



**Stanton Harcourt
CE Primary School**

STANTON HARCOURT CE PRIMARY SCHOOL Curriculum Policy

This policy was agreed by Governors on:

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Chair of Trustees:

CEO:

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Our Curriculum Intent:

Throughout their time with us, children will experience a curriculum which is intended to give them an understanding of their place in the UK and wider world; rich experiences and widened horizons; and the skills and knowledge to equip them for their next steps in life. We firmly believe in a curriculum for all and this is one that will ignite a joy of learning and be underpinned by our school and Christian vision:

Living, Learning and Growing Together

We aspire to be excellent learners and leaders, empowered through our partnerships with all. Together we are parts of a body and each person's gifts, skills and qualities are cherished, enabling the whole body to flourish.

As St Paul advises in Romans 12:4 'Each one of us has a body, and that body has many parts...In Christ we are all one body and we are all a part of it. Each part belongs to all the other parts. We all have different gifts.'

At Stanton Harcourt CE Primary School, the curriculum is designed to build on **children's prior learning** through the use of **Knowledge, Concepts and Vocabulary Organisers (KCVs)**.

Knowledge is the core element of our curriculum and all our curriculum experiences and skills development are centred around subject based knowledge progression. Knowledge acts as 'building blocks' of learning, enabling our pupils to make relationships to memory and cognition, providing a basis for 'higher-order' thinking. It also ensures carefully considered design of activities, vocabulary, questions and assessment of learning.

Principles of Knowledge, Concepts and Vocabulary Organisers:

<u>Principles</u>	<u>So that....</u>
KVCs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KVC of each unit and the sequence of lessons which intend to facilitate the learning of this content.	All lessons are designed to teach and assess the KVC intended within the unit.
Each unit contains an assessment of the KVC	Teachers know how successful their teaching has been and what 'gaps' in learning need to be addressed.

Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.
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Individuals:

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community and our curriculum is designed to allow opportunities for pupils to:

- Read a range of cross curricular texts to develop not only their reading skills and widen their vocabulary but also to aid with making links with their learning.
- Empathise with the feelings and actions of others.
- See points of views and beliefs other than their own, self-evaluate and reflect.
- Make decisions and connections.

We provide real life experiences, learning through practical, hands on, investigative activities using the outdoors where appropriate.

Local Community:

Community involvement is an essential part of our curriculum: we celebrate local traditions and learn new skills using the wealth of local industry. We also have links with different establishments within the local community which children visit over the course the year to aid them, to flourish into respectful citizens.

Impact of our Curriculum:

We believe in preparing our pupils so that they leave our school with a sense of purpose; for themselves, for the locality in which they live but also within the wider world, one beyond the school gates, where they have the knowledge, confidence and skills to become successful lifelong learners and be ready for the next stage of their education.

At Stanton Harcourt CE Primary School, our curriculum outlines a broad range of strategies which, when consistently applied, ensures a high standard of learning and teaching across the school.

Our curriculum:

- Follows the guidelines set out in the 2014 National Curriculum.
- Shows clear progression between year groups with skills and learning.
- Has topics which are linked to high quality texts which children are exposed to daily.
- Exposes the children to real life examples of their learning through experiences including opportunities for children to improve their cultural capital.
- Facilitates children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Provides children with exciting opportunities to learn through creative teaching strategies.
- Uses a broad range of teaching strategies that take into account the varied and individual ways in which children learn.
- Fosters engagement, motivation and creativity.
- Uses the environment, including local facilities, to enhance learning experiences and support the delivery of the curriculum.
- Prepares pupils for the next steps in their educational journey and beyond.
- Prepares children to make a positive contribution to modern Britain.

Key elements of our curriculum:

- A hook day to engage all children with each new topic, which may involve an experience outside the school.
- Opportunities for children to have an input into their learning .
- The chance to compose, make, do, build, investigate, explore, collaborate, apply numeracy skills, read and write across the curriculum.
- Opportunities for the application of skills, knowledge and understanding in real-life contexts.
- The chance to become performers, experts and informers.
- The sharing and celebration of achievements with classmates, parents/carers and the wider school community.
- Our curriculum develops children's social and emotional skills and prepares them for life in 21st century Britain through teaching them about democracy and core British Values.

The full curriculum is mapped out in the for each subject in its own curriculum handbook. Here, a full rundown of the subject, complete with all intended learning is clear and the progress between each year group.

Curriculum Subjects:

English:

At Stanton Harcourt CE Primary School, English lessons are taught to daily, through a text rich curriculum aiming to increase children's exposure to texts, genres and literacy skills. We follow a text-based curriculum which has identified aspirational texts as models for children across the school which also incorporate important themes and meanings which children will incorporate into their own work. This can be found within the school's curriculum document, outlining all the texts and writing that the children are exposed to. Units of work are based around fiction and Non-Fiction text types and English lessons are developed so children can have an interest in a wide range of writing styles. In Early years and Key Stage One, there is a strong emphasis on oral rehearsal of words and sentences, this is continued into Key Stage Two.

Phonics:

Phonics is taught daily to all Early Years, Year 1 and Year 2. Some children continue work on Phonics as well as their Key Stage 2 English work. Teachers base their teaching on the DfE approved 'Rocket Phonics' program enhancing this with texts which go home in relation to the sounds worked on for that child in school. The reading books and stories that children experience are linked to their phonics learning where appropriate. Teachers carry out regular, termly assessments of children's phonics scores to ensure appropriate progress is being made within a specific phase.

