



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



CURRICULUM POLICY

Approved by:

G Tucker

Date:

1.11.20

Last reviewed on:

1.11.20

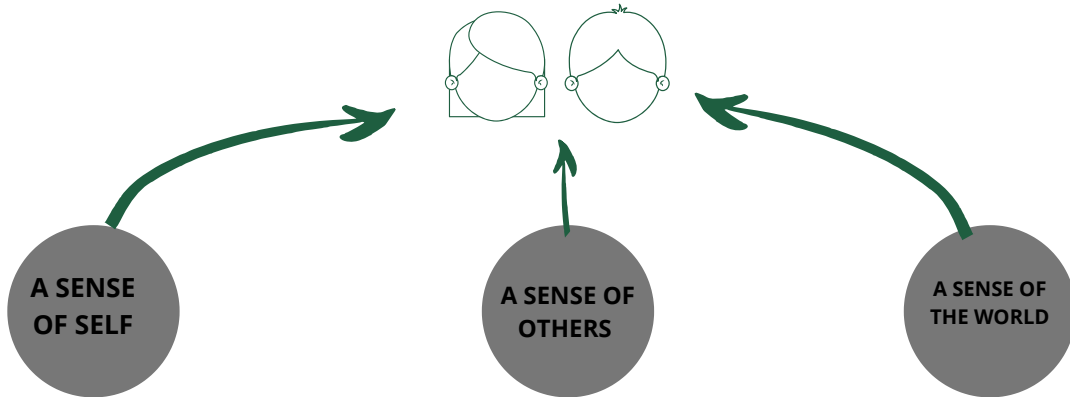
Next review due by:

1.11.22

CURRICULUM POLICY

What?

What do we want to grow in our Learners?



By growing:

- A positive self-image
- Stronger mental health and wellbeing
- A sense of agency: a 'can do' outlook
- Good metacognition and self-regulation skills
- A relentless drive to improve

By

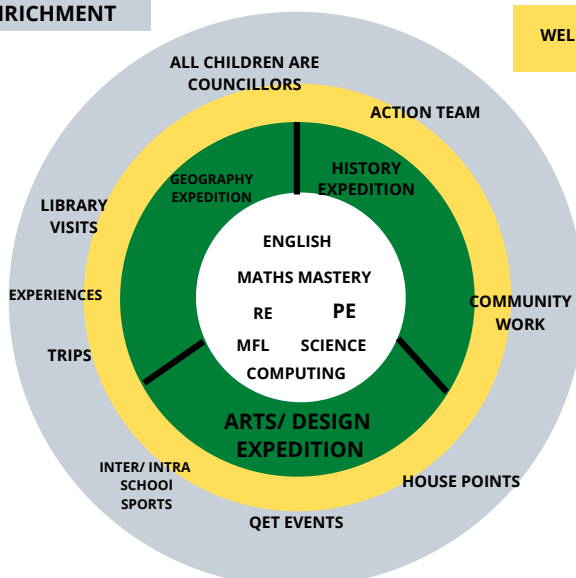
- Working collaboratively and democratically to make decisions through the Smart School Council
- Participating in competitions
- Representing the school
- Collecting achievement badges
- Making a positive contribution to our community
- Collaborating with other schools in the Trust to achieve QET's character dispositions.

By

- Engaging in thought-provoking learning expeditions
- Participating in the 'Global Goals' initiative
- Expanding outlooks and broaden experiences
- Establishing own network of contacts in areas of interest

ENRICHMENT

WELLBEING & WORSHIP



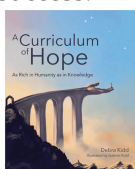
Our chosen approach to Curriculum is a knowledge-rich one that is sequenced with an intention to build on concepts learned in previous years. As we are a small school, our learning is organised into three phases and on a rolling programme. This enables us to build an age-appropriate curriculum with concepts that are revisited throughout. Children also work towards ambitious, rigorous goals to develop character through our GROWS framework (self) and QET character dispositions (others) as well as the UN Global Goals (the World).

DISCRETE TEACHING

'LEARNING EXPEDITIONS'

Why?

It is our school vision for children to 'Grow in the Grace and Knowledge' (2 Peter 3:18). We recognise that our curriculum is a powerful tool in delivering this vision. It is neither a traditional or 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 particularly leads to higher outcomes for disadvantaged pupils. This, in turn, leads to social mobility, which is one of our aims. We believe that children will have better 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.

