



Curriculum Intent:

Our School vision is the basis for our curriculum intent.

“Our School is the rich soil that enables our children to develop deep roots and flourish.”

Our curriculum is a fundamental part of this.

Background:

In 2018 we worked with staff, pupils, Governors and parents in order to identify our current curriculum strengths and areas we wanted to develop. From this we have developed our key intent statements and have used these to redesign and develop a bespoke curriculum for our pupils taking into account their interests, locality, strengths and areas to develop. The curriculum is a working document constantly being reflected upon, reviewed and revisited to ensure it provides both pupils and staff with a frame work that not only fully covers the content of the National Curriculum but also inspires everyone to love learning.

Key Intent Statements:

- ✳ To deepen staff and children’s knowledge in all subjects and make sure that it sticks
- ✳ To inspire creativity in both pupils and staff
- ✳ To live our school values
- ✳ To give rich experiences and celebrate the uniqueness of our local area
- ✳ To get children reading
- ✳ To aim high
- ✳ To nurture talent, celebrate individuality and be fully inclusive
- ✳ To support emotional and physical health, alongside spirituality and well-being
- ✳ To build the confidence to communicate

Curriculum Implementation:

- ✳ To deepen children’s knowledge in all subjects and make sure that it sticks

We are driven to make sure our wider curriculum attainment continues to rise in all subjects and that staffs’ subject knowledge is developed through high quality CPD at all levels so we can achieve this. Contact with secondary specialist teachers has enabled us to provide CPD. Specialist teaching for MFL has been implemented. Our curriculum covers all key knowledge set out in the National Curriculum and is taught over time and revisited to ensure knowledge sticks. An understanding of Metacognition and sharing the latest educational research enables teachers to access prior knowledge, teach that knowledge and allow children apply it. Low stakes quizzing and assessment tasks enable children to actively recall knowledge and interleaving ensures knowledge is retained over time. Knowledge is clearly mapped out across school and underlying themes such as journeys, monarchy, settlement, equality run vertically and horizontally through topics building understanding over time and allowing children to make links between what they are learning. Visual Learning journeys shared with the children allow them to see where the learning is going and understand better how it fits into their school journey as a whole. Skills are not forgotten in the foundation curriculum and where appropriate such as Geography fieldwork, historical enquiry, scientific enquiry, drawing and painting skills, they are carefully mapped out to ensure skills build progressively.

- ✳ To inspire creativity in both pupils and staff

Creativity is deeply embedded in our programme of study from the ways teachers capture children’s imaginations and deliver lessons to the creative outcomes that the children produce. Whole school hooks like giant parcels, fairy doors, a Tardis on the playground engage children in learning and create lasting shared experiences. Children come running into school full of enthusiasm for what they are learning and parents say they can’t believe how engaged their children are with their learning. Homework challenges provide a creative way to deepen their understanding of topics and encourage collaboration with parents at home. Use of ICT helps to

develop creativity through use of augmented reality, green screening and animation allowing children to bring their own learning to life and lessons to come alive.

✿ To live our School values

Developing the whole person is a vital part of our teaching. Open mindedness comes from their understanding of others and their development of relationships. The Young Leaders Award develops leadership skills in both Key stages while topics purposefully provide opportunities for children to discuss peoples differences, values, beliefs and preferences meaningfully. Charity work through the school calendar ensures children have a sense of humility and supporting others. Often raising funds for charities pupils and staff are directly involved with, whether it's dressing up as an elf or spray painting their hair. Equality, human rights and democracy are key themes running through the curriculum topics and enhanced by our school council, visits to parliament, regular viewing/reading of the news and our school voting system. Our Christian Values underpin our teaching in all subjects.

Behaviour is an area we pride ourselves in and the children make responsible choices knowing the clear expectations set and exemplified around school. It is common to receive letter and feedback from the public about the amazing way our children present themselves on trips and visits. It is also common place to hear visitors comment on the warm and inviting atmosphere in the staff room, corridors and between staff.

Our School Learning behaviours taught and encouraged ensure children are resilient, take pride in their work and are curious.

