STANLEY ROAD CURRICULUM POLICY

Document Control Table

Title	Stanley Road Primary Curriculum Policy
Author	Claire Alviti (Headteacher)
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Approved By Name	Louise Griffiths/Andrea Southall (Co-Chairs of Governors)
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Document History

Date	Author	Note of Revisions
19.07.21	LA	Included an Appendix (1) To reflect the curriculum at Stanley Road Primary School.
18.07.23	LA	Core principles have been changed to core values – pg 7
18.07.23	LA	Intent changed to reflect the updated vision and values – pg 7
01.05.24	CA	Document updated to reflect changes to the curriculum 2024
21.10.25	LA	Dates changed and music planning on page 5 is now from PKC
24.06.26	CA	Dates changed, updated planning schemes grid.

Stanley Road Primary School

Curriculum Policy 2026 - 27

This policy builds upon the Academy Curriculum Policy produced by Perry Hall Multi-Academy Trust which Stanley Road Primary School is a member. This policy is mainly concerned with Science and the Foundation Subjects.

For specific details on Maths and English, see the Maths and English policies and or information on teaching and learning more specifically, see the Teaching and Learning Policy.

Curriculum Intent Statement

Our curriculum intent is ambitious – encouraging all children to **reach or the stars** in their education and beyond. Our curriculum is knowledge-rich, well sequenced and built on prior learning; allowing our children to be **successful** within their primary curriculum and lie-long. Our curriculum broadens horizons and allows learners to expand their cultural capital, whilst showing **respect** or others and embedding British Values. Learning opportunities encourage children to be active learning, **persevere** and make connections to their previous experiences. We aim to develop global citizens, who are socially and morally aware, recognising the **strengths that community** have. We have an inclusive environment, adapting the curriculum to allow all children to achieve.



Curriculum Principles

We have 5 key principles that underpin our Curriculum design.

Principle 1) It is knowledge-rich.

This means:

- Knowledge provides the arriving underpinning philosophy. Skills and understanding are seen as forms of knowledge and it is understood that there are no real generic skills that can be taught outside of specific subject domains.
- Knowledge is taught to be remembered in the long term, as learning can be defined as a 'change in long term memory' (Kirschner, Sweller and Clarke).
- Knowledge to be learnt by the pupils is specific and not left to chance.
- Knowledge is sequenced and mapped deliberately and coherently. This means, for example, that children in History get a thorough grounding in chronology. In Geography, they develop a clear sense of place and space and in Art a clear progression in artistic styles and techniques.
- Knowledge is interesting. It helps children to see the world currently.

Principle 2) We are evidence informed.

This means:

- We use and apply principles of cognitive science, for example, we know that the more Knowledge in our long term memory, the more we will be able to learn new Knowledge.
- We read widely and are influenced by the work of cognitive scientists, curriculum thinkers and educational consultants including Roshenshine, Hattie, Professor Daniel Willingham, Dylan Wiliam and Tom Sherrington to name a few.
- We work closely with our colleagues in the Perry Hall MAT and the Wolverhampton Local Authority to collaborate, refine and share best practice.
- We have adopted the Primary Knowledge Curriculum (PKC) to support our delivery of Science, History, Geography, DT, Music and Art, more information here: www.primaryKnowledgecurriculum.org
- We conduct pupil and staff voice to give us accurate feedback on the implementation of the curriculum in order to inform future design.

Principle 3) It is ambitious for all.

This means:

- Our curriculum content includes material that is designed to take children beyond their immediate experiences.
- We employ wave 1 high quality inclusive teaching and learning strategies that support all children in making strong progress. See the SEND Policy and Teaching and Learning Policy or more.
- We have a vocabulary rich environment where high utility tier 2 vocabulary is explicitly taught, and academic language structures (PILS) are used to teach and model high-quality oral and written responses.
- Because our curriculum is Knowledge-rich, it supports children from the most deprived backgrounds in attaining vital Knowledge, experiences and cultural capital.

Principle 4) It prepares children for the future

This means:

- Because we study each subject with rigour, we ensure children leave school with firm foundations, a passion or and strong Knowledge and understanding in the subject disciplines.

Principle 5) It is balanced and diverse.

This means:

- We study a diverse range of people, cultures, places, artists, designers, scientists and musicians.
- In History we learn about the Suffragette movement and the History of Human Rights. In Geography, we learn about globalisation, the resources of Africa and the lives of people in every continent in the world. In Art, we study Islamic Architecture, monuments of the Byzantine Empire and Art in the Italian Renaissance.

Organisation and Planning

We place high value on the strength of individual subjects. As such, the subjects are taught as stand-alone.

For us, a knowledge-rich curriculum is an entitlement for every child, regardless of background. Curriculum coherence ensures that teaching does not jump from topic to topic, but enables children to develop knowledge, and love of subjects. Subject content is crucial to this approach- the content provides the engagement and plants the seeds for a lifetime of learning.

However, where they mutually benefit each subject, cross-curricular links are forged. For example, in Year 5 the children study Africa in Geography before learning about the Slave Trade in History. This foundational knowledge from Geography will support the children in better understanding some of the origins and implications of the Slave Trade. In Art, the children will study Islamic Art and Architecture after they have learnt about Ancient Baghdad in History.

Teachers are not required to complete short term or daily lesson plans for subjects. Teachers use medium term plans in each subject to develop lesson slides and materials. Crucially, the coherence in the long- and medium-term planning ensures that the teachers' focus can be on deploying their teaching expertise at the level of the implemented or enacted curriculum. As a school, we use a range of published schemes to guide and inform planning of a coherent curriculum.

