



Overarching Curriculum Policy

The Curriculum implemented at Stokes Wood Primary School has been created and refined by all teachers. It is regularly reviewed and scrutinised in accordance with the School Improvement Plan. Stokes Wood Primary School Curriculum plays a pivotal role in promoting 'a hunger' for knowledge and a passion for learning for life (6Rs). Our Curriculum provides pupils with independent skills and prepares them for the next phase of their learning.

We believe in lifelong learning: We are committed to instilling a love of learning that lasts a lifetime, working towards successful and happy futures for our young people and our community.

Aims of the Stokes Wood Primary School Curriculum

- To provide a broad and balanced curriculum that meets the objectives of the National Curriculum.
- To provide an exciting and engaging curriculum that is focused on the context, needs and interests of our children.
- To provide a curriculum which is coherently planned so that new learning (skills and knowledge) builds on pupils' prior learning from previous days, weeks, terms and years, within and across subjects.
- To provide a curriculum which is underpinned by educational research into learning and memory
- To develop pupil voice to engage more fully with the topics they experience.
- To develop vocabulary, comprehension and language acquisition for all pupils
- To develop children's confidence and motivation to learn through a range of different activities and learning styles.
- To embed essential skills in order to prepare children for everyday situations.
- To provide children with opportunities to apply their learning in a real-life situation (both inside and outside the classroom).
- To implement a creative approach to planning and delivery that incorporates the objectives of the National Curriculum.
- To provide enrichment opportunities to all pupils at Stokes Wood Primary School, especially when learning/teaching can take place outside the classroom.
- To build cultural capital for all pupils.
- To develop a sense of community and belonging. This is achieved through direct interactions and making links with local organisations within New Parks and beyond.

Curriculum and Skills Development

The Curriculum at Stokes Wood Primary School has been organised into subjects and topics which meets the objectives of the National Curriculum. An overview of the curriculum, skills and

September 2022

knowledge progression documents and topics can be found on the school website.

<https://www.stokeswood.leicester.sch.uk/our-school/curriculum>

<https://www.stokeswood.leicester.sch.uk/parent-information/parents-information>

Opportunities for speaking and listening are fully utilised in all lessons through Voice 21 strategies and pupils are skilled in work that requires collaboration. When possible the use of I.C.T. is encouraged in all areas of the National Curriculum as it can enhance the learning experience of children. Each class teacher is responsible for the delivery of the National Curriculum and makes explicit links between learned skills and knowledge in previous learning in the same subject and in different subjects. It is also the teaching staff's responsibility to broaden children's 'first-hand' experiences by arranging educational visits for pupils at Stokes Wood Primary School each academic year and/or inviting visitors into school to increase cultural capital for all children and address the requirements of Social, Moral, Spiritual and Cultural aspects of the Curriculum. Shared experiences of members of the wider community are also encouraged. All children's achievements are celebrated through:

- The school newsletter
- Displays in the classroom
- Assemblies
- Twitter
- Emails
- Facebook

Alongside the Curriculum we develop skills of pupils which will promote life-long learning. We refer to these skills as the 6Rs (Responsible, Reflective, Resourceful, Resilient, Ready and Risk-taking). Each one of these 'Rs' has a name e.g. Responsible Ross to make them easily identifiable to children.



Resilient Ryan



Resourceful Rachel



Responsible Ruth



Reflective Ross



Ready Richard



Risk-taker Ruby

The 'R'/character muscle(s), a pupil should focus on during a lesson is identified within the lesson to support pupils to successfully reach their learning objective, lesson outcome or target.

Responsibilities and Roles

The Senior Leadership Team and Governing Body have overall responsibility for the Curriculum, supported by subject leaders. The Deputy Head Teacher and KS1 curriculum lead co-ordinates the design of the curriculum and its monitoring and review, assisted by the EYFS lead teacher.

The Senior Leadership Team is responsible for overseeing the delivery of the Curriculum through:

- Liaising with subject leaders
- Providing Inset and staff training
- Monitoring planning to ensure National Curriculum coverage
- Carrying out 'book scrutinies', learning walks and pupil interviews alongside planning to ensure links between year groups and subjects are optimised and that knowledge and skills are progressive across the school.
- Regular reviews of the curriculum through staff dialogue
- Subject leaders are responsible for monitoring progression and assessment within their subject area.
- Subject leaders will write a self-evaluation form to report on strengths, areas for improvement and actions planned together with pupil outcomes.

All teaching staff are responsible for:

- Planning and delivering the National Curriculum on a day to day basis and making **explicit links** in knowledge and skills with learning in previous years or other subjects.
- Making amendments to planning in order to maximise learning opportunities.
- Ensuring there is appropriate differentiation and challenge so all pupils make 'good' progress and can access classroom learning.

September 2022

- Using the local area and outdoor learning.
- Ensuring that the National Curriculum is taught in an engaging manner, which is in-line with the ethos of Stokes Wood Primary School.

Curriculum Planning

There are four parts to our planning process at Stokes Wood Primary School

- **Long Term Plan (for the academic year):** This outlines not only the topics/areas that are taught throughout the year, but also the texts pupils will be exploring in Literacy. The long term plan details the number of weeks and duration of both the novel and topic.
- **Medium Term Plan:** For each subject, medium term plans hold the relevant learning (knowledge and skills) and National Curriculum objectives. These highlight the activities that will be covered and assessed at the end of each unit. Teachers use the National Curriculum objectives and create ways to turn these into purposeful activities for children. Once this has been established, the medium term plan provides a logical learning sequence for the pupils. This will include for example, a guest speaker, a trip, a focus day etc., a range of different recording styles (e.g. use of I.C.T., extended writing, short burst writing, photographs) and a formal assessment of pupils' understanding.
- **Short term plans:** Year Group staff meet to plan the week's work using the medium term plan. For each subject, weekly plans are differentiated to ensure all pupils can access the learning with a clear learning outcome. Lessons are engaging with a sufficient degree of challenge and are taught using a variety of resources.
- **Planning:** Planning is monitored by SLT and subject leaders. Views of pupils and staff are used to review and improve the curriculum.

Inclusion

Stokes Wood Primary School prides itself on giving the opportunity to all learners to be creative. We provide an encouraging and inclusive learning environment which adopts a range of different teaching styles. **'Personalising the learning journey of each child'** is part of the Stokes Wood Primary School's mission statement and we promote this statement in all activities at the school. This approach motivates and supports learning for pupils in all groups, higher achievers, EAL, SEND, disadvantaged, E.A.L. and children with Special Education Needs and Disabilities (S.E.N.D.).

Assessment

Each foundation subject has objectives set out by the National Curriculum. These are assessed throughout each topic using assessment for learning (AfL), quizzes, open questioning and more formal testing.

Monitoring and Assessment

Monitoring and Review takes place on a regular basis in accordance with the School Improvement Plan, the Monitoring and Evaluation cycle and Assessment cycle, closely aligned to the Performance Management cycle.

September 2022

Curriculum Review

Monitoring takes place after each 6 week unit for Foundation subjects through one or more of the following: book scrutiny, planning scrutiny, learning walks and pupil interviews. The leadership are implementing an Instructional Coaching Programme for all teaching staff as a result of research into Rosenshine's Principles. Where required more intense support will be given in addition to the planned programme.

CPD in any area of the curriculum is planned as a result of reviews, the needs of teachers and school improvement priorities.

This curriculum policy applies to all individual subjects. For detail of each, please read the subject skills progression document, curriculum questions documents, Key Stage handbooks, prospectuses and the curriculum timetables.

Please also read together with the Teaching and Learning Policy.

Reviewed annually.