



Stowford Curriculum Overview Statement

INTENT	
	<p>At Stowford School we strive to ensure that we provide a curriculum that is engaging, relevant and challenges our children.</p> <p>Our curriculum is driven by the fundamental belief that all children can succeed.</p> <p>Our curriculum is built on the principles underpinned by cognitive science and neuroscientific research. It is designed to provide a broad and balanced education that meets the needs of all children. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon. Where relevant and meaningful, a cross curricular approach is employed by teachers to make links between subjects and practical real life experiences are incorporated to inspire and motivate our children. Following our beliefs about high quality teaching and learning and our core values as a school, our curriculum ensures that we give our children appropriate and ambitious curriculum opportunities and underpin the planned experiences and interactions that our children encounter every day both in the classroom and outside.</p> <p>The intention of the Stowford Curriculum is to both educate and develop each child in a holistic way, to encourage them to develop as a person, to develop their character and morality and to learn academic subjects which will set them up for later life. This is done through both the taught curriculum and the many opportunities and the values and events that occur in the school community throughout a child's journey through Stowford School.</p>
School Values:	Respect, Excellence, Friendship, Determination, Inspiration, Courage and Equality
Traditional British Values:	Democracy, the Rule of Law, Individual Liberty and Mutual Respect, Tolerance of Different Faiths and Religions
Underlying Principles:	Equality, inclusion, safeguarding, preparation for life in modern Britain and opportunities for personal choice
Taught Curriculum:	<p>At Stowford School we:</p> <ul style="list-style-type: none"> ensure continuity from phase to phase and year to year. place a high value on academic achievements and the importance of pupils to be literate and numerate to maximise their life chances beyond schooling. prioritise reading and vocabulary development as an integral part of our curriculum. We aim to instil a love of reading within our children, supported through exposure to high quality texts. we ensure the curriculum is coherently planned, organised and structured and is broad, rich and balanced. ensure key knowledge, skills and vocabulary development is identified and prioritised, built upon and revisited. plan in the use of our locality and the many rich opportunities it has to offer.

IMPLEMENTATION

The Stowford Curriculum follows the National Curriculum and specific skills are discretely taught through subjects and practised so that they become transferrable. There is high emphasis on the development of spoken language and articulation of ideas. Carefully planned sequenced lessons activate prior learning, build on skills and deepen knowledge and understanding. There is a carefully mapped out progression of knowledge, skills, understanding and vocabulary for each subject. Teaching for mastery approaches in maths promote deeper learning and conceptual understanding.

PLANNED CURRICULUM There is a curriculum statement for each individual subject listed here together with knowledge organisers and progression maps.	ENGLISH	MATHS	PE
	Phonics: Little Wandle Reading: CUSP Reading Writing: CUSP Writing Spoken Language: school sequences based on Voice 21 progression of oracy Spelling, punctuation and grammar: CUSP spellings	White Rose forms the skeleton for planning with additional use of 'Maths No Problem' and NCETM resources,	Real PE Leap into Life PEDPASS
	ART AND DESIGN	COMPUTING	DESIGN AND TECHNOLOGY
	CUSP Art and Design	Stowford Curriculum	CUSP Design Technology
	GEOGRAPHY	HISTORY	FRENCH
	Opening Worlds	Opening Worlds	Rachel Hawks French
	MUSIC	SCIENCE	OUTDOOR PLAY AND LEARNING
	Charanga with whole class instrumental teaching in KS2	CUSP Science	Wild Tribe OPAL play strategy Outdoor adventurous activities
	PSHE	RE	EYFS
	'Jigsaw'	Opening Worlds	The Stowford Curriculum based on development matters. CUSP EYFS based on the CUSP Literacy Spine

