



Curriculum Policy

Completed by:	Mrs R Wilkinson
Date Implemented:	September 2026
Review date:	September 2027

Curriculum Policy – Contents

1. **Vision Statement:** Our commitment to inclusion, aspiration, and lifelong learning
2. **Curriculum Intent:** Core priorities: Aspirations, Initiative, Environment, Community
3. **Whole-Child Development:** Balancing academic rigour with wellbeing and personal growth
4. **Curriculum Implementation**
 - Early Years Foundation Stage (EYFS)
 - Key Stage 1 and Key Stage 2
 - Subject-specific schemes and progression
5. **Subject-Specific Intent and Curriculum Coherence**
 - Overview of subjects and schemes
 - Interdisciplinary links
 - Subject leader collaboration
6. **Subject-Specific Intent Statements**
 - Science
 - Geography
 - History
 - Art and Design
 - Design and Technology
 - Music
 - PE
 - Computing
 - RE
 - PSHE and RSE
 - French
7. **SEND and Adaptive Teaching**
 - Universal strategies
 - Targeted interventions
 - EHCPs and graduated response
 - Staff development and monitoring
8. **Pupil Voice and Impact**
 - Curriculum planning and review
 - Enrichment and LOTC feedback
 - Curriculum evaluation
9. **Digital Learning and Technology**
 - Curriculum integration
 - Online safety and digital citizenship
 - Accessibility and inclusion
10. **Cultural Capital and Diversity**
 - Representation in texts and topics
 - Celebrations and assemblies
 - Visibility and enrichment
 - Staff development and curriculum review
11. **Assessment and Moderation**
 - Foundation subject tracking
 - End-of-unit assessments
 - Moderation practices
12. **Transition and Continuity**
 - EYFS to KS1 progression

- Shared formats and routines

13. Enrichment and Community Links

- Trips, visitors, partnerships
- Weekly LOfC and pupil-led activities

14. Pupil Leadership and Responsibility

- KS2 roles and responsibilities
- Promoting initiative and belonging

15. Assemblies

- Collective Worship
- British Values and themed weeks
- Showcase visitors

16. Home Learning and Partnerships

- Purposeful tasks and independence
- Parent engagement and reporting

Stanley Crook Primary School Curriculum Policy

Vision Statement:

At Stanley Crook Primary School, we are committed to improving outcomes for all pupils through a curriculum that is dynamic, purposeful, and inclusive. We foster a safe, stimulating learning environment with high expectations and a strong sense of belonging. Our curriculum nurtures lifelong skills, empowering pupils to become resilient, respectful, independent citizens who contribute positively to their communities.

Safeguarding Within the Curriculum

Safeguarding is embedded throughout the curriculum. Pupils are taught how to stay safe, recognise risk, seek help, build healthy relationships, understand online safety and develop resilience. Safeguarding themes are delivered through PSHE, RSE, Computing, assemblies and wider curriculum opportunities.

Statutory Framework

The curriculum at Stanley Crook Primary School is designed in accordance with:

- The National Curriculum in England (2014)
- The EYFS Statutory Framework
- SEND Code of Practice 2015
- Equality Act 2010
- Relationships Education, RSE and Health Education Statutory Guidance
- Durham Agreed Syllabus for Religious Education
- Keeping Children Safe in Education

1. Curriculum Intent

At Stanley Crook Primary School, our curriculum is shaped by a deep understanding of our pupils' backgrounds, life experiences, and cultural context. Through careful analysis and ongoing dialogue, we have identified four core priorities that underpin every subject, phase, and learning experience:

- **Aspirations** – We provide purposeful experiences that broaden pupils' horizons and expose them to the wide range of possibilities available for their future.
- **Initiative** – We nurture independence, resourcefulness and resilience by offering opportunities that encourage pupils to take ownership of their learning and solve problems creatively.
- **Environment** – We help pupils value their surroundings and understand their responsibilities in sustaining both their local community and the wider global environment.

