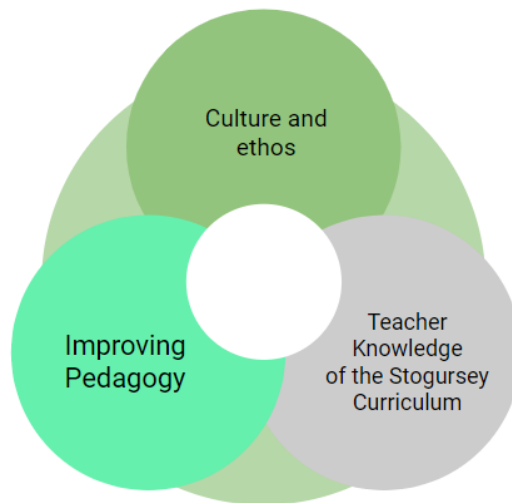




Stogursey Primary School Curriculum Development Strategy 2021-22



This statement details our school's curriculum development strategy and sits underneath our School Improvement Plan (SIP) as a main tool in leading to better outcomes for all children in our school for 2021/22.

Part A: Curriculum Development strategy plan

Statement of intent

St Peter, in his second epistle, said for followers of Christ to 'Grow in the Grace and Knowledge of our Lord and Saviour Jesus Christ.' We think this is a very apt summary of what our purpose is as a community and it is now our school motto.

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

Our vision at Stogursey C of E Primary School is, in its simplest form, to grow and nurture everyone who gets involved in our school, adults and children alike.

As well as to meet and exceed national expectations, our objectives are to:

- Broaden outlooks and experiences
- Nurture personal growth for life
- Everyone to make a personal contribution to our school
- Find the joy in learning.

We see the development of our curriculum as being a crucial driver in achieving this vision, sitting as a strategy underneath the School Improvement Plan (SIP). Curriculum Development is never-ending and so this strategy document sets out the work ahead for this year and for the long-term. We also acknowledge the central and critical role that curriculum plays as **the** key lever to improving outcomes and broaden the horizons of those who are presently or previously experiencing disadvantage, and all children in our care.

In a nutshell- **We have a spiritual mission to do what is in our gift to overcome disadvantage.**

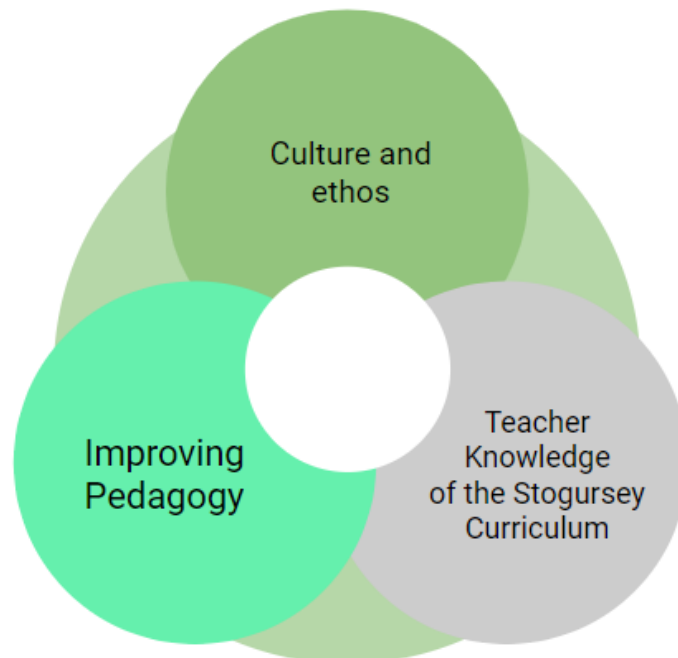
Challenges

This details the key challenges to achievement that we have identified in our curriculum development review of 2019-20.

Challenge theme	Detail of challenge
Sequencing	Perception of the curriculum can sometimes propagate myths that the National Curriculum is a tick list to work through, when in fact it is not. Our curriculum is based on the QET principles, in particular, it being responsive. Children must have component and composite knowledge in order to progress. This needs to be sequenced correctly in small steps so that learning sticks and children remember more. Also, so that content is not repeated purposelessly and expectations remain high.
Curriculum Narrowing	Research shows that children who have the broadest and balanced offer gain better outcomes. Having higher levels of disadvantage (36%) would mean that

	we need to be mindful of this, especially when offering interventions. The focus should shift towards more 'scaffolding up' to help all children experience our broad and balanced, knowledge- rich curriculum, especially disadvantaged children.
Teacher expertise	There is a commonly -held belief in educational thinking that all teachers should be continually improving and being rurally isolated can create issues around accessing high quality professional development.
Developing a culture of change	A need for all stakeholders to understand our vision as a school and how this strategy delivers it.
Capacity in small schools	Being a small school, staff lead many subjects so this brings a capacity issue.
Middle Leadership	Much curriculum leadership rests with the senior team so a real need to empower all teachers to become middle leaders and be the driving force of curriculum development.
Rural isolation	Both for staff and children. Children- need to have access to enrichment and experiences due to rural isolation. Staff- access to experts can be an issue due to rural location and isolation. Opportunities are needed to work with successful trusts and outside experts on curriculum both virtually and face-to-face using QET resources and networks.

The Stogursey Curriculum Development Model



The model above shows our three-overlapping areas of curriculum development and recognises the inter-play between all three. It also recognises that this process is never-ending and always being developed.

