



**KIDGATE  
ACADEMY**

## Curriculum Policy

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**Lincolnshire Gateway**  
Academies Trust

## **Kidgate Academy Curriculum**

Our curriculum policy has developed over time. As a Trust, we work closely across the 6 primary academies to review, re-visit and update, constantly considering new approaches and making changes, where appropriate. Our self-evaluation documents, Development Plans and Performance Management targets are all linked together and reflect the main principles of the latest government framework to produce an outstanding quality of education for all children:

1. The Academy's curriculum intent and implementation are embedded securely and consistently across the Academy. It is evident from what teachers do that they have a firm and common understanding of the Academy's curriculum intent and what it means for their practice. Across all parts of the Academy, series of lessons contribute well to delivering the curriculum intent.
2. The work given enables pupils, over time and across the Academy, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
3. Pupils' work across the curriculum is consistently of a high quality.
4. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
5. Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
6. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
7. The impact of the EYFS curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

### **Curriculum Intent**

#### **Summary of general aims:**

- We aim for curriculum content to be remembered in the long term.
- We intend for students to make progress by remembering more and knowing more.

When planning and designing the curriculum, we have considered the following main areas:

- How will our curriculum design provide students with opportunities for knowing and remembering deep knowledge?
- How can we provide breadth of knowledge within subjects, sequencing topics to develop deep knowledge over time, across key stages from Early Years to KS2?
- Does our curriculum design provide opportunities for all pupils, including those with SEND, to access a broad, balanced and engaging curriculum?
- What knowledge and skills do our pupils need to take advantage of opportunities, responsibilities and experiences of later life, giving them the cultural capital to be successful?
- What end points should our curriculum build towards and what do our pupils need to know to be able to reach those end points?
- What are the main features of the academy's local context which we need to address to narrow gaps in our pupils' knowledge and skills?
- What else can we offer, alongside daily classroom practice, to ensure our pupils are fully prepared for secondary education; have knowledge of the wider world and aspire to fulfil their ambitions?

### **Intended depth of knowledge:**

Learning is a change to long-term memory, and everything in long-term memory is Knowledge. Types of Knowledge can be categorised in several ways. The most common categorisation involves three types:

**Procedural Knowledge:** for example, decoding using phonics. The goal of procedural Knowledge is procedural fluency.

**Semantic Knowledge** involves learning facts and how they relate to other facts. For example, five plus five is ten is a fact, but what makes it semantic Knowledge is when it is associated with the quantity of five and the meaning of the word plus. The goal of semantic Knowledge is effectively grouping facts into a schema. Schema theory states that information becomes Knowledge when grouped into meaningful and usable clusters.

**Episodic Knowledge:** episodes are the events and activities in which we learn procedural and semantic Knowledge. The goal of episodic Knowledge is to provide appropriate activities to learn procedural and semantic Knowledge.

### **Most of our learning revolves around the following:**

**Substantive Knowledge:** established facts, e.g., the earth is the planet on which we live.

**Disciplinary Knowledge:** the methods that establish the substantive facts, e.g., observation of the sun, moon and stars, satellite photographs.

### **What are our ultimate goals?**

The curriculum is organised to provide students with deep knowledge and skills to achieve cultural capital and success in life. Our curriculum aims to:

- Provide a broad and balanced education for all pupils;
- Be accessible for all pupils, considering all ability ranges, including those with SEND;
- Provide pupils with the ability to develop a deep learning of knowledge and the mechanisms for retrieving and applying knowledge.
- Inspire and challenge all learners to aspire to high achievement;
- Ensure pupils' knowledge is fully developed to support their social, moral, spiritual and cultural awareness to promote diversity and key values;
- Develop pupils who are tolerant, respectful and understanding;
- Provide equal opportunities for all pupils, with high expectations for every learner ensuring appropriate levels of challenge and support;
- Develop key skills such as teamwork; independence, resilience; responsibility; and communication;
- Ensure pupils have a wide knowledge of career opportunities in a local and wider national context;
- Provide pupils with leadership opportunities to develop strength of character and self-confidence;
- Ensure pupils' have wider opportunities to develop an interest and fascination in subjects and topics that interest them or that might interest them;
- Consider barriers to learning, linked to the local context and the circumstances faced by individual students;
- Promote an awareness of key issues such as healthy living; democracy and national and international events.