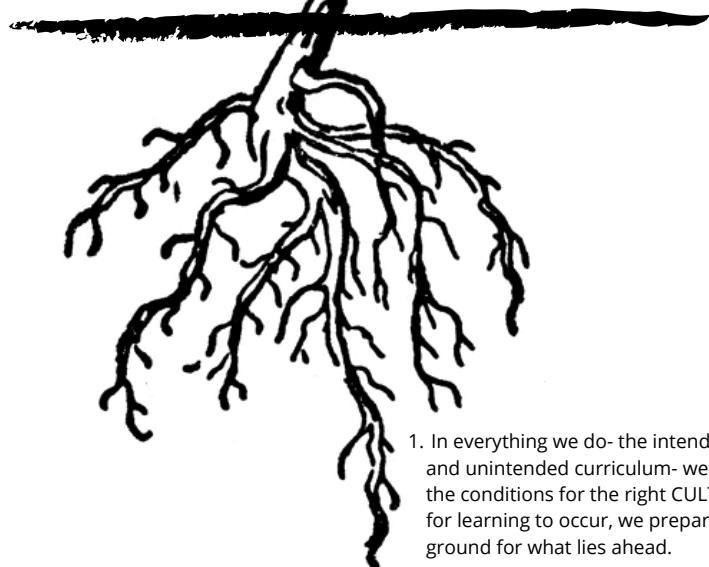
In this policy, we refer to Sherrington's 'Hinterland'- the connected knowledge to the core that we want children to be autonomous to research and feel the desire to pursue. Our Pupil Premium Strategy removes obstacles that may bar children from discovering the joy of learning. Our Support Staff are leaders of the Hinterland and work to ensure that children feel the life-changing power of knowledge.

This policy sets out the expectations for our Curriculum.

3. Children are able to expand the learning in a new and exciting direction. We call this the HINTERLAND. By broadening and deepening the learning, they develop character and flourish.



2. As interest is piqued and green shoots of learning take place, we nurture the children as Scientists, Historians, Artists and so on by exposing them to best that has been thought and said. They learn KNOWLEDGE.



1. In everything we do- the intended and unintended curriculum- we set the conditions for the right CULTURE for learning to occur, we prepare the ground for what lies ahead.

How?

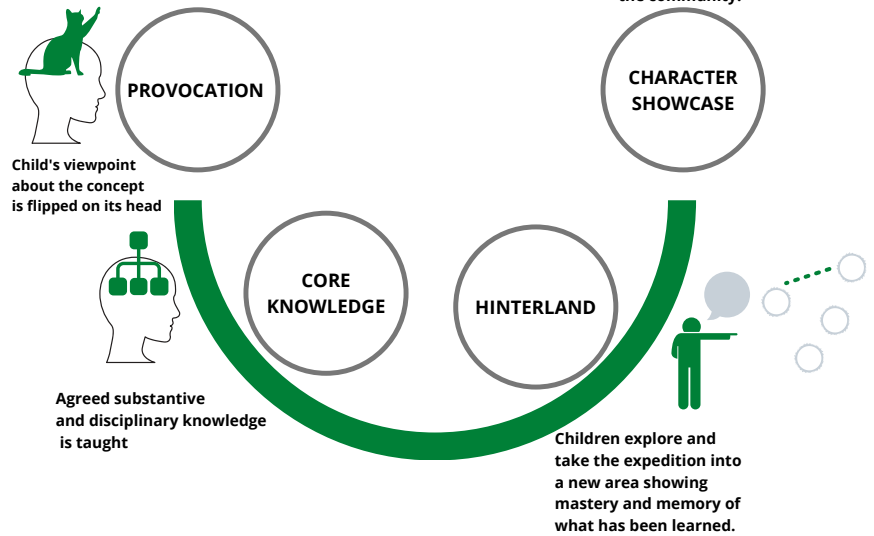
A opportunity to grow in everything

Take the metaphor of a plant.

