from 2.45pm to 3.30pm (currently over 70) Trips that extend the academic curriculum, but also some that aim to give a one off experience. Drop Down Days five times a year. Duke of Edinburgh Award <p><i>Careers Activities</i> that help students to understand future possibilities.</p> <ul style="list-style-type: none"> One to one career mentoring across the year from the tutor. Access to the Unifrog platform for research. Work Experience Activities and Careers Fairs |
| <p style="text-align: center;">↓</p> <p>Summative Assessments that:</p> <ul style="list-style-type: none"> Directly assess the cumulative learning of the curriculum. Lead to student, teacher, HOD and SLT reflection with consequent action planning, including reteaching and measurable impact. Lead to the targeted use of after-school intervention sessions for all year groups. Lead to the review and refinement of both medium and long-term plans. | <p style="text-align: center;">↓</p> <p>Sanctioning and Supporting</p> <p>Making sure that sanctions are</p> <ul style="list-style-type: none"> A deterrent, Boundaries and expectations are consistently enforced. <p>Ensuring that in response to repeated issues:</p> <ul style="list-style-type: none"> Underlying patterns are recognised. Appropriate and effective support is put in place and tracked. | <p style="text-align: center;">↓</p> <p>Reflecting and Retargeting</p> <p><i>Students</i></p> <ul style="list-style-type: none"> Reflect on their achievements in the passport each half-term. Write an annual personal statement of their non-academic achievement. <p><i>Teachers</i></p> <ul style="list-style-type: none"> Assess and intervene with those that need support and challenge. Adjust the Readiness Curriculum experience in response to aggregate data about each cohort. |