### **How does our curriculum intent reflect our whole school values?**

At Kidgate Academy, alongside the acquisition of deep knowledge, a key focus is to ensure that every child has the confidence and self-belief to know that there are no limits to what they can achieve. Our whole school values: Respect, Resilience and Kindness help our children in:

## **‘Growing Kind Hearts and Curious Minds.’**

### **RESPECT**

We believe that when children feel respected and show respect to others, they develop a stronger sense of belonging and connection to their school community. Respect helps them value themselves as learners and appreciate the contributions of their peers. When children show respect for their work, their environment, and each other, they grow as thoughtful and responsible members of the Academy.

### **RESILIENCE**

Resilience encourages children to keep trying, even when learning feels challenging. It helps them understand that mistakes and setbacks are important parts of growth. By recognising and celebrating the moments when pupils persevere, we help them develop confidence, motivation, and a determination to meet their goals. Resilience teaches them to reflect on their learning and continue moving forward with strength and purpose.

### **KINDNESS**

Kindness is at the heart of a supportive and nurturing school community. When children act with kindness, they create an environment where everyone feels safe, valued, and encouraged to learn. Kindness builds positive relationships, strengthens wellbeing, and inspires children to support one another. Through kindness, pupils become more open to new experiences, more willing to collaborate, and more confident in sharing their ideas. Our curriculum has been organised to inspire and challenge all learners to be part of an ambitious, broad and balanced curriculum. It is our aim that all children will be provided with wider opportunities to develop life-long learning skills and develop their own interests to succeed in the future.

### **Curriculum Implementation:**

#### **What subjects do we teach?**

We teach a full range of subjects to all pupils and ensure sufficient coverage is given to each area to ensure the pupils receive a broad and balanced curriculum. The subjects covered are:

- Art & Design
- Computing
- Design & Technology
- English
- French for KS2
- Geography
- History
- Mathematics
- Music
- Religious Education
- Physical Education
- PSHE
- Science

Where relevant, curriculum leaders have good knowledge of where these topics link to the EYFS curriculum.

#### **How is the timetable structured?**

Having tried various models, including teaching through a thematic approach, we found that all methods had their strengths but often some restrictions. In September 2024, we moved

to an intra-curricular approach and a timetable which allows sufficient and appropriate coverage to the wider curriculum subjects.

Each subject is timetabled for each pupil in KS1 and KS2. For example, pupils will have a Science lesson; History lesson; Music lesson etc.

This design has been chosen to ensure pupils can access and be successful in areas where they might have a particular talent or where they can achieve more successfully than in traditional subjects. For example, where a child may struggle with reading, they may be a very talented musician or have a passion for History. In addition, this timetable structure enables all pupils to be fully prepared for transition to secondary education.

### **Do we follow any particular schemes?**

We use a wide range of high-quality resources across subjects to ensure our curriculum is rich, engaging, and accessible for all learners. For example, in Mathematics we adapt the White Rose programme to meet the needs of our pupils and deepen their understanding. We use Read Write Inc. (RWI) to deliver systematic and effective Phonics teaching, ensuring every child builds strong early reading skills. Our Music curriculum is supported by Kapow, enabling teachers to deliver dynamic, creative, and progressive lessons. For Modern Foreign Languages, we use Language Angels to provide structured and enjoyable French learning experiences that help pupils develop confidence in speaking, listening, reading, and writing. For PE we use some aspects of the PE Hub to support a wide range of physical skills and sports knowledge.

### **How do we teach and assess knowledge, providing students with the ability to know and remember deep knowledge?**

Our long-term and medium-term plans and whole academy mapping are designed to provide breadth of knowledge and focus on key topics, each with key knowledge categories.

- For example, in History, we look at topics such as the Victorians, the Stone Age and World War II.
- Alongside this, within subject areas, we have schemas, which provide knowledge categories, which are common threads throughout a subject. For example, in Geography, the schema consists of location; physical features; human features; diversity; physical processes; human processes and techniques.
- These in turn, helps to provide intra-curricular themes and helps to sequence knowledge across the academy.

Our approach to teaching and assessing knowledge is designed to ensure that all pupils are able to know, remember, and apply the key information they need to be successful. Our curriculum is carefully sequenced so that knowledge builds in small, logical steps over time. Each unit identifies clear end points alongside the essential component knowledge pupils must secure. Because we are a two-form entry school, teachers in both classes plan together to guarantee consistency in what is taught and the order in which it is learned.

Teaching is rooted in explicit instruction. Teachers use clear explanations, modelling, and worked examples to introduce new content, ensuring pupils are not overloaded and that teaching focuses on the most important knowledge. Lessons make deliberate links to prior learning, helping pupils to strengthen their understanding and retrieve what they already know.