- **Community** – We foster a strong sense of belonging and shared responsibility by encouraging pupils to contribute positively to their school, local area and wider society.

Our curriculum has been designed to ensure clear progression, ambitious expectations, meaningful sequencing of learning and long-term retention of knowledge and skills. Knowledge builds systematically over time and pupils revisit key concepts to strengthen understanding and transfer learning into long-term memory.

2. Whole-Child Development

At Stanley Crook Primary School, we believe every child should feel valued and experience success across the curriculum. Our approach combines academic rigour with personal development, helping pupils grow in confidence, capability and readiness for future challenges.

We prioritise wellbeing through:

- Flexible timetabling that allows us to respond to pupils' needs
- A nurturing ethos that promotes emotional security
- Responsive teaching that adapts to individual circumstances

Personal development is embedded throughout our curriculum:

- SMSC and PSHCE are woven into subject teaching and reinforced through assemblies, pupil responsibilities and community engagement
- British Values are actively promoted through inclusive practice, curriculum content and pupil voice

We are proud that our curriculum equips children with the skills, confidence and self-belief to lead happy, fulfilled lives. By encouraging them to aim high and pursue their goals, we help them build the foundations for lifelong success.

Our curriculum is carefully designed to provide a balanced mix of academic and personal development. In practice, this means we place equal importance on core and foundation subjects, ensuring breadth and depth across all areas of learning.

We recognise that children cannot thrive academically unless they feel emotionally secure. That's why we place a high priority on physical and mental wellbeing, designing our curriculum and timetables to respond flexibly to any issues that arise. Wellbeing is not an add-on — it is central to our provision and valued as highly as academic achievement.

We monitor children's personal development closely, and our thoughtful approach to SMSC ensures every child is well cared for and supported. Our commitment to high standards in core subjects remains strong: we know that enabling children to meet and exceed national expectations is vital for their future education, careers and happiness.

Our rich and varied curriculum, with its excellent range of experiences, ensures that every pupil makes strong progress both academically and personally. It is a curriculum designed to help every child shine and flourish.

3. Curriculum Implementation

Early Years Foundation Stage (EYFS)

In the Foundation Stage at Stanley Crook Primary School, we provide a nurturing, play-rich environment where children develop the foundational skills, attitudes, and dispositions needed for lifelong learning. Our EYFS curriculum is carefully designed to support development across the three prime areas:

- **Personal, Social and Emotional Development** – Pupils learn to build positive relationships, manage emotions, develop self-confidence and understand routines and boundaries.
- **Communication and Language** – We prioritise high-quality interactions, vocabulary development and active listening through storytelling, role play and structured talk.
- **Physical Development** – Children develop fine and gross motor skills through movement, outdoor play, mark-making and hands-on activities that promote coordination and control.

These prime areas are interwoven with the four specific areas of learning: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Our provision ensures that children experience a broad and balanced curriculum that prepares them for Key Stage 1.

Learning is child-led and responsive. We use pupil voice and observation to shape topics that reflect children's interests and curiosities. This ensures high engagement and relevance, while allowing staff to introduce new concepts and vocabulary in meaningful contexts.

We promote independence and initiative from the earliest stages, encouraging children to make choices, solve problems and collaborate with peers. Outdoor learning activities are embedded, supporting physical health, environmental awareness and community connection.

Assessment is ongoing and formative, using observations and developmental milestones to inform planning and ensure every child is supported to make strong progress. Staff work closely with families to share learning and celebrate achievements.

Our EYFS curriculum reflects the school's core priorities — Aspirations, Initiative, Environment, and Community — and lays the foundation for confident, curious learners who feel safe, valued and ready to thrive.