✿ To give rich experiences and celebrate the uniqueness of our local area

Staindrop is a rural village in County Durham and everyone felt strongly that our learning should centre around the fascinating local history such as Raby Castle, varied Geographical features like High Force and the Lake district, art styles like that of the pit painters and the distinctive Northern culture that is right on our doorstep. Topics are built around using these features of our locality. We want our children to have the best life chances and access to experiences that will open up their minds to the wider world while developing their love of the arts. From carefully planned exposure to current and classical literature, museum visits, art galleries, places of worship, restaurant trips and theatre experiences; to river walking, abseiling, kayaking and fire building. Something to spark a passion in everybody.

✿ To get children reading

Reading is at the heart of our curriculum and we ensure our English curriculum gets children into books. From the important foundations in our systematic and structured Phonics program to our wizarding Library, Giant reading bed, playground Book Nook and stunning class reading corners- we make sure our school oozes books at every turn. Our Staindrop Book Awards excited staff, pupils and authors alike. Reading whole class quality texts as a basis for literacy and many other subjects makes sure that children are exposed to the best in children's literature and a full range of genres. Many books studied are the first in a series in order to encourage children to develop reading on for pleasure. Poetry, non-fiction, digital texts and picture books feature through the English syllabus from EYFS to Year 6.

✿ To aim high

We aim high and year on year our curriculum ensures we achieve it. High expectations throughout school and high levels of presentation are encouraged in all subjects. All groups of children such as pupils premium, SEND, gender groups have equally high expectations to achieve the targets set for them. Looking to the further ahead we want children to aspire to high achievement in later life. We host and attend yearly career days. Our children go on to be successful in our local secondary schools with many becoming head boys and head girls which a great advert for the foundations that we lay.

✿ To nurture talent, celebrate individuality and be fully inclusive

Nurturing talents ensures we support the child outside of school too with musical lessons, sporting teams, even sheep breeding; we make sure we celebrate all successes in and out of school whatever the interests of our children. Sporting fixtures enable pupils to compete against other schools and at a county level. Staindrop's Got Talent is a popular highlight in the academic calendar. 'This Girl Can' is another initiative that has sparked the start up of our girls football team. Our educate and celebrate programme will help us to teach our pupils about acceptance of peoples differences allowing pupils to be themselves no matter their beliefs or preferences. Whatever the stage of the child's development or their specific needs we have track record of excellent progress and outcomes for all children. If needed children have personalised education plans to support their learning but as an inclusive school in the same topics, event and activities. We work closely with a range of health professionals and outside agencies to ensure that support given to children enables them to access and take part in a full school life. Session such as lego therapy, time to talk and speech and language programmes enable children to develop social and communication skills.

✿ To support emotional and physical health, alongside spirituality and wellbeing

Wellbeing is key for our staff and pupils. Opportunities to reflect on themselves, learning and practises such as mindfulness, yoga, Rainbows emotional support program and prayer spaces mean that children gain a deeper understanding of them selves their emotions and how the human mind works. A supportive environment for staff and pupils means that happiness, laughter and friendship is made a priority for all. Workload reforms help to ensure happy teachers which in turn makes for happy pupils. Built into our curriculum is the teaching of e safety, first aid and risk assessing to enable our children to stay safe in school and at home. We want to offer children the ability to take risks in a secure environment. Our Forest school enables them to do this while developing team work, confidence and time playing outside and exploring nature. Woodwork skills, den building and firelighting are all part of the planned skills and activities the children can develop. Time in the forest environment has been proven to help children emotionally and physically. Over time our aim is to develop more opportunities for Forest School in different year groups.

✿ To build the confidence to communicate

The children's confidence and ability to present and communicate their ideas is vital. Giving children wide ranging opportunities to experience presenting to audiences helps to develop their skills and prepares them for later life. Whether in English or MFL children need the words to be able to express themselves clearly so the teaching of vocabulary across all subjects is a big focus. Goldilocks vocabulary 'just the right level to extend the children's' repertoire' is identified and systematically taught and used across school. Whether in sharing assemblies, church services, leading worship, acting in plays, meeting with link schools nationally and internationally or showing around visitors the children are encouraged to represent the school and do themselves proud. As a school we are building our confidence to communicate our successes and news via social media.

Curriculum Impact:

As our curriculum develops and becomes increasingly embedded we have identified the ways in which we can measure, observe and identify the impact of what we are doing.