Retrieval practice is a core part of our approach. Pupils regularly revisit content through low-stakes quizzes, flashbacks, and structured questioning. These routines occur daily and weekly, helping to secure knowledge in long-term memory. Retrieval is spaced over time so that pupils revisit concepts from previous weeks, terms, and topics, strengthening retention and reducing forgetting.

## **Do we use knowledge organisers?**

Teachers use detailed knowledge organisers for some of our wider curriculum subjects which link directly to the assessment tasks for each topic. An amended 'pupil-friendly' version is provided for the pupils as a basis for topics but not as a full-proof guide.

Included is key vocabulary which focuses on everyday words; academic and elaborative words and subject-specific words. Key vocabulary is also built in the newly designed planning documents.

Knowledge organisers support pupils by clearly outlining the essential vocabulary, facts, and concepts for each unit. These are used for self-quizzing, homework, and in-class recall activities. They also help ensure consistent expectations between both forms.

## **How do we ensure knowledge is secure?**

Assessment of knowledge is ongoing and purposeful. Teachers use questioning, mini-whiteboards, and exit tasks to check understanding during lessons and adapt teaching accordingly. At the end of each unit, pupils may complete short summative assessments that focus on answering the driving questions, which is embedded in the lessons and key knowledge. This also includes cumulative questions from earlier learning to ensure long-term recall is secure.

Our curriculum goes beyond simple recall. Pupils are encouraged to develop deeper understanding by making connections, using subject-specific vocabulary accurately, explaining their thinking, and applying knowledge in new contexts. This focus on depth ensures that knowledge is meaningful and usable.

Consistency remains vital across our two-form entry structure. Moderation of outcomes and regular professional dialogue ensure that expectations remain aligned, and standards are maintained. Staff are supported through ongoing professional development linked to cognitive science, explicit teaching, assessment, and subject knowledge, ensuring we continue to refine and strengthen our practice.

## **Planning Documents:**

In September 2024, we began developing and introducing new planning documents across many subjects. These have significantly strengthened the sequencing of knowledge both within individual topics and across the wider curriculum. The documents clearly outline the substantive and disciplinary knowledge to be taught, the vocabulary to be secured, and the prior learning that each lesson must connect to. They also support teachers in identifying the component knowledge that builds towards end points, ensuring that lessons follow a logical, coherent progression.

As these documents are used across both forms, they help maintain shared expectations and guarantee that all pupils receive the same high-quality curriculum experience. Over time, these planning documents are being refined further as subject leaders review pupil outcomes, monitor teaching, and evaluate curriculum impact.

While teachers follow the agreed planning documents to ensure a consistent and well-sequenced curriculum, they also adapt lessons responsively to meet the needs of their pupils. Adaptation focuses on how knowledge is taught rather than what is taught. The core knowledge identified in the medium-term plans remains non-negotiable for all pupils; however, teachers adjust explanations, scaffolds, examples, and tasks to ensure every child can access and retain this knowledge. These adaptations may include breaking content into smaller steps, providing additional modelling, using targeted questioning, or offering structured support for specific groups.

Teachers use ongoing assessment, such as questioning, mini-whiteboards, and retrieval checks, to identify misconceptions and tailor their teaching within the lesson. This approach

allows for flexibility and professional judgement, while safeguarding the integrity and consistency of the curriculum across both forms.

### **What roles do curriculum leaders play in supporting staff and ensuring individual curriculum intents are achieved?**

Each curriculum leader is responsible for the intent, implementation and impact of their subject areas. Each individual has produced our, 'Subject on a Page' documents which is a summary of the plan for each subject.

Leaders are given opportunities to train staff through weekly staff meetings and senior leaders provide opportunities for curriculum leaders to receive and attend CPD.

Curriculum leaders will monitor the teaching of their subject through means such as learning walks; lesson observations; book looks; discussions with pupils and data analysis. This includes linking to the EYFS curriculum.

Senior leaders will work with less experienced leaders to support their development and knowledge and understanding.

### **How do we ensure the curriculum meets the needs of all pupils?**

Our curriculum is designed to be accessible and ambitious for all pupils. Each topic can be adapted to meet individual needs, with planned opportunities for assessment at different levels of challenge. This enables teachers to check understanding effectively and tailor tasks so that all pupils, including those with SEND, can access key knowledge and achieve success at an appropriate pace. Ensuring that pupils experience a broad curriculum is central to our approach; this breadth provides opportunities for all children to express themselves, discover strengths, and excel in areas such as art, science, history or PE.