LONG-TERM CURRICULUM DEVELOPMENT GOALS (5 YEAR PLAN)

Below is listed the outcomes we are aiming for **long-term** and how we will measure whether they have been achieved.

Area on model	Intended outcome	Success criteria
Culture and ethos	Score 'Excellent' on the next SIAMS inspection	-SIAMS SEF fully-evidenced using the SART -Inspection outcome is Excellent rating.
	Gain the Trauma-Informed Award	-Embedded on the audit -We gain the award.
Improving Pedagogy	Teachers to gain more NPQs and staff develop careers	-Access DfE funding for training, West Somerset Opportunity Area and Levelling Up. -More staff go on to develop careers as a reason for leaving the school.
	Outcomes rise to at least national standards	-Outcomes rise to national expectations.
Enhancing teacher knowledge of the Stogursey Curriculum	Score 'Outstanding' for Quality of Education in OfSTED inspection	-Broad and balanced curriculum is delivered that delivers our school vision -RE curriculum is rich and inspiring leading to a positive judgement in SIAMs with us being a VA school -Curriculum is rated 'Outstanding' by OfSTED.

Implementation: Activity in this academic year 2021/22

This details what we intend to achieve **this academic year** to address the challenges listed above. Details of the implementation process are in the SIP. This document sets out the what and why.

Culture and Ethos

Activity- What?	Evidence that supports this approach- Why?	Challenge(s) addressed
Engaging in Trust CPD and NPQs	-Trusts and experts we have access to through the QET and WSOA have proven results -Working with SEND expert Malcolm Reeve and Disadvantage expert Marc Rowland to provide renewed focus on our 'why' as a school and fleshing out the vision for all staff.	Developing a culture of change
Creating bespoke CPD	<i>“Not only do turnaround principals ensure that professional-development opportunities are available (Jacobson et al., 2007), they strategically ensure them through establishing common planning periods, providing professional-development or additional release time, and disseminating research materials to staff, as necessary (Aladjem et al., 2010)” [Meyers & Hitt (2017)]</i>	
Participating in West Somerset Opportunity Area Curriculum Networks	-Mary Myatt and Jon Tomsett are proven experts in their field so having the chance to work face to face with at least Jon and the plans going forward will make an impact.	
Creating joint subject leads across both Primaries in the trust	-Church of England current guidance through the Foundation for Educational Leadership programme our Head of School participated in	Middle Leadership/ Capacity in small schools
Creating joint events for collaboration and competition		Rural isolation

Improving Pedagogy

Activity- What?	Evidence that supports this approach- Why?	Challenge (s) addressed
Creation of Teacher Audit Tool	Although one was produced by the Sutton Trust , a clear guide was produced by evidence-based education . This is based on studies of habits great teachers have.	Teacher expertise
Create coaching programme and policy	QET's approach to improving teaching is through Instructional Coaching and the use of Tom Sherrington's Walkthrus . This is evidence-based.	
Develop bespoke monitoring	We have developed our own monitoring system through the Middle Leadership policy. Also, in Walkthrus , Instructional Coaching advocates for working on fewer things but doing so well.	
Develop curricular thinking through WSOA network/ Trust Discussions leading to cascade to all staff	Chance for Senior Leaders to work directly with experts such as Jon Tomsett and Rachel Higginson so as to prevent 'lethal mutation'. Head to lead on curriculum development and training plan reviewed regularly.	
Self-regulation through TIS approach	EEF's reports on self-regulation and Social Emotional Literacy advocates for teaching self-regulation skills explicitly. TIS approach is a mental health-based approach to this and involves emotionally-available adults being there for children who are dysregulated to co-regulate leading to stronger, improved mental health.	

Teacher knowledge of the Curriculum

Activity- What?	Evidence that supports this approach- Why?	Challenge (s) addressed
Complete small steps progression for all subjects (focus and non-focus) making use of the OfSTED 'grace period' (ends July 2022).	OfSTED research review series, the EIF (2019), Tom Sherrington's various walkthroughs all support a need for clarity around sequencing of knowledge.	Sequencing
Increase range of subject CPD being offered across the year through networks both online and face to face and Subject Knowledge Enhancement. Also, joint moderation with Spaxton School.	Evidence in previous years through staff wellbeing surveys that having time to co-plan, have professional discussions around curriculum was useful. Tendency in previous years to have a narrow focus on English and Maths. It makes sense to include a greater range of subjects.	Curriculum Narrowing

Part B: Activities identified for years ahead

As our thinking evolves and develops, further needs will inevitably be identified. This is to be added to and inform next year's strategy.

Challenge (s)	Activities
Sequencing	<ul style="list-style-type: none"> • Create and implement new ethos enhancing topics • Create 'Grace topic' to unite RE with RSHE taking advantage of our VA status
Curriculum Narrowing	<ul style="list-style-type: none"> • Clearer expectations on role of trips and parent events • Review small steps for focus subjects
Teacher expertise	<ul style="list-style-type: none"> • Chance for middle leaders to cascade from emerging networks for benefit of all across the trust • Metacognition • Oracy/ vocabulary
Developing a culture of change	<ul style="list-style-type: none"> • Create and implement new marketing plan
Capacity in small schools	<ul style="list-style-type: none"> • Develop focus subjects partnerships
Middle Leadership	<ul style="list-style-type: none"> • Train new leaders in Middle Leadership • New staff, new training
Rural isolation	<ul style="list-style-type: none"> • See marketing plan • Engage with being part of a Priority Education Investment Area.