



**Stogursey C of E
Primary School &
Pre-school**



CURRICULUM POLICY

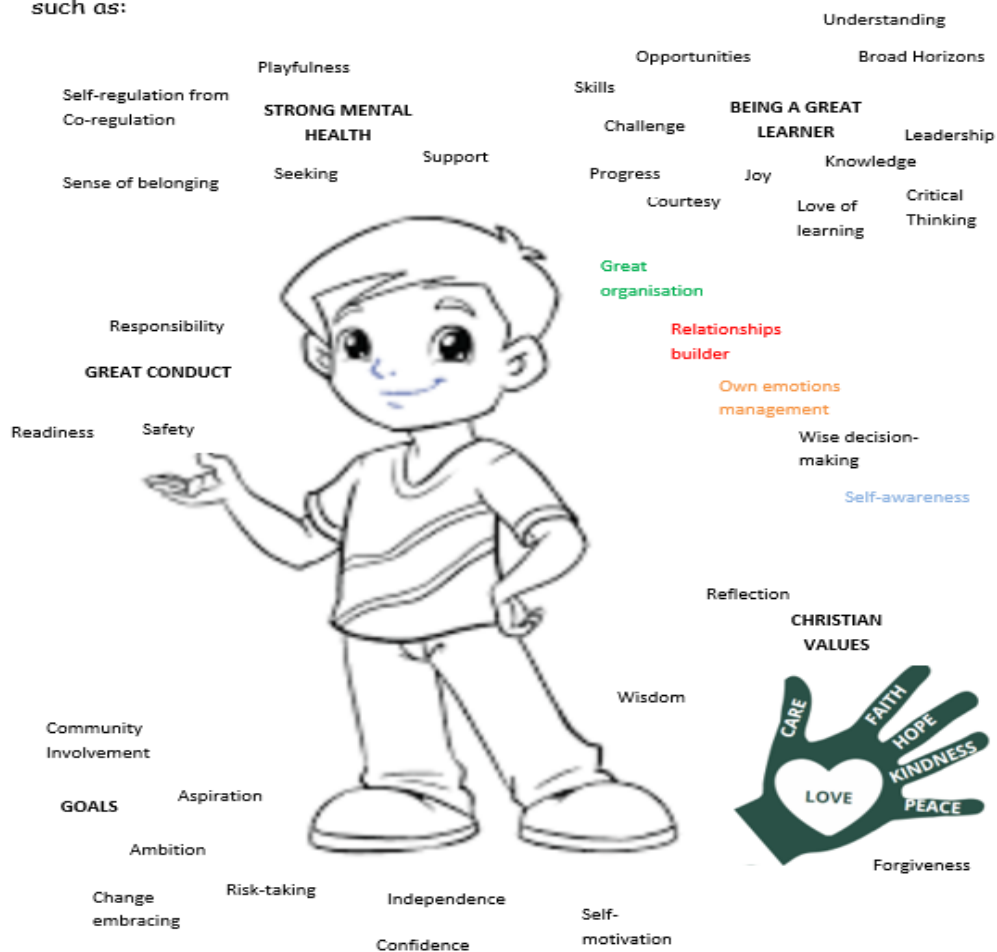
Approved by: G Tucker

Date: 1.9.2021

Last reviewed on: 1.9.2021

Next review due by: 31.8.2022

I was taught at Stogursey C of E Primary School. Therefore, I have attributes such as:



Our mission statement is:

"We work collaboratively to **grow** children and adults alike in wisdom, confidence and enjoyment of life and learning. We focus on the continual expansion of knowledge and skills alongside personal growth to broaden horizons striving to connect positively with all in our community."

Our values are:

Care; we look after each other, ourselves and the environment
Faith; we gain more faith in ourselves, each other and develop an inclusive Christian ethos of the school, irrespective of whether religious or not
Hope; we develop a culture of positivity and have personal aspirations
Kindness; we aim to be a mentally-healthy school, with personal development at the heart of what we do, wrapped up in a kind approach. We aim to be kind to ourselves, each other and to our beautiful site.
Peace; we aim to have regular moments of peace to allow all to flourish
Love; we nurture the close-knit community we have with strong relationships being crucial in our success.

