



Stanwick Curriculum 2023-2024

What does the curriculum look like
at Stanwick Primary?



Stanwick Primary Academy

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Stanwick Vision

Our vision is to provide an education that develops the whole child, achieving the curriculum expectations, whilst providing a wide range of experiences and opportunities for our pupils, that allows them to thrive and prepares them for life beyond the primary years. This is supported using outdoor learning and opportunities that sit outside of the expectations of the curriculum.

We set up an environment in which our children can **achieve** their potential within a curriculum that has been designed to **inspire** them, whilst encouraging a level of **respect** and **care** for the rest of the community. This encompasses clear teaching of our school values, where there is a high expectation that all children uphold these and demonstrate them at all times.

Nene Education Trust Drivers – Work.World.Wellness.

'Ensure that young people in the Nene Education Trust are prepared for life beyond school and all that this increasingly complex world will throw at them. We are determined that our young people are mentally and physically happy and healthy, employable and have a positive view of the world and their role in it.'

As part of the Nene Education Trust, our curriculum is designed to expose our pupils to teaching and learning under the three strands of Work. World. Wellness. The curriculum, as well as the extra-curricular offer, in which Stanwick Primary delivers, continuously links back to developing our pupils' understanding within one of these three strands to achieve the vision of our school.

Within our curriculum and beyond, we will set the foundations that provide the first experiences of the world of work and what work entails. The pupils will be delivered teaching of a range of subjects, topics and lessons to give them a wide range of knowledge and skills to make their own decisions of the world of work.

Through the teaching, pupils are provided with the knowledge of the world and experiences that aid them to understand a range of cultures, locations and differences between their lives and the wider world. They are provided with knowledge of the world through a range of teaching in lessons, whole school events and fundraising involvement to begin understanding where we fit in to the world and gain understanding of the lives of others.

Pupils are regularly provided with opportunities to value their wellbeing and understand their own feelings, to give them the foundations to dealing with the wider world and tricky situations. Regular opportunities are planned, where pupils are given opportunities to develop the tools needed to respond appropriately to situations and deal with life situations, as well as dealing with personal growth.

Stanwick Primary Curriculum

Our curriculum offer below aims to achieve the above vision for all pupils by the time they leave their primary years.

At Stanwick Primary we:

- Provide an inclusive education for ALL pupils within the school, providing challenge and support that is appropriate for each child. At times, this may look different to the learning taking place for much of the class but is tailored and suitable for the learning of the individual.
- Provide a curriculum that teaches pupils skills and knowledge and is built upon in each year group to ensure small steps are taken to secure knowledge of the primary curriculum by the end of year 6.
- Consider prior learning of pupils, whilst also acknowledging their future learning that will take place to ensure content delivers challenging and inspiring content, that provides a range of opportunity and experiences throughout the primary years.
- Deliver lessons that use high-quality structures and resources that promote a love of learning and interest within the topics taught.

The teaching of our subjects across the curriculum

The subjects within our school are taught discreetly across the curriculum in order to provide pupils with the full knowledge of each topic and builds on the learning from previous topics or year group learning. Subjects are blocked throughout the year for each year group in order to meeting the expectations of the National Curriculum, whilst providing learning opportunities that immerse the pupils in each of the topics through the use of small steps that have been carefully sequenced to support pupil retention of knowledge.

Reading

At Stanwick Primary we strive to engage our children in high quality literature that inspires and challenges them. We are committed to the delivery of excellence in the teaching of reading. We aim to ensure that every child can read with fluency as well as developing a love of reading that will stay with our children all their lives. We offer our children a wide range of fiction and nonfiction texts to deepen their understanding of a range of themes and the world around them. Our key threads of diversity (world), wellness, curriculum (topic) and classic texts and authors run through our entire literature spine and allow our children to develop a critical reading mind and a love of a range of literature.

The teaching of reading begins when the children join in our EYFS year, where they will be taught phonics using the Little Wandle Letters and Sounds scheme. Phonics is taught daily in EYFS and Year 1, with phonics sessions reducing to three lessons per week. Structured daily reading sessions for the whole class begin in year 2 and continue through to year 6 following clear reading skill structures as outlined in our further reading guidance.