Teachers use a wide range of strategies and resources to support access to the curriculum. These include interactive displays, working walls, scaffolding techniques, and adapted materials, all of which help pupils to recall prior learning and engage successfully with new content. Where additional support is required, targeted interventions are in place to help pupils overcome barriers and make sustained progress.

In October 2025, we introduced a new monitoring system, SISRA, which significantly enhances our ability to analyse pupil progress and identify learning gaps. This system strengthens our monitoring, informs planning and interventions, and supports staff in understanding training needs. Through this combination of high-quality planning, adaptive teaching, and robust monitoring, we ensure that the curriculum meets the needs of every pupil.

### **What role does enrichment play to deliver key aspects of our curriculum intent?**

Enrichment is a key part of the implementation of our overall curriculum.

We offer a wide range of after school clubs which are available to all pupils at no additional financial charge. Recent examples include musical theatre; sports; arts and craft.

External visitors help to inspire and develop cultural capital. For example, we have held workshops hosted by an Olympic athlete; an author and musicians.

Opportunities for parental engagement are key. For example, we have organised phonics and reading workshops, and we have organised for grandparents/special friends to attend the school on Valentine's Day.

Outdoor learning is also a key focus, supported by our field; wildlife areas; outdoor classroom and OPAL. It is also our long-term plan to achieve OPAL Platinum status. Assemblies also play a key role in the implementation of our curriculum. Alongside special mentions assembly, celebrating success, we also hold weekly singing assemblies and a

weekly assembly which focuses on a local or national event, using resources supplied by Picture News.

We also build time into our curriculum for whole class story time to help promote a love of reading.

### **How do we ensure SMSC is a key focus for our pupils?**

SMSC flows through enrichment; leadership schemes; links with the local community etc. Children are encouraged to be leaders and learn key British values such as democracy and the rule of law; children are taught to respect and appreciate different religions, cultures and British Values within their learning.

Leadership opportunities include School Council, playground monitors, librarians and lunch monitors.

### **What steps do we take to support our pupils with an understanding of career opportunities, helping them to aspire to achieve whatever they want to achieve?**

Linked to the above, we strive to make links with our local community, including businesses and employers.

We ensure that all pupils develop an early understanding of career opportunities and the world beyond school by embedding aspiration and ambition throughout our curriculum. Across subjects, teachers make explicit links to real-life contexts, careers, and role models, showing pupils how the knowledge and skills they learn can lead to future pathways.

Visitors, workshops, themed weeks and educational experiences provide pupils with exposure to a broad range of professions, including those they may not encounter in their immediate environment. We actively promote diversity in career role models so that every child can see themselves represented and understand that their background does not limit their ambitions.

Pupils are encouraged to set goals, reflect on their strengths and recognise how effort, resilience and curiosity contribute to success. Through high expectations, rich curriculum experiences, and a culture that celebrates talents in all areas, we help pupils develop the confidence and aspiration to achieve whatever they choose for their future.

### **How do we celebrate our pupils' successes, helping to develop confidence and build self-esteem?**

We use a variety of methods to celebrate and reward success. These include weekly STAR of the week assemblies, attended by parents; daily social media posts; regular news items on our website; use of our apple Reward system, amongst many daily systems employed by staff.

### **Curriculum Impact**

- Outcomes, for all pupils, will improve at the end of each key stage, including EYFS, and every student will make progress across the curriculum;
- Pupils will have developed a deep understanding of different types of knowledge to support everything outlined in our curriculum intent;
- Every subject and topic area will have a clearly defined end goal and assessment opportunities throughout the unit will indicate the development of substantive and disciplinary knowledge;
- The wider enrichment and extra-curricular programme will have supported the development of every individual, giving them the cultural capital to be successful in the next stage of their education, whilst looking beyond to later career development;
- Links with local industries and businesses will have supported students in giving them knowledge of opportunities, both local and national;



- Barriers to learning will have been considered and addressed, particularly in relation to combating any issues raised by the local context of the academy, and particularly in relation to any students with additional needs and/or for whom the academy receives additional funding;
- Aspirations have clearly been raised so every pupil leaves Kidgate Academy knowing that they can be successful in whatever they want to achieve in life;
- Students are tolerant, caring, understanding and active local, national and global citizens.

**General Note:**

The Executive Principal, Principal, senior leadership team and all staff will continuously strive to review and further develop our curriculum. Our curriculum intent has been developed together and will be reviewed together. In addition, views will continue to be invited and considered from pupils and parents to ensure we constantly strive to offer the absolute best for our pupils.