Our strapline:

'Grow in the Grace and Knowledge' 2 Peter 3:18

Main Idea: Our children grow in knowledge through our 'small steps' Curriculum

Curriculum Intent

Why is the curriculum important at Stogursey?

We recognise that our curriculum is a powerful tool in delivering this vision. It is neither a traditional nor a progressive model of curricula. It transcends this debate and recognises that both approaches to education have their merits. We also recognise that the acquisition of knowledge leads to higher outcomes particularly for disadvantaged pupils. This, in turn, leads to greater social mobility. We believe that children will have improved health and wellbeing if they are successful. Successful children know more. Knowledge leads to learning and not the other way round. We nurture and grow individuals in our school to success.

This policy is based mainly on the work of Tom Sherrington (The Learning Rainforest), Debra Kidd (A Curriculum of Hope) and James Nottingham (Pit Learning). It is rooted in research, particularly around cognitive research and the expectation that learning content is to be remembered. It also meets the curriculum principles of our academy trust, the Quantock Education Trust.

In this policy, we refer to Sherrington's 'Hinterland'- the connected knowledge to the core knowledge to be gained. We want children to become autonomous to research and feel the desire to learn in greater depth. Although our topics are co-planned with our children to enable them to take responsibility for their learning, our teachers and support staff sequence the learning carefully so that it builds in small steps. Research shows small steps mastery works well so that all children achieve. Our Pupil Premium Strategy, interventions and COVID catch up programme removes obstacles that may bar children from progressing. Our teaching and learning development programme is the main driver of success as we believe that quality first teaching with a well-sequenced curriculum will deliver our vision.

What are the principles that underpin strong curriculum design at Stogursey?

- We **deliver** a strong and carefully **S**equenced curriculum, so that children's learning progresses in a way that builds knowledge intentionally and cumulatively – with children being secure in their learning and able to achieve age-related milestones. Vocabulary, oracy, reading and character are developed alongside knowledge as vital components of our curriculum.
- We **deliver** a curriculum that **M**otivates children so they are compelled to make the discretionary effort required to achieve their potential **because they see value and joy in learning**. Children will learn that they have a voice, which sends the message that their ideas and thinking are relevant to the learning that takes place so they develop agency over their learning.
- We **deliver** an **A**mbitious curriculum, so that children are challenged and empowered to think deeply and critically, as well as being exposed to big ideas, research, enriching experiences, and powerful texts. They are expected to grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- We **deliver** a curriculum that is **R**esponsive, so that it meets the needs of children in our local community; is reviewed regularly; and supports children of all need and abilities to access all areas of the curriculum in order to excel.
- We **deliver** a curriculum that is **T**ransformative, so that life choices are broadened as a result with children having the opportunity to pursue further study or hobbies to pursue whichever talents, passions and interests have been cultivated. Children can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

How is the curriculum implemented?

Our curriculum matches and exceeds the academic rigor of the National Curriculum (2014) for England and the Early Years Statutory Framework (2021). We believe the subject disciplines are the most effective way of delivering the knowledge and content of the National Curriculum. The EYSF is delivered through the 3 prime areas and 7 specific areas with an appropriate ratio of adult-led activities and child-led activities. The objectives are treated as outcomes to be achieved over time and not a slavish list of activities.

It is sequenced vertically, horizontally and diagonally. This ensures depth of learning and so that knowledge over time builds. Vertically (within a subject unit of work, phase-by-phase and by year group), horizontally (subjects linking together to give context to the learning and for relevance) and diagonally (subjects linking across each other and year groups and phases). Examples of this are below:

Sequence Type	Example	Starting point	Where it goes	Why?
Vertical	Maths	Mixed numbers and improper Fractions in Year 4	Ordering fractions in Year 5	Children need a sense of what this is before they can order the fractions explored in Year 5
Horizontal	English and Science	Reading good examples of formality in discussion texts (Year 5/6)	Writing a discussion in Science about the dilemma of giving blood displaying Scientific knowledge and progress in English.	Learning journeys need to make sense and be sequenced in the right order.
Diagonally	Geography (Lower Key Stage 2) History (Upper Key Stage 2) History (Key Stage 3)	Italy topic- learning about its importance in Europe and features.	Romans (UKS2) The Church and State (KS3)	Children systematically gain knowledge so that it builds over time and so that they can move to higher order thinking, progressing quickly.