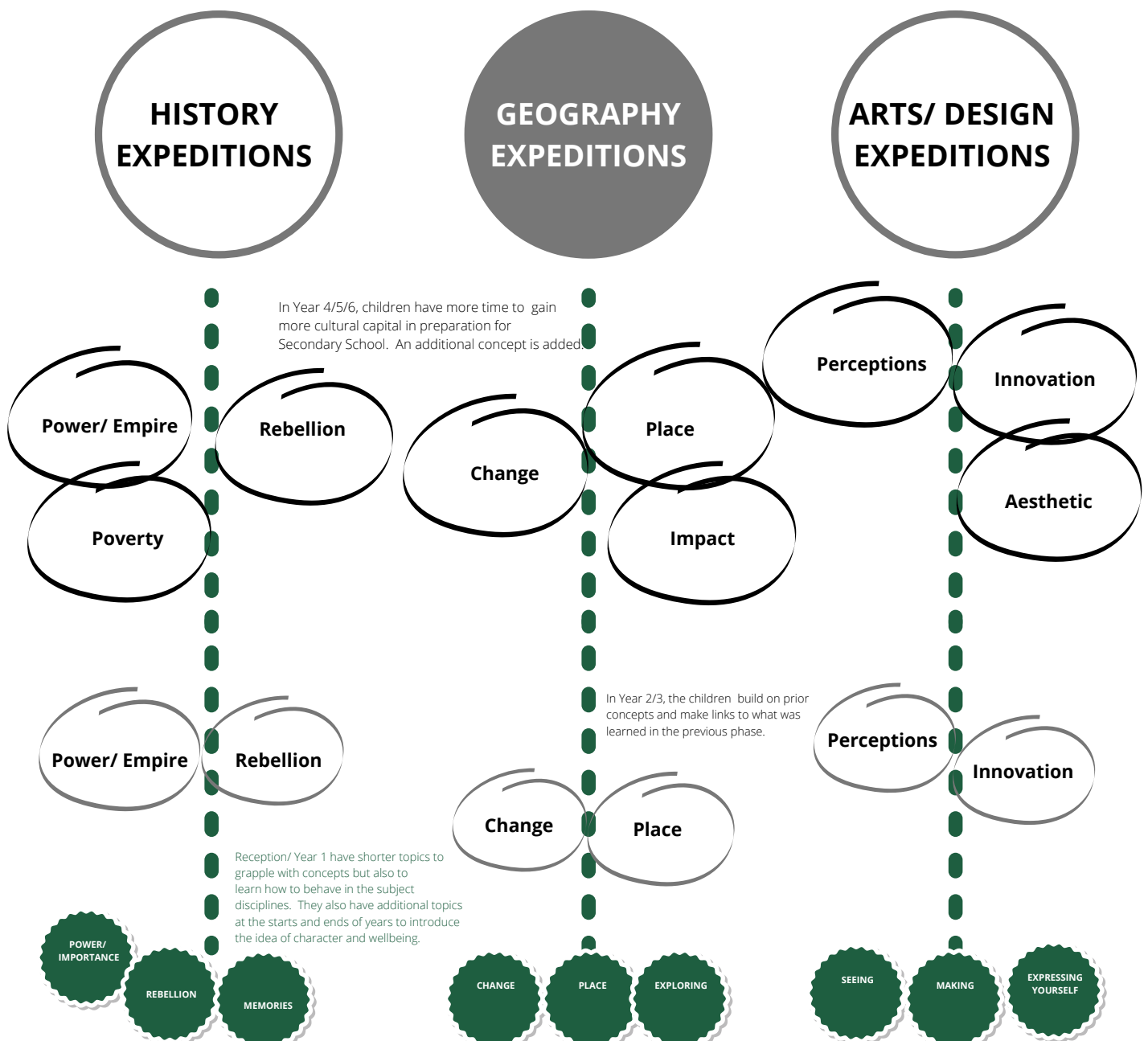


LEARNING EXPEDITIONS

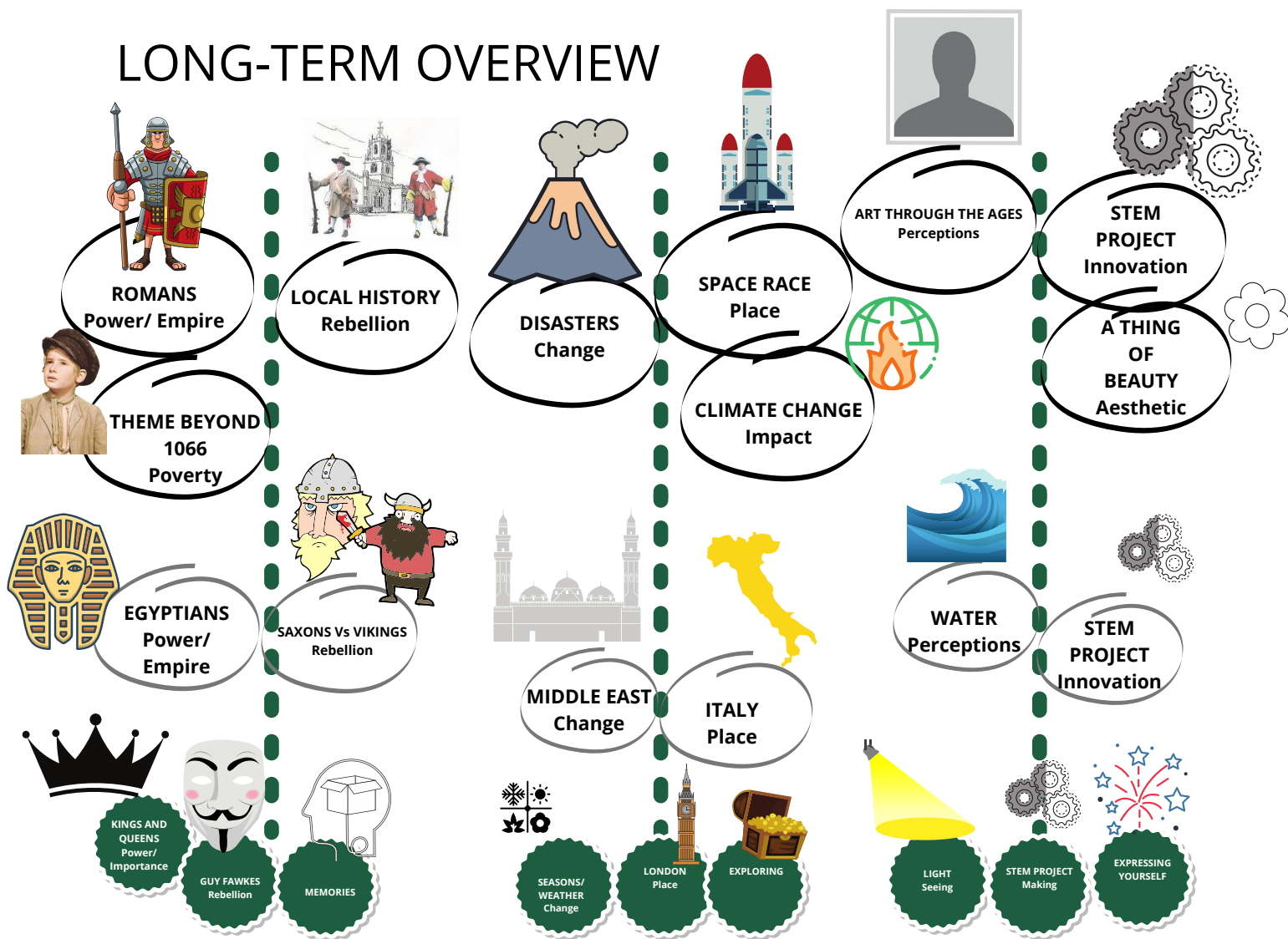
Our learning expeditions are exciting, creative, cross-curricular topics that aim to develop character and meet the rigorous standards of the National Curriculum. It is organised so that the children will do an in-depth History study each year, as well as a Geography and Arts study. Expeditions are planned around a concept that is sequenced to be revisited and 'grappled' with. The end outcome is the character showcase that enables children to show how they have developed character through the struggle of the topic. It is also a chance to show how they have applied learning from discrete subjects as well.



SEQUENCING



LONG-TERM OVERVIEW



TYPES OF KNOWLEDGE

Teachers plan a learning expeditions either on loops or s-planning. The journey takes content from substantive, disciplinary and experiential knowledge. What this looks like is outlined here.