Alongside the teaching of phonics and reading skills, pupils will also be engaging in daily reading for pleasure sessions, where teachers of each year group have carefully selected literature to ensure pupils are exposed to range of texts during their time at Stanwick Primary.

Writing

The teaching of writing is linked around the topics that each class is working on during that specific term. A unit of lessons begin with a 'Cold Write' for pupils to show their current understanding of a text type and its features before the teaching of that unit begins. Following the initial lesson, teachers will gain feedback from the written work produced to plan to the needs of their class, where lessons are prepared to teach the structure, grammar expectations, layout and written skills needed to apply to the text. The learning is then tailored further to the needs of the pupils in the class, where resources are used to support and challenge pupils within their learning.

Within each lesson, there is a clear structure followed, where all pupils are exposed to activities linked to handwriting practice, grammar development and vocabulary. This will then lead into the teaching of skills for the text type that the pupils are learning about and is presented in many different forms.

A unit of teaching will be completed with a 'Gold Write', where the pupils are provided with an opportunity to present all their learning from the unit in their final written piece. This is the piece of writing that is formally assessed and recorded as evidence of pupil understanding at this time.

A range of resources such as dictionaries, thesaurus', word/sound mats, working walls and exemplar material is used to support pupil understanding throughout these lessons. Pupils are encouraged to independently access these where necessary as they progress through the school in order to create independent and creative writers by the time they leave Stanwick Primary.

Maths

Maths is taught in units, where each year builds on the prior learning from the previous year group and before.

The teaching of maths begins in EYFS, where the NCETM programme 'Mastering Number' is delivered to pupils and the learning is reinforced throughout the environment to consolidate and enhance the teaching of maths throughout the day.

In years 1 and 2, pupils are delivered the NCETM programme Mastering Number each morning to support the securing of number knowledge and this works alongside the maths curriculum taught in line with the rest of the school.

In years 1 to 6, teachers use the White Rose Maths teaching sequence to support the teaching of maths. Pupils will receive a pre-assessment at the beginning of each unit and a post-assessment following the completion of a unit. From the pre-assessment, teachers will plan and deliver lessons to suit the needs of the pupils to teach the gaps in pupils learning, whilst also challenging and supporting in the most appropriate way.

Teachers follow a specific structure for the teaching of maths, where pupils will be exposed to a review of previous learning, be introduced to a focus question to initiate the new teaching, engage with some practice questions, small step teaching of the concept taught and completed with an opportunity for the answering of questions independently.

The teaching of maths is further supported by dedicated times table teaching each day for years 2 – 6, as well as 'Flashback Four' sessions completed four times a week in the mornings to consolidate previous learning for each year group.

Wider Curriculum

The curriculum at Stanwick Primary delivers a knowledge-rich curriculum that is broad and balanced to meet the expectation of the National Curriculum Programmes of Study for each year group. The expectations of the National Curriculum are broken down within our curriculum in order to provide small step teaching to the pupils across the school to enable them to gain the knowledge and skills needed to make progress through the primary curriculum and be prepared to access their learning when moving onto secondary school and beyond. Each subject has clear documentation that outlines the knowledge and skills taught at each of these steps to support this to be achieved and provide pupils with a challenging and ambitious curriculum.

The wider curriculum subjects at Stanwick Primary are taught through topics in each year group and change termly. Pupils from years 1 to 6 have three overarching topics taught each academic year, with smaller projects taught within this to ensure secure knowledge across the whole curriculum is gained by the time pupils leave their primary years. The reading and writing teaching, as mentioned above, are linked with these topics taught, to contribute to the securing of knowledge and skills outlined in each individual subject's plans.

Wider curriculum subjects, except for RE, music, PE and computing, are taught in 'chunks' throughout the school year, dependent on the main foci of each topic for the year groups. There are three lessons each week across years 1 to 6 allocated to this part of the wider curriculum, where pupils are fully immersed in the teaching of each subject's content to allow for secure knowledge and skills to be gained through small step teaching of the content. Pupils will be exposed to the whole curriculum for each year group by the end of the academic year, using a range of different experiences and opportunities to inspire and engage the pupils in each of the topics.