Subject	Planning
Maths	White Rose Maths
English Writing	Talk 4 Writing
English Reading	Steps to Reading
Science	PKC
History	PKC
Geography	PKC
Art	PKC
Design Technology	PKC
RE	Worcestershire Agreed Syllabus and NATRE
PHSE	Scarf (including SRE)
French	Language Angels
PE	PE Passport
Computing	Teach Computing
Music	PKC

In addition to curriculum sequencing and coherence, consideration when constructing our overviews is given to the following ideas:

- Due to our mixed age classes, Foundation subjects are organised on a two-year rolling programme to ensure knowledge is sequenced well and develop knowledge from their pre-existing schemas – teachers filling gaps where necessary.
- The substantive knowledge and concepts that we want children to learn. For example, we want to ensure that children gain a thorough grounding in the role of monarchy in History, which is why it is encountered in multiple units of work, beginning in Year One when they learn about different Kings and Queens and ending in Year 6 when they learn about the reign of Queen Victoria.
- The disciplinary knowledge or how the work of subject specialists results in the construction of knowledge. Eg. understanding the roles of what artists, historians and geographers.
- Sufficient depth of study so that children don't just gain superficial understanding of topics, but also: • Sufficient breadth of study so that children, for example in Geography, gain a thorough understanding of the physical geography of the different continents of the world
- The inclusion of significant people, places, artists, designers, scientists etc so that children understand the role of individuals in each subject
- Pupils' social, moral, spiritual and cultural development (SMSC)

Assessment

In order to check that children are keeping up with the curriculum and whether or not it has been successfully implemented, we make assessment opportunities through the following means:

1) Recaps and mini quizzes at the start of lessons

This supports the act of consolidating knowledge in long term memory and acts as a way for teachers to check the understanding of key curriculum content.

2) End of unit quizzes

These multiple choice quizzes check the children's retention of key knowledge. Designed with the inclusion of plausible 'distractors', the quizzes aim to identify key pupil misconceptions. The quizzes are each out of 10 marks, they are taken before the final

lesson of the unit, giving teachers the time for responsive teaching. The teachers record the results in a spreadsheet, allow both the teachers to track scores over time and subject leaders to monitor the implementation of the curriculum.

3) End of unit multi-modal assessment tasks

   These allow children to apply their knowledge and encourage children to develop their disciplinary knowledge, synthesising their learning and answering a question in the style of a subject specialist. We the outcomes of these assessments support teachers and subject leaders in better understanding how well the children are learning the intended curriculum and what adaptations that might need to be made to the curriculum delivery over the short, medium and long term.

EYFS

Our EYFS curriculum has been formulated using the statutory framework for the Early Years Foundation Stage (effective September 2021), the non-statutory guidance set out in Development Matters (July 2021) and Birth to 5 Matters by Early Education (2021). To ensure the curriculum meets the need of our children we have prioritised children's cultural capitals alongside the Stanley Road Core Values and British Values. From this we have created progression and ambitious end of Nursery and Reception goals unique to our children. In the EYFS at Stanley Road, our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and most importantly exciting. We explore seasonal change and celebrations through stories and real-life experiences. Teaching in Nursery and Reception builds on the experiences of the children in their pre-school learning, in addition, as we plan for strong curriculum sequencing throughout the school, it provides a solid platform for the children's learning in Key Stages 1 and 2. For example, in Understanding the World in Reception, the children are taught the difference between past and present and use photographs to talk about their family trees.

Although in the EYFS children are not taught in discrete subject areas, we have identified relevant links for our Key Stage 1 and 2 curricula to ensure coherence. Core knowledge, vocabulary and opportunities for provision have been stipulated for each subject area (see Appendix 6). It is the combined roles of the EYFS lead, Curriculum Lead and Subject leaders to be constantly adapting

and refining our curricula with coherence, sequencing, scope and rigour in mind. Our Long-Term Curriculum plan for Early Years (Nursery and Reception) can be found in Appendix 5.

Spiritual, Moral, Social and Cultural & British Values

SMSC threads through the whole of our curriculum. Spiritual development is promoted through RE and PSHE lessons and Assemblies. Moral development is promoted through PSHE, discussions about school values as necessary and the use of reflective and restorative practice when dealing with behaviour incidents and through assembly themes. Social development is promoted through a wide range of collaborative learning experiences both with each other, pupils from other schools and with parents: Through opportunities for play, particularly in EYFS; by involvement in clubs and groups such as School Council and Sports Leaders. Many opportunities are also offered through our extracurricular provision that incorporate a range of clubs that meet the varying interests of our children. Cultural development is promoted through positive sharing of the variety of languages and cultural identities of our pupils and their families, school visits and visitors. Through the opportunity to perform and see others perform; through the opportunity to learn from and be inspired by a range of famous and local artists, musicians, designers, sports people and scientists etc and through specific charitable projects.

The British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are an intrinsic part of SMSC at and the day-to-day life of the school.

Roles and Responsibilities

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. The Curriculum Leader maintains an overview of Stanley Road's Curriculum created by the school and works in partnership with the Headteacher and Subject Leaders in developing the Curriculum and the individual subjects incorporated into it. Monitoring and evaluating tasks are designed in line with the SIP.

Regular meetings take place between the Curriculum Leader and subject leaders to ensure consistency of approach, to provide CPD and support and to discuss areas for development within individual subjects. The Headteacher and Curriculum Leader will report their findings through

reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders ensure that all the aspects of the National Curriculum content are covered and identify these with the curriculum overviews. Subject leaders evaluate the quality of teaching and learning in their subject through learning walks, book scrutinies and pupil voice. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

As mentioned previously, Class Teachers have responsibility for ensuring the subjects are effectively delivered in line with our Teaching and Learning Policy, including the need to adapt material for those with SEND or EAL.