4. Key Stage 1 and Key Stage 2

At Stanley Crook Primary School, our KS1 and KS2 curriculum is carefully sequenced to ensure clear progression in knowledge, skills and understanding across all subjects and year groups. We teach in mixed-age classes, and each foundation subject lesson is supported by a progression grid showing expectations for Working Towards (WTS), Expected (EXP), and Greater Depth (GDS) for every year group involved. This enables staff to plan with precision, differentiate effectively and demonstrate progression across phases.

Our curriculum is rooted in real-world relevance and local context. Every class studies local geography — from exploring our school grounds in Y1/2, to mapping our village in Y3/4 and investigating our wider region in Y5/6. In History, pupils in Y5/6 undertake a local study of village development between 1851 and 1901, using census data and historical artefacts. Sustainability is a cross-curricular theme, embedded in Geography, Science and through our CLPE texts.

English

Reading at the Heart of the Curriculum

Reading underpins all areas of learning. High-quality texts are carefully selected to develop vocabulary, background knowledge, cultural capital and comprehension across the curriculum.

- **Phonics:** Daily phonics lessons in KS1 follow the Twinkl Phonics scheme.
- **Reading:** Pupils read 1:1 with an adult at least twice a week, with priority readers supported daily. Guided Reading uses Collins Big Cat and Accelerated Reader supports independent reading and termly Star Reader assessments.
- **Writing:** Taught through topic-based units to provide purpose and audience. Each lesson begins with a SPAG starter and grammar is taught both contextually and discretely using the EGPS scheme.
- **Handwriting:** Delivered weekly via the PenPals scheme, with additional support for pupils requiring fine motor development.

Mathematics

- **Fluency:** Daily Maths Fluency sessions are tailored to individual needs using assessment data.
- **Core Lessons:** Daily lessons focus on reasoning, problem-solving and cross-application of skills.
- **Challenge Activities:** Used in every class to consolidate and enrich learning.
- **Curriculum Aims:** Pupils develop fluency, accuracy and confidence in applying mathematical skills to real-life contexts.

Foundation Subjects - Subject-Specific Intent and Curriculum Coherence

Pupils develop creativity, curiosity, and critical thinking through:

- **Subjects:** Science, Computing, History, Geography, Art, DT, Music, PE, RE (locally agreed syllabus), and French (from Y3)
- **RSE and PSHE:** Integrated across the curriculum, promoting healthy lifestyles, emotional literacy, and responsible citizenship.
- **Oracy and LoTC:** Built into every unit, with weekly opportunities for Alfresco Learning and outdoor exploration.

To ensure depth, rigour, and progression, we have deliberately selected subject-specific schemes designed by experts in their fields. These schemes provide high-quality content, pedagogical clarity and progression structures that support our mixed-age classes and local context. We adapt each scheme to reflect our pupils' backgrounds, interests and community links.

Subject	Scheme Used
Science	White Rose Science
Geography	Oddizzi
History	Kapow
Art	AccessArt
Design & Tech	D&T Association – Projects on a Page
PE	PE Planning.com
Music	Charanga
RE	Durham Agreed Syllabus
PSHE & RSE	Twinkl Life and My Happy Mind
French	Twinkl PlanIt
Computing	Teach Computing

Each subject is underpinned by progression maps and lesson-level expectations that support clarity across Working Towards (WTS), Expected (EXP), and Greater Depth (GDS) outcomes. These tools guide staff in sequencing knowledge and skills, identifying key concepts, and ensuring that learning builds year-on-year.

We also promote interdisciplinary connections to deepen understanding and make learning meaningful. For example:

- **Geography and Science** explore sustainability, climate change, and environmental responsibility
- **History and English** link through narrative, evidence, and critical thinking
- **Art and DT** support creativity, problem-solving, and cultural appreciation
- **PSHCE and RE** reinforce values, empathy, and community engagement

Subject leaders work collaboratively to ensure curriculum coherence, with shared planning formats, cross-phase moderation, and pupil voice informing ongoing development. This joined-up approach ensures that pupils experience a curriculum that is both broad and connected — helping them make sense of their learning and apply it confidently across contexts.