	Expected Impact	How we can measure/ assess impact	Impact so far...
<p>✦ To deepen staff & children's knowledge in all subjects and make sure that it sticks</p>	<p>Staff have high levels of subject knowledge and feel supported in their CPD needs</p> <p>Staff can assess foundation subjects with increasing confidence</p> <p>Children retain knowledge and vocabulary and use it in work and discussion around subjects taught.</p> <p>Children understand what we are teaching them and why.</p> <p>Children go onto to choose a range of foundation subjects in KS3.</p>	<p>Staff CPD feedback</p> <p>Low stakes quizzing Assessment tasks</p> <p>Assessment data</p> <p>Progress tracking</p> <p>Discussion with pupils</p> <p>Discussion with local secondary schools.</p> <p>Evidence of children applying knowledge in various contexts.</p>	<p>Foundation subject assessments so far show that...??</p>
<p>✦ To inspire creativity in both pupils and staff</p>	<p>Children are engaged in lessons and show enthusiasm in what they are taught.</p> <p>Children can communicate their learning in creative ways.</p> <p>Quality of homework improves</p>	<p>Pupil voice</p> <p>Pupils questionnaire</p> <p>Teachers feedback</p>	<p>Homework quality improved -100% of parents agreed homework is appropriate for their age.</p>

	Expected Impact	How we can measure/ assess impact	Impact so far...
* To live our School values	<p>High levels of behaviour in children around school and in the community</p> <p>Excellent learning attitudes in lessons</p> <p>Children can discuss values and reflect upon them.</p>	<p>Reflection journals</p> <p>Completion of the Archbishop's trust YLA for all students in KS1 and KS2</p>	<p>All year 2, 5 & 6 pupils completed the YLA in 2018/19</p> <p>Children successfully organised a range over charity events over the school year.</p> <p>Excellent behaviour around school, comments from members of the public and staff members during educational visits and trips.</p>
* To give rich experiences and celebrate the uniqueness of our local area	<p>Children have an appreciation for the arts and an understanding of others religions.</p> <p>Children have a good knowledge of our local area and how this fits into the wider world.</p> <p>Children have experiences that prepare them well for later life.</p>	<p>Discussion with pupils</p>	<p>Children talk with enthusiasm about the experiences they have had in school.</p>
* To get children reading	<p>Children have positive attitudes to reading.</p> <p>Children enjoy books and talking about them.</p>	<p>Reading levels at the end of Key stages.</p> <p>Progress tracking across school</p> <p>Accelerated Reader</p>	<p>Reading levels at</p>
* To aim high	<p>Children continue to make outstanding progress.</p> <p>Levels of attainment continue at current high levels.</p> <p>Attainment in foundation subjects matches that of English, Maths and Science.</p> <p>Children have high aspirations moving onto Secondary School.</p>	<p>Levels of attainment and progress through school and end of key stages.</p>	<p>End of Key stage data high.</p> <p>Children recently left have gone in to become headboy/girl at secondary school.</p>

	Expected Impact	How we can measure/ assess impact	Impact so far...
<p>✱ To nurture talent, celebrate individuality and be fully inclusive</p>	<p>Children's achievements are celebrated in school.</p> <p>Children feel comfortable being themselves and are accepting of others.</p> <p>Children with additional needs are happy and make good progress.</p>	<p>Personal education plans/EHCP</p> <p>Progress Tracking of SEND/PP pupils</p>	<p>Progress of all SEND pupils is above expected.</p> <p>Progress of PP pupils is above national expectations</p>
<p>✱ To support emotional and physical health, alongside spirituality and well-being</p>	<p>Children are safe and healthy</p> <p>Children are able to talk about themselves, their beliefs and relationships.</p>	<p>Reflection journals</p>	<p>Staff and children have reported positive outcomes from Rainbows sessions.</p>
<p>✱ To build the confidence to communicate</p>	<p>Children can confidently present their ideas.</p> <p>Children have wide vocabulary with which to express themselves effectively.</p> <p>School communicates regularly with parents and the wider community through social media.</p>	<p>School Social media/ website</p> <p>Observation of pupils in presentations</p> <p>Speaking and listening progress tracking</p>	<p>Children are increasingly confident in church services, collective worship and sharing assemblies to speak and perform.</p> <p>Successful plays in EYFS, Year 2 and Year 6</p> <p>Increased use of social media with positive feedback from parents.</p>