The Cornerstones Curriculum is used to support the development of progression of skills and knowledge of pupils across the whole school and provide support to achieving the desired curriculum outcomes at our school.

PSHE, RE, PE, music and computing are taught weekly to the pupils to continue to advance their skills and knowledge in these areas of the curriculum. The teaching of these subjects allows for the pupils to make secure progress in their knowledge and skills needed, and taught in small steps, in line with the expectations of the rest of the curriculum.

PSHE/RSE

Personal, Social, Health Education plays a significant role within the school life at Stanwick Primary, where pupil development within these areas, to understand themselves, those around them and how to manage feelings and emotions is an integral part of a school day. The school ethos and values underpin the work completed within this area, with the development of pupil teams such as the School Council, Anti-Bullying Team and the Values ambassadors that focus on areas of recognition and improvement in their designated roles, to continue to raise the focus and importance of their foci.

At Stanwick Primary, pupils are also exposed to a discretely taught, weekly lesson of PSHE that is supported using the Jigsaw Scheme. Each term, pupils will focus on a different unit, providing opportunities for discussion and independent reflections that build on prior learning within each of the units:

- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Changing Me
- Relationships

RSE forms one of the units focussed on within the school year under the PSHE umbrella, where pupils are taught the age-appropriate knowledge relating to their bodies and supports their understanding of puberty throughout the primary years and beyond.

Pupils' discussions and reflections are recorded in floor books for PSHE.

Religious Education

At Stanwick Primary, Religious Education is used to support the teaching of the world around us, where pupils are encouraged to ask questions, develop positive interest in the differences and similarities between them and others as well as promoting positive relationships and discussion of views, regardless of race, religion, or gender.

The teaching of RE is supported by the Cornerstones Curriculum resources and has been carefully planned to ensure pupils are exposed to a range of knowledge, through small steps, to allow for exposure to a depth of teaching relating to a range of faiths and religious teachings.

Music

Pupils at Stanwick Primary are exposed to a range of different musical opportunities both within lessons and outside of lessons. Pupils engage with a music assembly weekly, where they are exposed to a wide range of musical genres, including 'music of the week'. The exposure continues outside of the weekly assembly, where the pupils will discuss and understand the music chosen for the week, where they are encouraged to discuss differences and similarities between different genres and song choices. During assemblies, pupils will also take part in singing in a variety of different ways, including in rounds, understanding soft/loud and slow/fast.

Weekly music lessons are supported by Charanga, where the pupils focus on a question per unit and a 'Musical Spotlight'. Each of the units presented will focus on skills and knowledge linked to each of the different unit themes, where previous skills and knowledge gained is acknowledged as a unit begins and then built upon as the next unit progresses. Pupils are exposed to their new teaching for the unit, followed by an opportunity for consolidation and presentation of learnt skills.

There is an expectation that a performance is recorded to support the pupils to make successful reflections on their skill and knowledge development throughout each of the units, as well as have the opportunity to develop their pride within final pieces that are produced.

Physical Education

The teaching of Physical Education curriculum has been designed to ensure pupils are exposed to a wide range of sports throughout their time at Stanwick Primary, whilst also developing the fundamental skills that underpin a whole range of sports to meet the expectations of the National Curriculum for PE, creating competent sports people by the end of their primary education.

Pupils will spend their EYFS year developing their coordination, problem solving, speed, agility, and speed skills in order to manage their bodies and develop their basic physical skills. These skills are then developed on as the pupils move into key stage one, where they are presented with teaching to develop their fundamental movement skills, competence and accuracy to progress onto competitive sports. This consists of developing movement skills to catch, throw, run and jump with increasing accuracy.

As the pupils move into key stage two, they continue to be taught the ability to apply the skills learnt and broaden the range of skills they use within competitive sports. Pupils will learn to use these skills in a variety of

different ways and develop an awareness and understanding of how to improve performance within a range of different competitive sports.