5. Subject-Specific Intent Statements

Science

Our science curriculum develops curiosity, critical thinking and a sense of wonder about the natural world. Pupils learn to ask questions, test ideas and draw conclusions through hands-on investigations. Sustainability and environmental responsibility are embedded throughout, helping pupils understand their role in protecting the planet.

Links to: Initiative (problem-solving), Environment (climate and sustainability), Community (shared responsibility)

Geography

Geography helps pupils explore their local area, wider region and the world beyond. Through fieldwork, map skills, and enquiry-based learning, pupils develop an understanding of place, scale and interdependence. Sustainability and stewardship are key themes, with strong links to community and global citizenship.

Links to: Environment, Community, Aspirations (global awareness)

History

Our history curriculum builds chronological understanding, historical enquiry and empathy. Pupils explore local history (e.g. village development 1851–1901), national events, and global contexts. They learn to interpret evidence, compare perspectives and understand change over time.

Links to: Community (local heritage), Initiative (critical thinking), Aspirations (understanding the past to shape the future)

Art and Design

Art and Design nurtures creativity, self-expression, and appreciation of diverse cultures. Pupils explore techniques, materials, and artists from different backgrounds, developing visual literacy and confidence. Projects often link to local themes and community celebrations.

Links to: Aspirations, Community, Initiative

Design and Technology

DT encourages innovation, resilience, and practical problem-solving. Pupils design, make and evaluate products with real-world purpose, often linked to sustainability, nutrition or local needs. They learn to work collaboratively and reflect on their designs.

Links to: Initiative, Environment, Community

Music

Music fosters creativity, collaboration and emotional expression. Pupils learn to perform, compose and appreciate music from a range of cultures and genres. Opportunities include brass lessons, choir, and performances in the local community.

Links to: Community, Aspirations, Initiative

PE

PE promotes physical health, teamwork, and personal challenge. Pupils develop skills across a range of sports and activities, including yoga, multi-skills and competitive events. The curriculum supports wellbeing, resilience and leadership.

Links to: Initiative, Wellbeing, Community

Computing

Computing equips pupils with digital literacy, coding skills, and online safety awareness. Pupils learn to use technology creatively and responsibly, preparing them for future learning and careers. ICT is integrated across subjects to enhance access and engagement.

Links to: Aspirations, Initiative, Community

RE

RE encourages respectful dialogue, reflection, and understanding of diverse beliefs. Pupils explore religious and non-religious worldviews, developing empathy and moral reasoning. Assemblies and curriculum content promote British Values and spiritual development.

Links to: Community, Environment, Aspirations

PSHCE and RSE

PSHCE and RSE support emotional literacy, healthy relationships, and responsible citizenship. Pupils learn to manage emotions, make informed choices and contribute positively to their community. Assertive Discipline and Restorative Approaches underpin this work.

Links to: Initiative, Community, Wellbeing

French

French introduces pupils to language learning, cultural awareness, and global communication. Pupils develop listening, speaking, reading and writing skills through interactive and purposeful activities.

Links to: Aspirations, Community, Initiative

6. SEND and Adaptive Teaching

At Stanley Crook Primary School, we are committed to ensuring that every pupil — including those with Special Educational Needs and Disabilities (SEND) — can access a broad, balanced and ambitious curriculum. We believe that all children are entitled to high-quality teaching that meets their individual needs and enables them to thrive both academically and personally.

Our approach to adaptive teaching is rooted in the principles of inclusion, equity and early intervention. We follow the graduated response cycle of assess–plan–do–review, ensuring that provision is responsive, evidence-informed, and regularly evaluated. Teachers use SEND Support Plans and Education, Health and Care Plans (EHCPs) to inform planning, identify barriers to learning and tailor support accordingly.

