



Stanford in the Vale CE Primary School Curriculum Policy

Learning is at the centre of our school. We believe our curriculum should be child centred enabling our learners to be the best they can be. We have designed our curriculum to achieve the best outcome for our children.

At Stanford in the Vale CE Primary School we want:

- Successful learners
- Confident individuals
- Responsible citizens

We strongly believe that our curriculum will help us achieve what we want for our learners.

At the centre of our curriculum you find the learner

Our model is learner centred, placing the learner at the centre of the learning experience, not the teacher.

The learner needs to be

- Motivated
- Challenged
- Reflective

We believe that **motivated** learners will enjoy, achieve and succeed in all areas of their school life both academically and personally.

All learners need to be **challenged** to ensure they reach their potential and remain motivated to succeed.

To become effective learner's emphasis must be placed on **reflection** and self evaluation. This will enable children to understand the next steps in their learning. Children are made aware of how to be successful in their learning through the use of success criteria and targets. These are then used in peer marking to help children reflect on their own learning and this in turn enables them to identify next steps in their learning.

If the learner is motivated, challenged and reflective...

The learner will need to develop the capacity to persist, be determined, focus, concentrate and keep going.

Learning is complex and therefore...

There are many skills which need to be acquired and developed. We believe a successful learner needs to be taught certain learning skills or values.

- Spirituality
- Thinking
- Independence
- Collaboration
- Creativity,

We need to teach, model and structure the curriculum so children systematically learn these important skills for life long learning.

Finally...

Through experiencing a vibrant, dynamic integrated curriculum children will **achieve, enjoy and succeed.**

This is the model we base our creative, cross-curricular curriculum on at Stanford in the Vale CE Primary School.

Planning the Curriculum

The national curriculum is organised into separate subject areas:

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

We have grouped the subjects under seven areas of learning:

- Understanding English, Communication & Languages
- Understanding Physical Development, Health & Well-being
- Mathematical Understanding

- Historical, Geographical and Social Understanding
- Religious Education
- Understanding the Arts
- Scientific and Technological Understanding

And 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

Our children and staff identify creative topics, which they are enthused to learn about and plan a variety of activities to achieve stated outcomes.

Discrete Planning

While we integrate as many subjects as we feel is effective, there are some subjects which are taught discretely. We believe this will ensure in depth teaching of these areas of the curriculum. However, where appropriate and to enrich learning, teachers may decide to use their professional judgement to make links in topic work to the subjects listed below.

Subject	Scheme used
Maths	Abacus Scheme Mathswhizz
Spelling	Based on Letters and Sounds and the National Curriculum 2014 spelling rules and words
Phonics	Letters and Sounds, Jolly Phonics & Phonics Play
P.S.H.E.	SEAL, Family Links and Healthy Schools
P.E.	LCP Scheme
RE	Swindon Agreed Syllabus
Music	Music Express, Charanga
French KS2	La Jolie Ronde Scheme

A Creative Cross Curricular Topic consists of:

'The Big Picture'

At the start of every topic 'The big picture' is produced with the class and then sent home. This is a topic web that explains the content of the topic and key outcomes, with audience. This helps parents to become more involved in their children's learning and to support their children at home. 'The big picture' is displayed on the school website during the topic for teachers and pupils to refer to; it is then used to help evaluate the topic.

Each topic lists the learning objectives covered, which come from the National Curriculum, and the skills taught. In the case of RE, learning objectives are taken from The Swindon Agreed Syllabus.

Hook: Every topic includes a 'Wow moment' to **motivate the children** for the learning in the topic. A 'Wow moment' may be a visit, a visitor coming in, setting up a scenario in the class....

Visits/visitors trips

We believe that as part of every topic 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.

Outcome

Every topic has an outcome or outcomes, with an audience, that all the work from the topic leads towards. This enables children to ensure there is a purpose to their work.

This may take the form of an exhibition, book or performance....

Homework:

We believe topic homework is essential as it supports and extends the children's learning in class. The homework contributes to the overall outcome of the integrated topic. Therefore, the children see a clear purpose in their learning at home.

Parental involvement in the curriculum

At Stanford in the Vale CE Primary School we believe parental involvement is essential to a child's learning. Parents are involved in their child's learning in a variety of ways at our school.

1. In relevant topics parents are invited in to be part of the final outcome.
2. For each topic a 'Big Picture' is produced for each parent at the start of the topic, outlining the main learning / outcomes in the topic.
3. Each 'Big Picture' is published on the school website and the current years are archived.
4. We have an open evening once a year where topic work is displayed and parents are invited to come and view the work.
5. We have three sharing assemblies a year, where the children demonstrate an aspect of their current topic.

Evaluating topics.

To ensure the children at Stanford in the Vale CE Primary continue to be successful and reflective learners year on year, topics are evaluated by teachers at the end of each one. To help children become effective learner's emphasis must be placed on **reflection** and self evaluation. Therefore, we believe it is important for children and parents, as well as teachers to contribute to the evaluation of our topics and our curriculum.

Evaluating topics is essential as it provides information on the impact the curriculum has on standards, achievement, teaching and spiritual, moral, social and cultural education.

Children help to evaluate topics through

- Class discussion
- School Council Meetings

Parents help to evaluate topics through

- School questionnaires
- Viewing outcomes of topics

Teachers evaluate each topic by:

- Reflecting on the impact of the subjects taught within the topic,
- How well the learning outcomes were achieved,
- Children's comments on the topics
- Annotations on planning, assessment
- Use this evidence to decide on the next steps of learning

The information we gather is then used to improve topics for future children.

Pupil Self evaluation

It is important for children to be able to self evaluate their work. The children are motivated and challenged through their topics and as a result can reflect on their learning.

Evaluating the whole curriculum

To ensure our curriculum is relevant to our children and to ensure the children are motivated, challenged and reflective, the curriculum is evaluated at the end of each year.

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