Subject: History

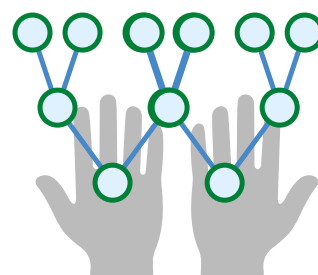
CREATE	Disciplinary Knowledge 'for a historian and ...'
	<ul style="list-style-type: none"> Plan an investigation strategy for gathering evidence Construct from essays, research papers and contribute to outside organisations' work Manage alternative interpretations to challenge established knowledge
EVALUATE	<ul style="list-style-type: none"> Use different evidence to express own understanding of history studied Identify and use evidence Look at the same event/ period from different viewpoints Make alternative interpretations, events, accounts and time periods Examine both primary and secondary sources Understand the nature of evidence Assessment of evidence in historical learning Compare and contrast learning in history (verbally, horizontally and diagonally) Make historical judgements
ANALYSE	<ul style="list-style-type: none"> Identify statements given Make historical knowledge from knowledge Develop own understanding of history studied Transfer knowledge to other learning (verbally, horizontally and diagonally) Use historical knowledge to make an action plan Plan an action plan
REVIEW	<ul style="list-style-type: none"> Historical context of evidence Practice what might have happened from evidence Support what might have happened Support what might have happened Can be used in historical discussions, both for and against State historical events, people, places, times, time periods and events Give definitions Describe what happened Describe what happened



The knowledge of how to engage with a subject is called **Disciplinary Knowledge**. We have created these progressions of depth using the work of Benjamin Bloom and his taxonomy. It outlines what children should do to behave within each subject discipline.



The given facts about the content in an expedition is organised on a knowledge organiser using Dual Coding principles. This knowledge to be challenged is called **substantive knowledge**.



We blend knowledge with experience. Children will need to be hands on with an expedition as many of our children lack these insights. We use our Pupil Premium Strategy to also ensure targeted children access the 'cultural capital' that makes up part of this **Experiential Knowledge**.

WELLBEING

Our interpretation of the RSHE framework (2020) is split into two parts.

Our GROWS Framework is integrated into everything we do and is a package of self-development in which children work towards creating an organic CV for their next stage.

Growing in Grace and Knowledge



Our Collective Worship is based on a Wellbeing theme each term and we have a 'Box of Delights Day' every term to focus on own wellbeing.

Stagewise VR...Learners		LEARNING SKILL		What it looks like:
Are	Do			
G reat self-regulators	NONE INDEPENDENTLY	SET GOALS		Plan and make a decision about how to approach a task and reach a goal
		ASK QUESTIONS		Engaging in open-ended activity and asking questions to further their understanding
		DEVELOP A RANGE OF STRATEGIES		Engage in new experiences and investigate by trial and error
		MONITOR & ADAPT PLANS		Checking how well their activities are going and changing strategy as needed
R elationship builders	SUCCESS TOGETHER	RELATE TO OTHERS		Talk about their own behaviour and others' behaviour and its consequences
		ACTIVELY LISTEN		Listen attentively to others and take into consideration others' views
		SEEK OUT THINGS		Showing curiosity about objects, events and people and using their senses to explore them
		TEAMWORK		Acting out experiences with other people and taking responsibility
O rganised managers	MANAGE OWN EMOTIONS	RESOLVE CONFLICT		Play and work cooperatively and find solutions to conflict such as finding a compromise
		ACTIVELY ENGAGE		Showing high levels of energy and being eager to offer ideas and participate in every lesson
		MANAGE FEELINGS/ CONTROL IMPULSES		Understand that all actions can affect others and adjust their behaviour to different situations
		CONCENTRATE		Maintaining focus on a task and not being easily distracted
W ise decision makers	PLAN	HANDLE PRESSURE		Say when I do and don't need help
		NOTICE PROBLEMS		Find new ways to do things and solve problems
		USE PRIOR KNOWLEDGE		Make links and notice patterns
		USE METACOGNITION		Making predictions and test ideas
S elf-regulators	DO	ANALYSE SOLUTIONS		Tell or show someone how I solved something and why it worked/didn't work
		SOLVE PROBLEMS CREATIVELY		Suggest or demonstrate a way to solve a problem
		TAKE RISKS		Taking risks by engaging in new experiences, and learning by trial and error
		EVALUATE		Checking how well their activities are going
S elf-regulators	REFLECT	REFLECT		Reviewing how well the approach worked
		IDENTIFY EMOTIONS		Be able to express core feelings
		GROWTH MINDSET		Showing a 'can do' attitude
		CHALLENGE NEGATIVE THOUGHTS		Persisting with activity when challenges occur and staying motivated
B elieve in themselves	HAVE ACCURATE SELF-PERCEPTION	SELF-BELIEF		Say when I feel confident doing or talking about what I still need help with
		SELF-BELIEF		Showing a belief that more effort or a different approach will pay off