Universal Strategies

All staff use a range of whole-class strategies to support access and engagement for all learners, including:

- Visual prompts and scaffolds (e.g. word banks, visual timetables, dual coding)
- Pre-teaching of vocabulary and concepts
- Chunked instructions and task breakdowns
- Sentence stems and writing frames
- Use of manipulatives and concrete resources
- Knowledge organisers and working walls
- Retrieval practice and overlearning opportunities
- Talk partners and structured discussion routines

These strategies are embedded in daily teaching and benefit all pupils, particularly those with SEND or additional needs.

Targeted Support and Interventions

Where additional support is needed, pupils may access targeted interventions, including:

- Daily reading and handwriting support
- Fine and gross motor skills programmes
- Proprioception routines and sensory regulation activities
- Speech and Language Therapy (SALT) delivered by a visiting therapist
- Emotional Resilience Team support
- Small-group or 1:1 support from teachers or TAs
- Writing partners and guided group work

Support for pupils with EHCPs or those on SEN Support is carefully planned within our mixed-age classes. Teachers differentiate learning using the strategies above and provide additional adult support where appropriate. Pupils are encouraged to work collaboratively, build independence and celebrate their progress.

Staff Development and Monitoring

All staff receive regular CPD on adaptive teaching, inclusive practice, and SEND, ensuring they are confident in meeting a wide range of needs. The SENCO works closely with staff to model strategies, review provision and support professional development.

SEND provision is monitored through:

- Learning walks and lesson observations
- Book looks and planning scrutiny
- Pupil voice interviews
- Progress reviews and provision mapping
- Collaboration between subject leaders and the SENCO

This rigorous and reflective approach ensures that our provision remains responsive, inclusive, and ambitious — enabling every child to feel valued, supported, and successful.

7. Pupil Voice and Impact

At Stanley Crook Primary School, we believe that pupils should be active participants in their own learning journey. Pupil voice is central to our curriculum design, evaluation and enrichment offer. We listen carefully to what children say about their experiences, interests and challenges — and use this feedback to shape provision, celebrate success and drive improvement.

Curriculum Planning and Review

Pupils contribute to topic planning through:

- Discussion activities at the start of units
- Reflection prompts and exit tasks at the end of lessons and topics
- Pupil-led enquiry questions that guide exploration and deepen engagement
- Classroom displays and working walls that showcase pupil thinking and evolving understanding

Teachers use this input to adapt content, revisit key concepts and ensure that learning remains relevant, purposeful and inclusive.

Enrichment and LOtC Feedback

We actively gather pupil feedback on enrichment activities and Learning Outside the Classroom (LOtC) through:

- Post-visit reflections
- Group discussions and feedback forms
- School Council and ambassador roles
- Pupil-led assemblies and showcase events

This feedback informs future planning, helps staff evaluate impact and ensures that enrichment activities reflect pupil interests, curriculum priorities and community values.

Curriculum Evaluation

Subject leaders use pupil voice to evaluate curriculum impact across phases and subjects. This includes:

- Pupil interviews and learning walks
- Book looks with pupil commentary
- Celebration of pupil achievements

By embedding pupil voice into every stage of curriculum development, we ensure that our provision is not only academically rigorous, but also joyful, empowering and responsive to the children we teach.

8. Digital Learning and Technology

At Stanley Crook Primary School, we recognise the vital role that technology plays in preparing pupils for life in a digitally connected world. Our computing curriculum, delivered through the *Teach Computing* scheme, ensures that pupils develop strong foundations in coding, digital literacy and online safety. However, digital learning extends far beyond computing lessons — it is woven throughout our curriculum to enhance access, engagement and creativity.

Curriculum Integration

Technology is used across subjects to:

- Support research, presentation and collaboration in English, History, and Geography
- Enable data handling and simulation in Science and Maths
- Facilitate creative expression in Art, DT and Music
- Reinforce language acquisition in French through interactive platforms
- Promote reflection and wellbeing through My Happy Mind resources

Pupils use iPads, laptops, and interactive whiteboards to access learning tools, record ideas and showcase their work. Online platforms such as Accelerated Reader, Charanga and Oddizzi provide structured, engaging content tailored to individual needs.

