



### **Curriculum Policy**

#### **Curriculum Intent**

Our Curriculum meets the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is delivered through high quality sequential, subject specific learning. The themes of Community, Global Learning and Christian Values weave throughout our curriculum. Each child's unique gifts are recognised and nurtured in order to prepare them to be educated with the knowledge to become successful citizens in a global world.

#### **Curriculum Implementation**

*The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a high quality, inclusive teaching approach.*

Our curriculum:

- Meets the needs of individual pupils.
- Ensures all our pupils are exposed to the whole curriculum.
- Is scaffolded and resourced in a way to make it accessible for all to learn.
- Allows retrieval of prior learning, exposure, production, then lots of practice.
- Allows our children the opportunity to record their work and externalise their thinking.
- Encourages the development of fluency over time.
- Encourages independence and resilience to deal with complexity and new contexts.
- Teaches all pupils the same objective through scaffolding and challenge.
- Allows all children to achieve some degree of mastery.
- Ensures children will work at broadly the same pace, with gaps being plugged immediately.
- Ensures oracy is key.
- Exposes pupils to an environment enriched with subject specific vocabulary.
- Ensures formative assessment is key.

#### **Enquiry Based Learning**

Our curriculum is based upon an Enquiry Based Learning (EBL) model. Enquiry-based learning is an approach that emphasises the children's role in the learning process. Units of Enquiry begin with a key question that's too big to answer in one go, but is not too large that the learners don't understand. The teacher will guide the pupils through a scaffolded learning process with the aim of answering this question in the end. The end result could be a piece of writing, performance, or any other type of project or challenge which showcases the pupils' learning and the answer to the overall question. Teachers plan units of enquiry skilfully to ensure that all elements of the national curriculum are covered, whilst fulfilling pupils' interests and curiosities.

Our enquiry-based approach uses the National Curriculum as a benchmark for defining the desired knowledge for each year group or phase. The National Curriculum is a starting point and spring board for our teaching and learning. Subject leaders have established progression frameworks for their subject which ensure cohesive sequencing and opportunities for consolidation of related knowledge from Year 1 to Year 6.

The curriculum is organised into termly foci. This ensures that all areas of the National Curriculum are covered, and allows for in depth exploration of a focus subject area across a term.



### What are the benefits of enquiry-based learning?

- EBL allows for both independent and group learning.
- Children can work at their own pace in a positive learning environment.
- Children have the space to ask questions and follow their own path to learning. It encourages them to follow their own interests and passions.
- Teachers can use the pupils' questions to shape their lesson plans and play to their curiosities.
- It provides an opportunity for reflection for both the pupils and the teacher. Pupils can look back on what they've learnt and achieved, and teachers can reflect on their successes and what could be improved for future lessons.
- Children become more confident speakers by participating in a number of class discussions.
- Children feel motivated and inspired to answer the 'big question'. This propels them through their learning and the project at the end of the three-step process.
- It's an active teaching and learning approach which means children are more involved in their learning, and therefore more likely to remember what they've learnt.

This is the model we base our enquiry based curriculum on at Stanford in the Vale CE Primary School.

### Planning the Curriculum

The national curriculum is organised into separate subject areas which we plan under:

- English
- Science
- RE
- Art and Design
- Music
- Geography
- Design and Technology
- History
- Computing
- PSHE & Sex and Relationship
- Languages - French
- PE
- Mathematics

And we have four Key Drivers, to drive the curriculum:

1. Personal, Social and Emotional Well-being
2. Spiritual Diversity
3. Community and Environment
4. Life Skills

We use the following schemes to support the teaching of our curriculum:

| Subject                     | Scheme                                     |
|-----------------------------|--------------------------------------------|
| Maths                       | NCETM – Oak Academy                        |
| Spelling                    | Twinkl Spelling                            |
| Phonics                     | Twinkl Phonics                             |
| Handwriting                 | Letter-Join                                |
| PSHE & Sex and Relationship | Jigsaw                                     |
| RE                          | Oxfordshire Agreed Syllabus through Jigsaw |



|           |                    |
|-----------|--------------------|
| Music     | Charanga           |
| French    | Twinkl PlanIT      |
| Computing | Purple Mash        |
| PE        | Get Set 4 PE       |
| Science   | Developing Experts |

### Planning a term

We create the curriculum overview and knowledge organiser from the objectives that need to be taught. The information for these is taken from the complete curriculum progression document.



### Stanford's seven teaching approaches to maximise learning opportunities for all learners:



|                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Teachers will take time to <b><u>review</u></b> previous learning, check understanding and address <b><u>misconceptions</u></b> . |  |
| 2. Teachers will use clear explanations to present new material in <b><u>small steps</u></b> .                                       |  |
| 3. Teachers will use <b><u>scaffolding</u></b> and <b><u>modelling</u></b> strategies.                                               |  |
| 4. Teachers will use purposeful <b><u>questioning</u></b> strategies to check and challenge understanding.                           |  |
| 5. Teachers will provide opportunities for <b><u>guided teaching and independent practice</u></b> through 'I do, we do, you do.'     |  |
| 6. Teachers use explicit <b><u>vocabulary</u></b> in lessons.                                                                        |  |
| 7. Teachers <b><u>adapt</u></b> their teaching in response to pupil feedback – verbal, written or behavioural.                       |  |

### Visits/visitors/trips

We believe that as part of every enquiry question children should have experience of working with the local community. This may be in the form of trips out to support learning or through visitors coming into school. These will help the children to enjoy their learning and understand how it relates to the wider community. At our school we know that it takes a community to educate a child.



### **How to scaffold a child's learning**

- Task/activity – different sort of tasks: visual, hands-on, auditory can all play a part in helping a learner to access the learning
- What their end product will be, e.g. a model, a picture, written explanation
- Amount and rate of work
- Questioning
- Expectation – how far you expect children to go and what you expect them to learn/conclude
- Resources – e.g. some may use number lines, word mats, others may use mental images
- Adult support
- Peer support – Learning partners, child as the teacher
- Role – offering children specific roles within group work, e.g. spokesperson, decision maker, recorder, banker

### **Books / Work**

*Books / work clearly show the journey of learning and presentation is key.*

- The subject, learning objective or WALT and date are clear on all pieces of work.
- There is a focus on enquiry based learning.
- Work is presented in a variety of ways to meet the learning needs of all learners.
- Challenge is evident in all books.
- All children take pride in their work.

### **Curriculum Impact**

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, learning visits, discussions with teaching staff, pupils and parents.

Pupils leave Stanford in the Vale CE Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Stanford respectful, knowledgeable, ambitious and with a thirst for life and all it has to offer.

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