Vehicles of Delivery in our School

The content of our subjects are sequenced in these three ways but by being innovative, we are able to deliver this in small steps through three different vehicles:

- **Discrete subjects**- Subjects are taught in their own right and allocated regular time within the class timetables with occasional links made to other subjects where it works. The subjects classed as discrete are: English, Mathematics, Science, Computing, Modern Foreign Language, Physical Education, Relationships and Mental Health Education, Religious Education and Music.
- **Topic**- Teachers creatively plan linked studies across subjects and an exciting project is co-planned with the children. Subjects classed as topic are: History, Geography, Science, Art and Design and Design and Technology. Each topic has either a History focus, Geography/ Science focus or Arts focus.

- **Stogursey Adventurers-** This exciting new subject brings in elements of Geography, Science, DT, PE, Arts and RSHE to expand our children's experiences, develop character. Research shows that increasing learning time outdoors improves mental health and so this is important to us.

Sequencing Learning

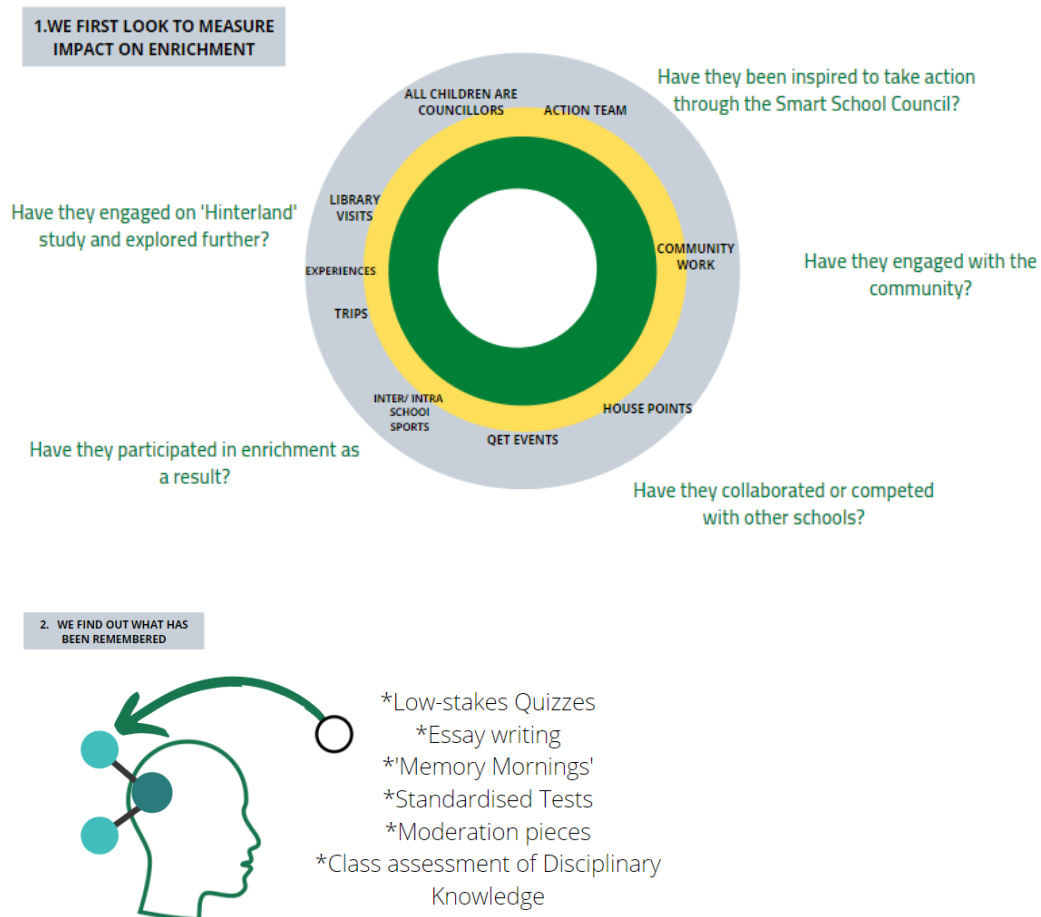
The process teachers take to plan this is through loop planning. This can be found on loop planning walls in classrooms or s-plans in teacher books. Teachers take this process with planning the knowledge to be delivered and remembered:

1. **Know what is to be achieved by National Curriculum/ EYSF objectives-** our schemes of learning outline the content
2. **Decide the substantive knowledge-** Teachers collaborate across the trust with other generalists or specialists to decide key ideas for children to remember
3. **Plan the disciplinary knowledge to be learned-** using their own assessments in each subject's progression, Arbor data or low-stakes pre-unit quizzes, teachers decide what is to be worked on
4. **Plan a 'Sparkling Start' and a 'Fabulous Finish'-** this is mainly for topics but can come into other subjects if necessary. Teachers also add in trips, experiences and the use of the wider community.
5. **Sequence learning in small steps (loops)-** this is organic and responsive to children's needs.

Each subject has its own appendix in this policy to show the intent, implementation and impact to outline subject-specific expectations.

How do we measure the impact of the curriculum?

There are many ways to measure the impact of our curriculum but the main way is as in our school motto 'Grow in the Grace and Knowledge'. If children have done this, then we know it has made an impact. We mainly measure outcomes against national standards and at the end of Key Stage Summative Assessment points. Below are some of the ways we measure the success of our curriculum.



Key reflection questions Middle Leaders and Senior Leaders use to measure impact of curriculum in their monitoring of each term's work:

- Was this well-**S**equenced?
- Was this **M**otivating for children?
- Was this **A**mbitious?
- Was this **R**esponsive?
- Was this **T**ransformative?

ASSESSMENT SCHEDULE ACROSS A YEAR

When?	What happens?	For what purpose?
Start of Year	<ul style="list-style-type: none"> • Diagnostic low stakes quizzes • Reading ages 	To see what has been forgotten over the summer holidays and inform planning.
End of terms	<ul style="list-style-type: none"> • Reading Benchmarking • Teacher discretion over informal testing as needed • Writing assessments from at least 2 pieces 	Data drops
Halfway through Year	<ul style="list-style-type: none"> • Years 2-5 NFER standardised tests in Reading, GPS and Maths 	Gain a halfway stage judgement of attainment.
End of Year	<ul style="list-style-type: none"> • Years 2-5 NFER standardised tests in Reading, GPS and Maths • Y2 and 6 SATs • Y1 Phonics Screening • Y4 Multiplication Tables Check • All 6 pieces to have been internally and externally moderated for writing • EYFS checkpoints 	Gain an end of year judgement of attainment both for teacher assessments and statutory reasons.
Throughout	<ul style="list-style-type: none"> • Year 2/6 SATs past papers to practise • Year 1 phonics assessments as needed • Year 4 mini-MTCs • End of Unit White Rose Tests 'Memory Mornings' • Low stakes quizzes every fortnight for practice retrieval • EYFS framework recording of evidence • Cross-curricular opportunities to apply knowledge and skills in other subjects 	Building long-term memory.

SCHOOL SUBJECT LEADERS 2021/22

Communication, Language and Literacy

Miss Day/ Miss Turner (co-Leaders)

Mathematics

Mr Tucker

Understanding of the World

Miss Dunwood/ Mr Tucker (co-Leaders)

Relationships, social and health education

Miss May

Expressive Arts

Miss Day

Physical Development

Miss May

MFL Lead: Mr Tucker

Church Distinctiveness and RE Lead: Mr Tucker