Discrete Subjects

Separate Policies for discrete subjects can be found elsewhere.



ENGLISH POLICY. Oral-based language programmes combined with a Reading for Pleasure approach.



MATHS MASTERY POLICY. A Far-East approach that involves small-steps and conceptual understanding.

COMPUTING POLICY. A computer science approach that also takes into account useful cross-curricular software applications.

SCIENCE AND OUTDOOR EDUCATION POLICY. A discrete programme that enables children to investigate and grow as scientists, making good use of our extensive grounds.

MODERN FOREIGN LANGUAGES POLICY. A tailor-made approach that starts one year earlier than is expected.

PE POLICY. A mix of fundamental movements with sports.

RELIGIOUS EDUCATION POLICY. An 80:20 mix of the Church of England's 'Understanding Christianity' and the locally-agreed syllabus.

Who?

The Curriculum Team in our school

Gary Tucker- Character Curriculum Lead

Karen Payne- Lead TA for Character Curriculum

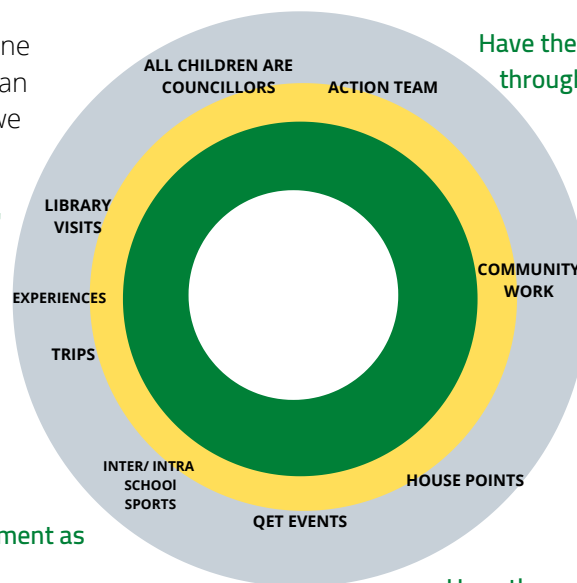
Caroline Hawkes- Link Governor

MEASURING IMPACT- ASSESSMENT

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. Below are some ways we measure the success of our curriculum.

Have they engaged on 'Hinterland' study and explored further?

Have they participated in enrichment as a result?



1. WE FIRST LOOK TO MEASURE IMPACT ON ENRICHMENT

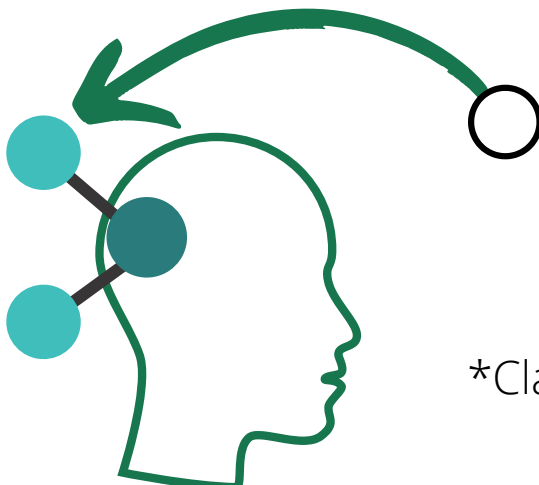
Have they been inspired to take action through the Smart School Council?

Have they engaged with the community?

Have they collaborated or competed with other schools?



2. WE FIND OUT WHAT HAS BEEN REMEMBERED



*Low-stakes Quizzes

*Essay writing

*'Memory Mornings'

*Standardised Tests

*Moderation pieces

*Class assessment of Disciplinary Knowledge