Online Safety and Digital Citizenship

Online safety is taught explicitly through computing lessons and reinforced across PSHE, RSE and assemblies. We use *Common Sense Education's Digital Citizenship* resources to help pupils:

- Think critically, participate responsibly and take ownership of their digital lives
- Build online resilience through videos, exercises and real-world scenarios
- Understand privacy, communication, cyberbullying and digital footprint
- Engage with age-appropriate content mapped across Year 1–6 progression for schools in England

These lessons are supported by home learning materials shared with parents and carers, ensuring that online safety is a shared responsibility between school and home.

Accessibility and Inclusion

Technology supports adaptive teaching by:

- Providing visual scaffolds and audio support
- Enabling pre-teaching and retrieval practice through recorded content
- Offering alternative formats for pupils with SEND.

Staff use technology to differentiate tasks, monitor progress and celebrate achievement. Pupils are encouraged to use digital tools independently and collaboratively, building confidence and preparing for future learning and careers.

9. Cultural Capital and Diversity

At Stanley Crook Primary School, we are committed to building cultural capital through a curriculum that reflects the richness of human experience, promotes equity and celebrates

diversity. We recognise that our pupils come from a predominantly White British background and we see this as an opportunity to broaden horizons, foster empathy and prepare children to thrive in a diverse society.

In accordance with the Equality Act 2010, the curriculum promotes equality of opportunity, eliminates discrimination and fosters good relations between people who share protected characteristics and those who do not.

Careers and Aspirations:

Pupils are introduced to a broad range of careers, workplaces and future opportunities through curriculum learning, visitors, enrichment experiences and community partnerships.

Representation in Texts and Topics



Representation in Texts and Topics

At Stanley Crook Primary School, we actively select texts that reflect a wide range of cultures, identities and lived experiences. Our curriculum includes literature that explores local heritage, global citizenship, emotional wellbeing and social justice — helping pupils build empathy, curiosity and confidence.

We use CLPE-recommended texts across phases, including:

- **Environmental and global themes:** *The Last Wolf* by Mini Grey, *The Tin Forest* by Helen Ward, *One Plastic Bag* by Miranda Paul, *The Great Kapok Tree* by Lynne Cherry, *Ice Bear* by Nicola Davies
- **Identity, belonging and emotional literacy:** *Ruby's Worry* by Tom Percival, *Being Me* by Liz Brownlee, *Matt Goodfellow* and *Laura Mucha*, *Emily Brown and the Thing* by Cressida Cowell, *My Big Mouth* by Steve Camden, *Slug Life* by Moesha Kellaway
- **Diverse families and cultures:** *Grace and Family* by Mary Hoffman, *Mama Miti* by Donna Jo Napoli, *Ossiri and the Bala Mengro* by Richard O'Neill and Katherine Quarmby, *Look Up!* by Nathan Bryon, *Hummingbird* by Nicola Davies
- **Historical and social justice themes:** *Suffragette: The Battle for Equality* by David Roberts, *Street Child* by Berlie Doherty, *Stay Where You Are and Then Leave* by John Boyne, *Skellig* and *Harry Miller's Run* by David Almond, *Overheard in a Tower Block* by Joseph Coelho
- **STEM and curiosity:** *The Emperor's Egg* by Martin Jenkins, *A First Book of Dinosaurs* by Simon Mole, *Moth: An Evolution Story* by Isabel Thomas and Daniel Egnéus, *Cosmic* by Frank Cottrell Boyce, *Curiosity: The Story of the Mars Rover* by Markus Motum

These texts are used not only in English lessons but across subjects and assemblies to reinforce curriculum priorities and promote inclusive values. Pupils engage with stories that reflect both their own lives and the wider world — developing a sense of identity, agency and connection.