Reading:

We understand that reading is a fundamental skill which underpins all other learning, and at Stanton Harcourt Primary School we want our children to become fluent, passionate, lifelong readers. Our curriculum is designed to promote curiosity as well as confidence and pupils will be exposed to a vast range of both picture and chapter books, including those from diverse cultures and backgrounds. Starting with a comprehensive reading scheme in early years, children will be immersed in texts which inspire their imaginations whilst their reading comprehension is challenged through high-quality questioning. This is built upon in KS1 with written evidence of the children's understanding being used to record their thoughts and emotive reactions to texts. In KS2, children are taught a range of skills, including retrieval, inference, prediction and vocabulary choice through the use of high-quality texts which complement their written work. The books we learn from have been carefully chosen to engage even the most reluctant reader and allowing access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders, races and backgrounds so that all of our children can see a part of themselves in the texts they read. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied dialects and a range of the English language.

Spelling:

Each week, children will focus on a spelling rule/pattern based on the curriculum for each year group. A list of spellings, which will include words from the specified spelling pattern and those from the *Common Exception Words* list, will be given to children to learn each week.

Handwriting:

Handwriting is taught and practised regularly throughout the week so that the children take care and responsibility for their writing. High quality presentation across all books is an expectation using the cursive style.

Writing:

At Stanton Harcourt School, we intend to create confident writers who develop stamina for writing from the Early Years to Year 6. We aim for all our children to be independent writers, building on a range of skills as they work through each journey of writing and to develop, and fully invest in, their own unique style. At Stanton Harcourt we have developed a high-quality text-based curriculum which is designed to inspire and motivate. Pupils will be exposed to a broad diet of both picture and chapter books, including those from diverse cultures and religious backgrounds. Our curriculum has been specifically tailored to meet the needs of the children in our school. We have considered how children at Stanton progress with their writing, and books have been carefully chosen to engage even the most reluctant learners and allows access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied language and as a consequence, to enrich their writing. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process. Pupils are encouraged to set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

At Stanton Harcourt School we will:

- Ensure staff have a confident, fluent and coherent understanding of English and the effect this will have on a pupil's progress, both inside and outside of the school environment.
- Ensure staff understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum. Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensure that all pupils understand all elements of English, as per the national curriculum.

Maths:

The core principles of our maths provision are inclusivity and consistency.

All children, regardless of prior attainment, are expected to be able grasp the maths concepts being taught and to be able to apply them, unless there is a specific diagnosis of why this will not be possible. All children, without exception, are present for high quality teaching input, including rich subject-specific vocabulary, and are exposed to the full curriculum. Children are not placed in fixed ability groups and are not always working with particular adults. Children are equipped through the teaching of stem sentences and the use of manipulatives and representations to work more independently. Specifically, SEND children are exposed to the full, high level rich diet of maths being offered to the class.

All classes follow the same expectations in terms of how learning is sequenced (the long term plan and progression maps), how lessons are structured, how learning objectives are written, the types of tasks the children complete, the presentation of work in books and feedback and marking. This consistency is supported by regular book looks and 'pop-ins'.

Science

At Stanton Harcourt, we understand the growing significance of science and engineering in our modern world. Regardless of whether children grow up to pursue careers in science or engineering industries, we firmly believe that by providing an environment centred around the wonder of STEM, learning experiences will enhance their scientific literacy, build science capital and improve critical thinking skills. The children should be taught that their scientific learning journey is one which involves asking questions and making mistakes and that this allows them to make real and valuable connections with the world around them.

At Stanton, we provide children with high quality, child-led practical learning experiences, which enable them to make meaningful links both within the classroom and the outside world. We encourage scientific discussions, thereby fostering critical thinking skills, scientific literacy and building science capital. We nurture and develop children's curiosity and excitement towards science by encouraging them to think creatively about 'big questions' and we

Try to break down perceptions about what science is, what scientists do and who scientists are.

Pupils at Stanton have access to an engaging curriculum, where science links to many areas of their learning.

Knowledge Curriculum & Vocabulary (KCV's):

For each subject, with the exception of English and Maths, topics are mapped out through KCV's to show progression of skills and knowledge as the children advance through the school.

Each KCV focusses on building upon prior learning and shows clearly the skills and knowledge the children will learn throughout the unit. The beginning of each KCV will identify which areas of skills or knowledge children have learnt previously, so that teachers can focus solely on the identified key skills and knowledge for that unit. These skills are broken down and made clear to teachers and children, so they know and understand their learning.

Throughout their teaching, children will be exposed to a range of vocabulary and this is broken down into two tiers, Tier 2, which are more commonly used vocabulary and Tier 3 - higher level vocabulary which the children are exposed to. This breakdown of the vocabulary allows teachers to explain clearly what vocabulary is so that children can access the learning to the best of their ability.

Children are also asked key concept questions at the beginning of a unit so teachers can gauge prior understanding. These questions require higher level thinking skills and a deep understanding of a particular piece of learning. Having answered these, teachers are able to gauge children's attainment.

At the end of each term, KCV's that have been taught will be reviewed by the curriculum lead, alongside the subject lead. This is to ensure that the knowledge and skills that are on the KCV are taught to keep prior learning up to date.