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**Curriculum Intent Statement - Stockham Primary School**

At Stockham, the curriculum aims to encapsulate our pupils in a creative, knowledge and skills based thematic curriculum, underpinned by the school’s mission statement:

**Stockham School will inspire life-long curiosity, develop knowledge of the wider world and equip each child with the skills and aspirations to make the most of every opportunity; shaping their future and the communities around them.**

At Stockham, curriculum drivers shape our curriculum breadth. We have designed our curriculum to be exciting and creative, underpinned by three core drivers:

* **Aspirations** – Who could I be? How can I aim high? How can I make the most of my opportunities? What opportunities are out there for me?
* **Curiosity** – What do I think? What do I wonder? Why?
* **Knowledge of the world** – Who am I? What is my locality? How does my life compare to the wider world? How do I fit in to the wider world? How can I take responsibility for both my community and the wider world?

We believe children undertake a learning journey, beginning in EYFS, and strive to equip our children with the skills, knowledge and understanding to continue this journey into the future, through broadening their horizons, raising their aspirations and giving them a thirst for knowledge. Community involvement is an essential part of our curriculum (see SMSC policy) and, by taking an active part in many events throughout the year, children leave our school with a true sense of belonging.

We use learning powers to promote positive attitudes to learning which reflect the values and skills needed to take responsibility for learning and promote future success. We aim to promote:

* Independence
* Teamwork
* Listening
* Confidence
* Perseverance

Values based learning

We use value based learning, a rolling programme of focused values, which are introduced in assemblies at the start of each term and then further promoted across the school.

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| **Rolling cycle:** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Kindness  Friendship | Celebrating differences  Humility | Goals and  ambitions  Confidence | Healthy me, healthy mind | Trust | Fun, failure and growth |
| **Year 2** | Curiosity | Respect | Self-belief  Courage | Honesty | Love | Resilience |

At Stockham, we believe values enhance academic achievement through developing children’s social and relationship skills that last throughout their lives. Each subject leader ensures there is coverage of British values and SMSC across all year groups.

Curriculum aims

Our curriculum is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term. We strive to:

* Provide a challenging curriculum for all
* Encourage pupils to aspire and ‘aim high’
* Promote equality and diversity
* Foster a lifelong love of learning for all our pupils
* Provide new and varied opportunities
* Encourage independent thought and children’s ownership of their learning
* Develop growth mindsets and encourage all children to be the best they can be

Curriculum breadth

At Stockham, we aim for a knowledge based curriculum to prepare children for the future. Knowledge acts as the building blocks of learning whilst our curriculum breadth is shaped by the exploration of the backgrounds of our pupils, our beliefs about high quality education and our values - they are used to ensure we give our children appropriate and ambitious curriculum opportunities.

Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are specific aspects of the subjects studied. Threshold concepts, ‘big enduring ideas’, tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics and this ‘forwards and backwards’ engineering of the curriculum is how our children revisit the same concepts over and over, gradually building an understanding of them and forming the basis for ‘higher order thinking.’

At Stockham, our progression model focusses heavily on research in cognitive science. In order for children to become creative thinkers, or have a greater depth understanding, they must master the basics. Therefore, within each milestone the children gradually progress through three cognitive domains: basic, advancing and deep. Stockham has considered the knowledge, skills and vocabulary that are required to achieve academic success at the end of each milestone. Staff and leaders then use this as a focal point. When planning, knowledge, skills and vocabulary are identified for each unit and sequences of lessons are planned to facilitate this learning. POP tasks are used to identify gaps and misconceptions in learning and ensure successful teaching. Theme organisers are sent home to ensure parents are clear about the knowledge, skills and vocabulary for the term. The goal is for children to display sustained mastery at the ‘advancing’ stage by the end of each milestone and for the most able to have a greater depth understanding at the deep stage. The time scale for sustained mastery or greater depth is therefore 2 years of study.

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| **Basic** | Direct instruction  Teaching of central ideas  Modelled design |
| **Advancing** | Subordinate ideas  Creative design |
| **Deep** | Independent exploration and application  Problem solving |

Curriculum Depth

At Stockham, we believe all pupils should develop their knowledge and understanding of the world in which they live. Depth of learning is achieved through the development of learning and thinking skills.

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| **Basic**  Acquiring knowledge | **Advancing**  Applying knowledge | **Deep**  Reasoning with knowledge |
| Requires explicit instruction and models.  Requires tasks that aid acquisition of the basics | Requires independent practice and feedback afterwards.  Requires tasks that allow for decision making, comparison and adaptation of models. | Requires discovery approaches to learning.  Requires tasks which require reasoning, research and critical thinking. |
| Examples of pop tasks:  Name, describe, instructions, recall, basic questions, use, match, report, measure, list, label, illustrate, recognize, tell, repeat, arrange, define, memorise | Examples of pop tasks:  Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare. | Examples of pop tasks:  Solve non routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove. |
| A modelled and guided process | A more scaffolded approach moving towards independence | Independent application. |

Subject leaders

All teachers (except ECTs) are subject leaders with a responsibility to oversee, develop, monitor and evaluate the effectiveness of curriculum subjects across the school. Subject leaders meet with the head teacher each term to talk through the impact of their subject action plan and discuss their next steps. All staff follow a robust and consistent approach to leading their subject which is supported by senior leaders. This ensures pupils receive a rigorous, coherent and intelligently sequenced curriculum which builds on what has come before.

The role of the subject leader:

* Provide strategic lead and direction
* Support colleagues and offer advice
* Keep up to date with initiatives
* Monitor pupil progress and attainment
* Provide efficient resource management
* Meet with curriculum link governors to share strategic lead, direction and initiatives.

Pupil voice

Pupils have a vital role to determine the future direction of our school curriculum. They make many significant contributions throughout the year via school council meeting, reading ambassadors, head boy and girl, eco reps, pupil voice questionnaires and feedback.