In addition to core texts, our class libraries and Reading Cabin are stocked with books that celebrate diversity, challenge stereotypes and reflect a broad range of voices. These include contemporary picture books, graphic novels, poetry collections and biographies of inspirational figures from across the globe.

We believe that literature is a powerful tool for building cultural capital. By curating a rich and inclusive reading spine, we ensure that every child sees themselves — and others — in the stories they read.

Celebrations and Assemblies

Our assembly programme is carefully designed to promote diversity, inclusion and British Values throughout the year. Highlights include:

- **Black History Month, Windrush Day, and Refugee Week** – exploring identity, migration and resilience
- **Hanukkah, Eid ul-Fitr, Diwali, and Holi** – celebrating faith, tradition, and mutual respect
- **Pride Week** – promoting acceptance, equality and individual liberty
- **Inclusivity and Diversity: We All Belong** – reinforcing community and belonging
- **International Day of Democracy, Rule of Law and Individual Liberty** – embedding British Values
- **World Mental Health Day, Children's Mental Health Week and Safer Internet Day** – supporting wellbeing and safety
- **Earth Day, World Oceans Day and International Day for the Eradication of Poverty** – linking to sustainability and global citizenship

These assemblies are supported by classroom activities, pupil voice and cross-curricular links that deepen understanding and encourage respectful dialogue.

Visibility and Enrichment

Diversity is reflected in:

- **Classroom displays** featuring inclusive texts, global maps and diverse role models
- **Pupil work** that explores identity, values and cultural stories
- **Enrichment activities** such as food tasting, music workshops and visits to museums with global collections (e.g. Oriental Museum for Egyptian artefacts)

We encourage pupils to explore difference through discussion, storytelling and creative expression — even in a context where lived diversity may be limited.

Staff Development and Curriculum Review

Staff receive CPD on inclusive curriculum design and unconscious bias and diversity is considered during curriculum audits and resource reviews. Subject leaders reflect on representation in planning, ensuring that all pupils see themselves — and others — in the curriculum.

Our approach to cultural capital is not tokenistic. It is embedded, intentional and evolving — helping pupils develop the knowledge, empathy and confidence to engage with the wider world.

10. Assessment and Moderation

- Foundation subjects are assessed per lesson as Emerging, Developing or Secure, recorded on Arbor.
- End-of-unit assessments and teacher judgement inform overall WTS/EXP/GDS outcomes.
- Science is assessed as Meeting or Not Meeting expectations.
- Subject leaders use pupil voice to evaluate curriculum impact.
- Staff participate in cross-school moderation, attend subject network meetings and Y2/Y6 teachers engage in county-led moderation sessions.

11. Transition and Continuity

KS1 builds on EYFS by maintaining a play-based, exploratory ethos while introducing more structured learning. Shared planning formats and consistent routines support smooth transitions.

Pupils revisit prime areas through early KS1 units, with increasing emphasis on subject-specific vocabulary, independence and collaborative learning. Staff ensure continuity in expectations, pedagogy and pastoral support.

12. Enrichment and Community Links

Our curriculum is enriched through a wide range of activities that bring learning to life for example (but not limited to) :

- **Trips:** Binchester Roman Fort, Beamish (WW2 and Victorian workshops), Oriental Museum (Egyptians), Durham Cathedral
- **Visitors:** Authors, illustrators, police cadets, Positive Footprints careers sessions, yoga instructors, Rocksteady musicians, brass band, TSB banking workshops, Chartwells food tasting, local radio club
- **Partnerships:** Choir performances at the Christmas lights switch-on, enterprise sessions with secondary schools, Bigfoot Arts pantomime
- **Learning Outside the Classroom:** Weekly learning across subjects, linked to curriculum priorities and pupil voice

13. Pupil Leadership and Responsibility

KS2 pupils take on meaningful roles that promote initiative, community and personal development:

- School Council
- Eco Monitors
- Sports Leaders
- Playground Buddies
- Reading Cabin Librarians
- My Happy Mind Ambassadors

These responsibilities foster ownership, pride and a sense of belonging, helping pupils grow into confident, compassionate citizens.