Resources:	High quality resources			
Principles of Learning: Cognitive load theory, Principles of Instruction Rosenshine, Generative Learning Practice.	Small Steps	Assessment for Learning	Questioning	Modelling
	<ul style="list-style-type: none"> • Begin a lesson with a short review of previous learning • Build fluency and confidence • Present new material in small steps with pupil practice after each step • Know curriculum expectations • Strong subject knowledge 	<ul style="list-style-type: none"> • Formative assessment including immediate verbal feedback • Peer assessment • Mark and review 	<ul style="list-style-type: none"> • Ask many questions and gain maximum participation 'more of the children thinking more of the time' • Use hierarchy of questions from Bloom's Taxonomy • Check children's understanding to support addressing misconceptions 	<ul style="list-style-type: none"> • Modelling working examples and thinking out loud for the steps needed • Scaffold learning to help develop expertise • Visual representation to help make links
	Thinking Skills and Pupil Talk	Obtain High Success Rate	Independence	Revisit and Consolidate
	<ul style="list-style-type: none"> • Retrieval to aid memory skills • Creating, analysing and evaluating • Children asking questions 	<ul style="list-style-type: none"> • High engagement of children • Positive learning behaviours • Children making progress • Pitch of lessons to provide both challenge and support 	<ul style="list-style-type: none"> • Applying understanding • Organising gathered information • Forming concepts and linking ideas • Opportunity for overlearning to support recall • Monitor independent practice 	<ul style="list-style-type: none"> • Recalling recently learnt materials, and that not learnt so recently helps to embed it into long term memory therefore freeing working memory.

Assessment:	Children have regular opportunities to show what they have learnt and understood through both formative and summative assessment. This is appropriate and meaningful. In year assessment is used to adjust, revisit, and enhance planning. Any data is focused on progress and is used to improve teaching and learning.
Intervention:	Barriers to learning are identified and time limited, monitored interventions are put in place to remove them.
Monitoring:	<p>School leaders and subject leaders monitor the implementation and impact of the curriculum by carrying out:</p> <ul style="list-style-type: none"> • Lesson observations • Discussions with children and staff • Book trawls • Analysis of data • Moderation exercises both within and without school <p>This will ensure that the 'taught curriculum' is matched to the 'planned curriculum' and that there is coverage, progression, children's engagement and that the pitch is appropriate for the age and stage of each child.</p>
Evaluation:	Results and findings of monitoring are then used in reviewing and refining the curriculum in a planned, time framed manner.
Enrichment:	Where relevant and meaningful, a cross curricular approach is employed by teachers to make links between subjects and practical real life experiences are incorporated to inspire and motivate our children. These might include either a visit out of school or by inviting a visitor into school. Some of these are residential and some are day trips.
Extra-Curricular opportunities:	A broad range of extra-curricular clubs is run by school staff to enhance children's opportunities and to give them the chance to try new activities.

IMPACT

Children develop on their journey from EYFS to Year 6 and leave Stowford School prepared for their next stage in life and the opportunities, responsibilities and experiences that life has to offer.
Development includes: spiritual, moral, cultural, mental, physical and academic development such that children leave Stowford School being:

CONFIDENT INDIVIDUALS

Children develop character by:

- Understanding values e.g. equality and friendship develops children's character so they take their place in the community with tolerance and respect;
- This can be seen in daily interactions in the school community and in the good relationships fostered.

SUCCESSFUL LEARNERS

Children develop learning behaviours and habits to:

- Strive to attain well in all subjects of the curriculum;
- Develop the child with a holistic view to want to reach high personal standards and to make progress;
- Be highly motivated with a growth mind set approach and being willing to take risks and challenges and grow from them;
- Standards at the end of Y6 were above national average in 2019 in reading, writing, maths and spelling, grammar and punctuation.

RESPONSIBLE CITIZENS

Children have guidance to develop their moral compass by:

- Encouraging children to have a strong sense of morality and show school values and British Values in their lives;
- Providing opportunities to consider making the right choices for both themselves and their community;
- Being able to decide what is right and wrong and be resilient to the influence of others if it is not right;
- Being inspired to go out into the world and make a difference to their lives and to the lives of others.