



# Curriculum Policy

*To motivate, educate, nurture*

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| Reviewed: October 21 |  | Next review: October 24 |
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## **Related documents**

- Maths Policy
- English Policy
- Teaching & Learning Policy
- Subject Leader Policy
- Three I's for each individual subjects
- Assessment Policy
- Home Learning Policy

## 1.1 Intent

At Stanton St Quintin Primary School we celebrate pupils' uniqueness and strive to 'motivate, educate and nurture' to help them to become the very best they can be. Our curriculum is a significant component of our mission statement.

Our vision is to create a learning culture that ignites young minds and gives them limitless opportunities in the twenty-first century. Today's children live in a digital age; our curriculum responds and adapts to the continuous changes in our technology-enhanced environment and society. The Stanton curriculum is not just the traditional curricular subjects; it is everything that happens from when the children step through the door until they leave. In fact, it stretches even further than this, through home learning and extra-curricular activities.

To achieve this, our curriculum is based around a set of values, decided on by the school community: friendship, respect, forgiveness, perseverance, service, truthfulness which are all underpinned by family. We believe that with these values in place, a child will be able to take the skills and knowledge they learn and use them effectively as they grow older.

Our curriculum design draws on: The National Curriculum for England; consultation with stakeholders; various schemes of work; and elements of educational research. To achieve the aims within our mission statement, we have carefully considered the design of our curriculum, to meet the needs of the children at Stanton.

Our curriculum is designed to:

- Ensure we give our pupils appropriate and ambitious curriculum opportunities which provide opportunities for all pupils to develop their pathways irrespective of their social, cultural, economic backgrounds
- Help pupils to relate each topic to previously studied topics and to form strong, meaningful links.
- Give our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values so that all children have an embedded set of values on which they base their decisions and actions in life
- Ensure that all children have an understanding of how to keep themselves safe, happy and healthy, both physically and mentally.
- Study the best of what has been thought and said by many generations of academics and scholars.

## 1.2 Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time. Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content

### **1.3 Impact**

At Stanton, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

Stanton uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened.

The impact of the curriculum is reviewed half termly and progress is measured against End of year outcomes for individual pupils and for the year group. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data.
- Attendance rates.
- Behaviour.
- Extra Curriculum registers.
- Pupil questionnaires.
- Pupil Voice.
- Parent questionnaires.
- Lesson observations.
- Curriculum Reviews.

### **2. Core Principles**

The design of our curriculum has been carefully considered with the following core principles in mind:

- Learning is a change to long-term memory
- Our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.
- Each subject/topic is planned out with the subject intent, curricular intent and school mission statement in mind.
- Each subject has a skills and knowledge progression that constantly builds on prior learning and meets the requirements of the National Curriculum as well as the needs of our children.
- We have three classes, EYFS/KS1 and KS2. This means that the make-up of each class can be quite different from year to year - depending on how many children in each year group. Therefore each subject/topic is designed to meet the needs and spark the interest

of all the children within a particular group. So, whilst our curriculum will always cover the breadth of the National Curriculum, the topics themselves change to acknowledge the needs and interest of class.

- Where possible, we make the use of our unique setting and all the things it offers.
- Where possible, we use experiences, such trips, visitors to bring learning to life.

### 3. Our Values

Our set of values underpin everything we do at Stanton School. They were decided upon by our school community as the 6 most important values that the children will need to be successful and happy in their lives. In brackets you can see examples (although not exhaustive) of how we link these to British Values:

- Respect (democracy, rule of law)
- Truthfulness (mutual respect)
- Friendship (mutual respect)
- Forgiveness (mutual respect)
- Perseverance (individual liberty)
- Service (mutual respect)

### 4. Skill and Knowledge Progressions

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema.

The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

For each of the concepts three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts.

Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts.

Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage.

### 5. Organisation

The following table is a guide to how we allocate time to teaching each subject in KS1 and KS2.

| Subject              | Frequency | Allocation     |
|----------------------|-----------|----------------|
| Mathematics          | Every day | 1 hour minimum |
| English              | Every day | 1 hour minimum |
| Phonics (EYFS & KS1) | Every day | 20 mins        |

|                     |                   |   |
|---------------------|-------------------|---|
| Spelling (KS2)      | Once a week       | 20 mins                                     |
| Reading             | Once a day        | 20 mins                                     |
| Handwriting         | Once a week       | 20 mins                                     |
| Science             | Weekly            | 1 hour minimum                              |
| PE                  | Weekly            | 2 hours                                     |
| PSHE/RSE            | Weekly            | 1 hour minimum (could include circle times) |
| Geography & History | Alternating terms | 1 hour minimum                              |
| RE                  | Weekly            | 1 hour                                      |
| Art & Design and DT | Alternating terms | DT often taught in 'blocks'                 |
| Music and French    | Alternating terms | Could be taught in blocks                   |

## 6. Assessment

Our assessment, maths and english policies provide more detailed information about how we assess the progress and attainment of the children across the curriculum.

In basic terms, we use a mix of summative and formative assessments throughout the school year. In addition to ongoing informal assessment (i.e. marking, feedback, questioning etc.) We carry out timetabled assessment points where the children show what they have learned through planned activities or tests.

## 7. Individual Subjects

Each subject plays an important part in developing our children in the manner described above in relation to both academic skills and knowledge and their own set of values. We have created documents for each subject with their intent, implementation and impact.

Information about Maths and English (and related areas such as reading/phonics) can be found in the relevant policies.

## 8. SEND and AGAT

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. We always provide additional resources and support for children with special needs as defined in his/her Individual Support Plan. The progress of all pupils is continuously monitored and each child has targets for development at an appropriate individual level. Staff ensure that the curriculum is accessible to pupils of all abilities.

## 9. The Role of the Subject Leader

The role of the subject leader is to: provide a strategic lead and direction for the subject; support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area; provide efficient resource management for the subject. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

## **10.Arrangements for Governance, Management and Evaluation of the Curriculum**

It is important that our curricular reviews are high quality, effective and focused. The Executive Head/Head of School will review the curriculum overviews each term and the subject leaders review their subjects throughout the year.

There are a few strategies that we use to review our curriculum provision. Lesson observations are used to evaluate the effectiveness of teaching and learning. We also carry out Book Looks as a team to evaluate the effectiveness of the curriculum. Curriculum leaders will also interview children about each subject as part of their reviews and look at their work in each area.