14. Assemblies

We build in opportunities to promote the spiritual, moral and cultural development of all our pupils, especially through our Religious Education scheme of work. Pupils are encouraged to develop their own beliefs. Our assemblies are carefully planned to include Values education, personal development, wellbeing, British Values and safeguarding themes.

15. Home Learning and Partnerships

At Stanley Crook Primary School, we believe that education is a shared journey between pupils, families and staff. Strong home-school links are essential in helping every child reach their full potential, and we are committed to fostering positive, collaborative relationships with parents and carers.

Home Learning

Home learning is used to extend and reinforce school-based learning, while also encouraging pupils to develop independence, confidence and self-discipline. Tasks are carefully aligned with curriculum goals and designed to be purposeful, manageable, and engaging. As pupils progress through school, home learning supports the development of study habits that prepare them for future academic challenges.

We encourage families to take an active role in their child's learning journey. Home learning provides valuable opportunities for parents and children to work together, share ideas and enjoy learning experiences beyond the classroom. Our approach is outlined in more detail in the school's Homework Policy.

Open Communication

We operate an open-door policy, welcoming parents into school to discuss their child's progress at mutually convenient times. Each class holds two formal parent meetings per year and families receive progress reports in the Autumn and Spring terms, followed by a full written report at the end of the Summer term. Staff are approachable and responsive and we value the insights and support that families bring to our school community.

16. Wraparound and After-School Provision

We are proud to offer extended after-school care and enrichment opportunities for all pupils. Our wraparound provision promotes healthy lifestyles and provides a safe, stimulating environment for wider curriculum learning. Snack time includes a focus on balanced diets and wellbeing.

Recent after-school activities have included:

- Sports clubs
- Spanish language sessions
- Martial arts
- Yoga and mindfulness
- 'Pirate' multi-skills sessions for EYFS and KS1
- Choir

These sessions support physical health, personal development and pupil interests, while reinforcing our curriculum priorities of initiative, wellbeing and community.

17. Monitoring and Evaluation

At Stanley Crook Primary School, we are committed to maintaining a high-quality curriculum that meets the needs of all pupils and reflects our school's values and priorities. Curriculum implementation and impact are monitored through a range of strategies that ensure consistency, progression and continuous improvement.

- **Subject Leader Reviews** Subject leaders regularly review long- and medium-term planning, progression maps and assessment data to evaluate curriculum coverage and pupil outcomes. They lead curriculum discussions, support staff with planning and ensure that expectations are consistent across mixed-age classes.
- **Pupil Progress Data** Teachers use formative and summative assessment data to track pupil progress across subjects. Core subjects are monitored weekly with termly assessments and foundation subjects are assessed lesson-by-lesson and at the end of each unit. Data is analysed to identify trends, inform interventions and support curriculum refinement.
- **Lesson Observations and Work Scrutiny** Senior leaders and subject leads carry out lesson observations and book looks to evaluate teaching quality, curriculum delivery and pupil engagement. Feedback is used to celebrate strengths, share best practice and identify areas for development.
- **Staff Feedback and CPD** Staff are encouraged to reflect on curriculum delivery and contribute to ongoing development through staff meetings, CPD sessions and subject

network groups. Training is responsive to staff needs and aligned with school priorities, including progression, differentiation and inclusive practice.

- **Pupil Voice and Engagement Tracking** Subject leaders gather pupil voice to understand how children experience the curriculum, what they enjoy, and where they feel challenged. This feedback informs planning, enrichment, and resource development. Engagement is also tracked through participation in enrichment activities, pupil responsibilities and LOTC.
- **Governor monitoring visits.**
- **Curriculum link governor reports.**
- **School Improvement Plan evaluation.**

Together, these approaches ensure that our curriculum remains dynamic, inclusive and impactful — empowering every child to succeed and flourish.