Stockton on the Forest Primary School Curriculum

We are constantly striving for the best for our children, hence we will continue to adapt our curriculum to ensure it includes exciting new opportunities for our pupils and remains challenging and relevant to our school.

Intent

The curriculum at Stockton on the Forest Primary School is rooted in our school values: KINDNESS, RESPECT, RESILIENCE AND ASPIRATION.

It is underpinned by 4 key school principles:

1. Challenge and enjoyment
2. Literacy rich
3. Broad and balanced yet relevant
4. Well-planned and sequenced with links between concepts

Implementation

Challenge and Enjoyment

It is our intention to 'hook' children into their learning at the very beginning of a topic. It is our aim to plan a curriculum which is ambitious and includes high quality learning for all pupils. SEND is not seen as a barrier to learning. Responsive teaching and robust monitoring ensures that targeted support is given if pupils start to fall behind age related expectations. Our curriculum is planned so that all children can be challenged and enjoy their learning.

Termly/half-termly topics may begin with the following 'hooks into learning':

- Exploring a class book
- Drama
- A visitor or class visit
- A science investigation
- A local area walk

The aim of these hooks is to engage children in their learning from the outset; to gauge their curiosity and to set the stage for inquiry.

- What do you see?
- What do you think about that?
- What does it make you wonder?

Core learning is enhanced through the use of visitors, educational visits, assemblies and theme days and weeks.

Throughout the curriculum, teachers place a focus on the following key principles:

- Teaching the basics well
- Setting aspirational targets

Learning is made explicit through:

- WALT (We are learning to) Considering the purpose of each piece of work and making this clear to the children
- Success criteria (expectations for each piece of work)
- ALF (Always looking for) This secures the non-negotiable objectives children must secure before moving on to the next year group.

Clear links are made to previous learning, for example, through referring to class timelines in history and questioning pupils about what they have learnt previously.

At regular check points throughout the learning, teachers ensure that pupils demonstrate what they can do (skills) and what they know (knowledge)

Pupils and staff use Zones of Regulation and a Growth Mindset approach to equip them with the resilience needed to take an aspirational approach to their learning.

Literacy Rich

Stockton on the Forest Primary school endeavours to instil in its pupils a love of reading. All pupils will have access to high-quality texts and vocabulary is explicitly taught from Reception Class to Year 6.

Refer to English section of curriculum for more information regarding this aspect of the curriculum.

Broad and Balanced

The long-term plan ensures coverage of the National Curriculum but is flexible enough to ensure topics are relevant to the pupils at Stockton on the Forest Primary School. PHSE, outdoor learning, educational visits and extra-curricular activities are some of the ways in which we seek to enhance core learning. We endeavour for pupils have a strong spiritual, moral, social and cultural understanding through weaving our school values and the teaching of core British values throughout the curriculum. School assemblies, school council meetings, our school buddy system and various theme days and weeks enhance SMSC across the curriculum.

Well-planned and sequenced with links between concepts

Teaching is made explicit through:

- Coverage of the National Curriculum is delivered through the school's long term plan.
- As the school continues to develop its curriculum, more topics may be added to fit the needs of the pupils in school and ensure that learning is relevant.
- Knowledge based topics are used to teach specific skills across a range of subjects.
- Where a subject does not complement a topic, it may be taught discretely.
- We follow the City of York Council Locally Agreed Syllabus for Religious Education, you can find out more about York SACRE (Standing Advisory Council on Religious Education) on their website.
- All pupils in Years 1-6 also receive two PE (Physical Education) lessons per week as their Sports provision. In KS2, this includes swimming lessons in Year 3/4. Additional extra-curricular sessions are led by a range of sports specialists.
- Children enjoy weekly sessions of French in KS2.
- PSHE is a non-statutory subject but this forms an important part of our curriculum. The school scheme is used to teach key themes throughout the year. Lessons are also adapted to meet the needs of the individual children and classes, as well as covering local priorities when relevant.
- Teaching of the Relationships Curriculum is implemented through our RSE policy.

- Teachers have a clear understanding of the purpose of each subject through the **Subject Intent Statement**. Relevant parts of the statement are shared with the children so the children are clear which subject they are learning.
- Skills and knowledge progression trackers are used to ensure key concepts are covered for each subject in each year group.
- Key skills are secured through the use of ALFs (non-negotiables) for each year group (in reading, writing and maths)
- These trackers are used to assess any gaps in learning that need to be secured before a pupil can move to the next stage in their learning.
- Key vocabulary is included at the planning stage and taught explicitly to the children.
- Rich and engaging texts are used alongside each topic
- Teachers plan to assess children's knowledge and understanding throughout the topic through the use of hinge questions and exit strategies (e.g. targeted questioning, 'show me' whiteboards and multiple choice questions at the end of a unit of learning.

Learning is made explicit and accessible to the children through:

- The use of knowledge organisers
- A clear WALT title for each piece of work so children know what they are learning to do.
- Clear success criteria so children know what teaching staff are looking for in their work.
- Children are given clear targets in reading, writing and maths.
- Children with SEND are given clear targets in reading, writing and maths.
- Teaching staff regularly question children: 'What are you learning today?' 'What is your target for this piece of writing?'
- Children's learning is regularly assessed through the responsive teaching strategies referred to above.
- Children's acquisition of knowledge and skills are assessed at the end of each unit of learning through an exit strategy such as a multiple choice quiz. Children's learning is given a purpose where possible such as writing for a specific purpose, preparing a presentation, creating a class museum to name some examples.

Impact

It is the intention of Stockton on the Forest Primary School that every pupil leaves primary school feeling happy, confident and ready for the next step in their education. It is our aim that pupils will be fluent in reading and maths; be able to demonstrate a wide range of knowledge and skills across the curriculum; and possess the resilience and growth mindset needed to succeed.

