



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Curriculum Policy

Completed by: Mr D Christie

Date Implemented: September 2023

Review date: September 2024

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Stanley Crook Primary School

Curriculum Policy

Vision Statement:

Stanley Crook Primary School is committed to improving outcomes for all pupils through delivering a curriculum which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations.

We are passionate about developing lifelong skills which will enable all pupils to be resilient, respectful, independent and successful citizens of the future.

This policy has been reviewed and written in response to the challenges presented as a result of COVID-19 impact. This policy links to the Curriculum Recovery Strategy and all other associated curriculum policies.

Stanley Crook Primary School Curriculum Statement

At Stanley Crook Primary school, careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

Aspirations – we aim to provide experiences which show children the wide range of possibilities available for their future.

Initiative - we aim to offer experiences which help them to become independent and resourceful learners.

Environment – we aim to provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

At Stanley Crook Primary school, it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in children's head and how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face.

We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At Stanley Crook Primary school, we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development.

We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to personal development and SMSC helps to ensure that every child is well cared for and supported.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Stanley Crook Primary School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, a variety of structured play and practical activities are planned to help children develop in the following three prime areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

We teach the EYFS framework through topics that excite our pupils; we gather their ideas through mind-mapping and plan according to their needs and interests.

Key Stage 1 and 2

At Key Stage 1 and 2, pupils have a daily Maths Fluency and EGPS lessons. These lessons provide bespoke learning opportunities for every pupil based on specific learning outcomes which have been identified as a focus for improvement via end of year and ongoing analysis of assessment data. Learning challenges which require additional input or require a cross-application of skills are then carried forward into three Mathematics and English lessons every week. Challenge activities are also used in every class as a means to provide enrichment and consolidation opportunities to pupils, based on previous/ current learning.

As a school, we recognise the importance of reading for all pupils and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons in KS1. School follows the Twinkl Phonics scheme of work for phonics and employs the Collins Big Cat reading scheme for 1:1 / Guided Reading learning with Accelerated Reader supporting independent reading choices and summative assessment records of pupils. Star Reader assessments are completed by all pupils reading at Accelerated Reader level at the beginning of each term (September/ January/ April) with a final assessment/ baseline being carried out in July.

Within each class, 'Reading for Pleasure' sessions provide additional opportunities for pupils to practise valuable word recognition and comprehension skills. During these sessions, activities are 'carousel led' and include learning tasks based upon class books, Accelerated Reader texts and/ or 1:1 reading with the class teacher/ teaching assistant. Every pupil in school reads 1:1 at least three times per week with their class teacher/ teaching assistant, with those children at most in need of improvement in their reading skills reading with a skilled adult every day.

Writing is taught through a topic-based approach, as much as possible, in order to provide purpose and audience for the pupils. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the English curriculum via EGPS Scheme of Work programmes of study. Handwriting is taught via the PenPals Scheme of Work and is delivered via two discrete handwriting sessions per week (2 x 20 minute for EYFS/ KS1 and 2 x 30 minute for KS2). Where necessary, additional support is provided for pupils to enable rapid progress towards expected outcomes in handwriting skills.

The new Mathematics curriculum aims to ensure that all pupils become fluent in the fundamentals of Mathematics including the ability to recall and apply knowledge rapidly and accurately. Pupils at Stanley Crook Primary are taught to reason mathematically, solve problems and apply their mathematical skills in a variety of real life contexts.

In addition to English and Mathematics, pupils are taught to develop their skills, understanding and creativity in Science, Computing, History, Geography, Design Technology, Music, Art, Physical Education and Religious Education (which is based on the locally agreed syllabus). Additionally, French is taught from Year 3 onwards. Violin, Ukulele and Guitar tuition is also available for pupils who demonstrate a musical ability.

RSE (Relationships and Sex Education) and PSHCE (Personal, Social, Health and Citizenship Education) forms an integral part of the curriculum at Stanley Crook Primary. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens, whilst promoting British values. All members of staff are committed in encouraging the pupils a knowledge of right and wrong and to take responsibility for their own behaviour. We follow the Assertive Discipline and Restorative Approach schemes to support this area of the curriculum.

Pupils are taught about the community in which they live and are encouraged to work in co-operation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All pupils are expected to undertake appropriate responsibilities within the class and school, e.g. working as a school councillor, caring for the classroom environment, participating in class assemblies and participating in out of school activities.

We aim to develop pupils' enjoyment, confidence and skill in physical activity and introduce them to the pleasures of sport to help develop active children who benefit from a healthy lifestyle. Through a multi-skills approach, pupils develop their skills in football, netball, hockey, rounders and cricket, as well as athletics, gymnastics, dance and swimming.

We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school, after school clubs and links with other schools.

Stanley Crook Primary's curriculum has been designed to meet the needs of all our pupils. Many topics are brought together, where possible, and taught in a cross-curricular way to maximise the use of time but also to make experiences more meaningful and provide pupils with a real context for learning. The purchase of new computing equipment and software also means Computing/ ICT is an integral part of many teaching and learning experiences.

Assemblies

We build in opportunities to promote the spiritual, moral and cultural development of all our pupils, especially through our acts of Collective Worship and our Religious Education scheme or work. Pupils are encouraged to develop their own beliefs. Throughout our assemblies, we deliver our S.E.A.L. scheme of work as well as assemblies that promote British Values, a healthy lifestyle, staying safe, being good citizens, etc. As a school, we also welcome many visitors into school to delivery 'showcase' assemblies – Fire Safety, Police, RNLI, Childline etc.

Home Learning (read in conjunction with our Homework policy)

Home learning is used to extend school learning and also encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own. It provides opportunities for parents and pupils to work together and to enjoy learning experiences.

After-School Provision

We are very proud to offer extended after-school care and provision for all pupils in school. Discovery Club provides a range of wider curriculum learning opportunities for pupils, while promoting the value of healthy living and diets.

Provision which has been available in the last year have included:

Sports, Spanish, Martial Arts, Yoga

Home-school links

We firmly believe that the education of the pupils is a partnership between children, staff and parents. Support from home is vital in maximising pupils' chances of fulfilling their potential. In order to facilitate this partnership, we offer an open-door policy where parents are welcome to visit school to discuss their child(ren)'s progress with staff at a mutually convenient time. Each class has three parents' meetings per year and reports are sent home at the end of the summer term.