Computing

EYFS

The teaching of the EYFS curriculum is delivered to the pupils through focussed learning, as well as through the continuous provision that is provided to the pupils within the classroom environment to support them in making progress in the 17 Early Learning Goals by the end of the academic year. Through a range of carpet inputs, adult focussed activities, targeted group work and the environment, pupils are immersed in carefully planned learning opportunities and experiences that challenge and support pupils' thinking and encourage independence and exploration throughout their first year of their primary school years.

The progression from EYFS into KS1 has been clearly identified within the EYFS and subject leader documentation where suitable, to ensure pupils knowledge and skills developed through the EYFS year at Stanwick Primary is built upon as pupils move onto the next stage of their education.

How do we support all our children to succeed?

At Stanwick Primary, our focus is on supporting all pupils succeed in their education during their time in the school. It is acknowledged that for some pupils, support through funding or specialised support or provision is needed to ensure barriers are reduced or removed to enable this success to occur.

Early identification of pupils that may need this support is key and ensuring that strong transitions for pupils joining Stanwick Primary are put into place to ensure pupils are adequately supported as they begin in the school. Pupils joining at the beginning of their education journey in our EYFS class will begin with staff meetings are previous education settings before the child joins the school, as well as interactions with the parents through home visits. Any barriers identified at this point will then encourage the involvement of the Pupil Premium Lead or the SENDCo for the school, where appropriate, to ensure the best placed support is put into place.

Parents or carers of any child that joins mid-way in their school journey is liaised with before the start date to gain an understanding of any barriers that may be found for their child in the same way as a child starting at the beginning of their education journey. Previous settings are consulted with before the pupil begins in the school and any current provision in place will continue to ensure transition is seamless.

When joining the school, parents are informed about Free School Meals and Pupil Premium Funding that may support the journey of their child through school. A clear statement of intent for how Pupil Premium money is spent across the school is identified and outlines the support provided to pupils to work towards reducing the barriers in the way of learning.

Disadvantaged Pupils

As set out by the DfE (2015), seven main building blocks of success for disadvantaged pupils have been identified, and these outline the foci of Stanwick Primary when considering the most successful implementation of support for disadvantaged pupils to succeed. The individual support for these pupils is identified specifically in the Pupil Premium Statement 2023-2024 for Stanwick Primary and how funding is used to ensure progress is made in line with expectation or above for all pupils.

Within Stanwick Primary, the support for identified pupils has a different look dependent on the pupil and the subject across the curriculum. In some areas, this may take the form of academic support within the classroom, extra-tuition outside of the classroom, mental health and wellbeing support, or pastoral support for attendance/lateness. Whilst high quality teaching is a high feature on the expectations for progress of pupils from disadvantaged backgrounds, it is acknowledged that other support may need to be identified to support pupils successfully to ensure the needs of each pupil is met appropriately. This is not restricted to pupils making progress in line with their peers, but also in setting high expectations for all pupils to achieve their potential, regardless of their starting points.

SEND Pupils

The early identification of any special educational needs that pupils may have is imperative to avoid losing opportunities to support pupils in the most successful ways. The SEND Policy for the school outlines the support that is in place for the pupils to ensure there is a successful identification of any SEN and how this is then supported for the individual to succeed within their learning.

Staff within the school use clear steps to ensure the most appropriate support has been put into place for pupils from the initial sharing of any concern they may have for a pupil's learning. The graduated response within the SEND Policy outlines a clear path of support for pupils that is followed, alongside the APDR process to ensure the most appropriate support is in place for each pupil.

Whilst a process is in place, teachers will continue to use the most appropriate levels of support to support the pupils in their class to succeed. This may be in the form of supportive resources, adult support, or a change in timetable.

Where an Education Health Care Plan, or any other advice from professionals is identified, Stanwick Primary will act on the advice or expectations to ensure pupils are supported in the most appropriate ways to succeed within their primary education journey. These actions are regularly reviewed with parents and any relevant external agencies to ensure communication is strong and time is not lost in ensuring reviews and adaptations are made where appropriate.

All subjects and key areas have supporting documentation, lesson structures or policies to support the implementation of the curriculum for the pupils of Stanwick Primary