

Curriculum Intent

At Staining Primary, our curriculum intent links directly to our school vision of:

Learn to Wonder

Grow in Wisdom

Shine Like Stars

We are committed to providing a broad and balanced curriculum that offers a wide range of exciting learning opportunities and challenging activities for all our children where they gain essential knowledge, skills and understanding to enable them to reach their full potential academically, physically and artistically.

The National Curriculum forms the core offer at Staining CE Primary School. This is further enhanced with a wide range of learning experiences that go above and beyond the National Curriculum objectives.

The aim for our curriculum is to lay a firm foundation for their future endeavours and inspire them to be the best they can possibly be as responsible and engaged citizens of the future. It is our vision that our curriculum, closely linked to careers education, will offer them a window to a wider world that they may not currently see and encourage them to have high aspirations and a drive to fulfil their full potential.

We provide a creative and stimulating environment and an atmosphere of mutual respect. This enables the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is enhanced by offering experiences that add depth and cultural capital to main curriculum. These planned experiences are designed to offer a wide range of opportunities that require deep levels of resilience and 'real world' skills.

Our curriculum is designed to ensure that when our pupils leave Staining to move on to secondary education they:

- Demonstrate positive attitudes to their learning; embracing challenge and exhibiting resilience and perseverance.
- Have a secure understanding of the fundamental skills in reading, writing and maths.
- Are independent and inquisitive learners.
- Are ambitious and take pride in all that they do.
- Are compassionate and caring; demonstrating high levels of respect for others.
- Are confident and responsible citizens who contribute to and demonstrate an appreciation of the world they live in.
- Are articulate; demonstrating the ability to question, debate and challenge.

Curriculum Implementation

We ensure that our children are able to see links in their learning and do not see subjects as stand-alone. Our planning ensures that there is clear progression across all years and learning is sequenced through our progression ladders. We use Chris Quigley Essential Milestones to plan and assess a structured and progressive curriculum that revisits concepts – thus encouraging links in learning to be made. Our curriculum ensures that our children know and remember more!

We use our curriculum as our narrative. We do this because every bit of knowledge is important.

Curriculum as narrative approach

Each piece of knowledge builds on the next and takes on deeper meanings and understandings as time goes by and the story is more fully understood. We believe that every bit of knowledge should be seen in relationship and that those chunks of knowledge are connected to other chunks. A curriculum as narrative approach does all of this and more.

Each topic has Key Vocabulary and Key Questions to encourage deeper level thinking and Key Sticky Knowledge for the subject. Our Curriculum brings all subject disciplines together. This encourages our children to link their learning and apply their skills in all areas.

Our curriculum drivers are History and Geography and we enhance these with the other National Curriculum subjects. All of our topics start with an exciting hook lesson which focuses on a 'BIG' Enquiry Question. The sequence of lessons lead to an end point where the children showcase their learning for that topic.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans and sequences of lessons. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

Quality First Teaching

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

Skills

Our 'Learn, Grow and Wonder' curriculum is a creative skills based curriculum that broadens our children's minds and deepens their knowledge in all subjects.

In order to engage our learners and make them lifelong learners, creativity is key. Our learning needs to have a purpose. We want all lessons to be relevant, inspiring and most of all challenging to unleash their inquisitive minds.

Cultural Capital

We help our children to develop fully as individuals by encouraging them to have hopes, dreams and aspirations for the future. This is embodied in our school values of 'Work hard, Aim High, Be Kind, Show Respect and Teamwork' which encourages our young people to become the best that they can be. We prepare our children with the knowledge, understanding, attitudes and practical skills to live healthily, safe, productive and responsible lives. This is planned through our PHSE and RE scheme.

The curriculum is split over two-years (Year A and Year B) and reflects local and national priorities and events, taking into account the needs of our pupils and local and wider community. Key Stage One, Lower Key Stage Two and Upper Key Stage Two are 'phased' so that teachers have the opportunity to generate high quality lessons (linked to Chris Quigley's Essential Milestones). Through adopting this shared planning approach, we embrace a collaborative planning and generate high quality learning experiences for the pupils.

School excursions, visitors into school and extra-curricular clubs are planned to widen children's experiences and develop their transferrable skills. Through this, we ensure that every child will encounter a wealth of enriching opportunities on their journey through our school.

Curriculum Impact

Staining Primary Academy uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half-termly and progress is measured against end of year outcomes for individual pupils and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Our pupils enjoy and value our curriculum. They know WHY they are doing things and not just HOW. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. We are able to see this in them being able to talk confidently about their work and when sharing their work with others. Each class present end of topic showcases where parents and pupils are invited to enjoy the learning completed that term.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data.
- Attendance rates.
- Behaviour.
- Pupil questionnaires.
- Pupil Voice.
- Parent questionnaires
- Lesson observations.
- Curriculum Reviews.