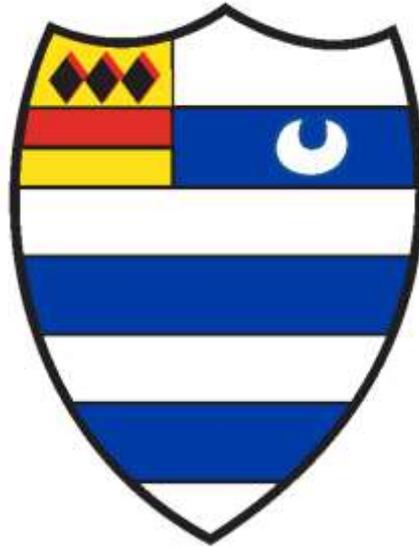


Stanford Junior and Infant School



CURRICULUM POLICY

*“Living Together,
Learning Together”*

Prepared by Senior Leadership Team:	September 2019
Approved by Policy Committee:	October 2019
Last Review:	September 2020
Date of next Review:	September 2021 or earlier if required

Our Vision for Stanford Junior and Infant School

Our Purpose is:

To educate everyone effectively in a happy, safe, caring and stimulating environment, so that they develop a thirst for knowledge, enabling them to reach their full potential.

We believe:

- that everyone has the right to a good education
- that everyone deserves praise and recognition for all their efforts
- that everyone can be successful in their own right
- that everyone should have the opportunity to achieve personal success
- that everyone should be valued and have a sense of belonging
- that everyone is unique and has their own special gifts
- that everyone has a right to speak and be listened to
- that the environment should be stimulating and engaging
- in an exciting and engaging curriculum
- in high standards and expectations

We value:

- being part of a team
- community and heritage
- respect
- our rights and responsibilities
- a sense of humour and fun
- the opinions, values and beliefs of others
- honesty and trust
- loyalty
- encouragement
- motivation and resilience
- positivity
- communication
- effort and achievement
- kindness and empathy
- creativity

CURRICULUM INTENT

A broad, balanced, and inclusive curriculum is delivered through a whole school approach with an emphasis on promoting creative thinking. The curriculum is ambitious for all pupils. It is planned to meet the statutory requirements of current Dfe guidance, legislation and the National Curriculum as it evolves. It is based on and relevant to the needs of the individual child and is coherently planned and sequenced to build sufficient knowledge and skills for the next stage of education. This provides high quality education for all pupils. Our vision ensures teachers have a strong understanding and knowledge of subjects and pedagogy to improve the delivery of the curriculum and use of assessment.

a) To meet the stated aims of education by delivering a curriculum, that is:

Broad
Balanced
Relevant

Learning is a change to the long term memory, achieved by introducing new knowledge and helping pupils make connections with existing learning. Pupils gain understanding and are able to apply their knowledge. To improve memory pupils need the struggle of trying to retrieve information and recall prior learning (eg to apply it to a new context or to have to explain their knowledge to others.)

- b) Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- c) Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values. Our School Vision forms the basis of our curriculum.
- d) Curriculum Breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- e) Our curriculum is made up of subject topics with a focus on key objectives. Subject topics are specific aspects of subjects that are studied. Key objectives are explored in a wide breath of topics. They are revisited and rehearsed over and over in order that pupils build understanding of them.
- f) Knowledge webs and knowledge organisers are used to help pupils express their understanding sand relate each topic to previous learning and to form strong, meaningful schema.
- g) Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits of acquisition of long term memory. Cognitive science tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- h) Over time pupils progress in their procedural fluency and semantic strength.
- i) Progression model

- j) A range of pedagogical styles are used as learning passes from basic to advanced and then deep. For example, both direct instruction and discovery approaches are used effectively. As part of our progression model we use tasks to proof the progress which show our curriculum expectations.
- k) Our curriculum promotes the social, moral, spiritual cultural and physical developments of pupils; reflect the culturally diverse nature of society, to enable children to express themselves through promoting creativity.

CURRICULUM IMPLEMENTATION

- a) Our curriculum design is based on evidence from cognitive science - three main principles underpin it:-
 - i) Learning is most effective with spaced repetition
 - ii) Interweaving and making links helps pupils to discriminate between topics and helps long term retention
 - iii) Retrieval of previously learnt content is frequent and regular, which increases both storage and retrieval strength
- b) In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- a) Our content is subject specific and we make intra-curricular links to strengthen schema.
- b) Continuous provision, in the form of daily routines, replaces the direct teaching of some aspects of the curriculum and also provides retrieval practice for previously learned content.
- c) Staff have excellent subject knowledge, present content clearly and promote discussion. They check understanding, identifying misconceptions and give clear feedback.
- d) Teaching materials and pupils' work reflect the school's ambitious curriculum without causing excessive workload.

CURRICULUM IMPACT

- a) As learning is a change to the long-term memory it is impossible to see impact in the short term.
- b) We look and review our practice to determine whether they are appropriate, related to our goals and likely to produce results over time.
- c) We use comparative judgements, retrieval quizzes, moderation and assessments to compare student's work over time.
- d) We use lesson observations and monitoring to see if the pedagogical style matches our expectations and vision.
- e) Pupils work across the curriculum is of high quality, showing that they are gaining detailed knowledge and skills, and achieving well against national expectations.
- f) Pupils are well prepared for the next stage of education and those with SEND achieve the best possible outcomes.
- g) Assessment is used to check pupils' understanding, embed learning and inform teaching. Leaders provide effective support for teaching and recognise the limitations of assessment.
- h) Attainment is assessed and gaps are addressed.

Signed By



Chair of Governors:

Date: October 2020



Headteacher:

Date: October 2020

Review Date	Amendments	Approved Date
September 2019	Prepared & Reviewed Policy	October 2019 by Email
September 2020	Annual Review	October 2020