

STUKELEY  MEADOWS  
STUKELEY STATEMENT: CURRICULUM

## TIMESCALE AND PLANNING

Stukeley began a long term curriculum 'project' in April 2018, committing much time, resource and expertise to the elements featured below. By July 2019, we will have the broad infrastructure in place.

## PRINCIPLES OF OUR CURRICULUM...

Put most simply, our curriculum is underpinned by one key principle...

### 'TEACHING TO REMEMBER, THINGS WORTH REMEMBERING'

We are committed to ensuring that this applies to all aspects of our provision for children. Peter Hyman (School 21) talks of having a rounded curriculum that embraces the needs of 'head, heart and hand'. Applying this single principle within each of these, will look like the following...

HEAD	(Academics)	to champion knowledge and make connections
HEART	(Character)	to promote humanity and care
HAND	(Creativity)	to nurture creativity and talents

## BIG IDEAS OF OUR CURRICULUM...

The way in which we design our curriculum, plan and deliver our teaching, instigate opportunities and experiences and have consistent, values-led expectations mean that...

**A culture of care and kindness will permeate all that we do.**

**Age-related Reading, Writing and Maths will underpin all learning.**

**The ability to 'gain, retain and explain' knowledge for future application will be a central focus.**

**Regular community and civic opportunities will be utilised to broaden experiences.**

**Competitive and inclusive opportunities in sports and the creative arts will be widely offered across the school.**

**We will embrace a sense of challenge, creativity and imagination throughout our learning.**

We have values (4 Cs), everyday focuses (3 Ss) and a motto that underpin all that we do – these should be in evidence across and beyond the school day... in assemblies, transitions around the school, the dinner hall, at playtimes, through our many clubs and opportunities, off-site etc...

## COVERAGE IN OUR CURRICULUM...

The Stukeley Curriculum encompasses all National Curriculum subjects; English, Maths, Science, History, Geography, Art, Design Technology, MFL, PE, RE, PSHE, Music and ICT. There is considerable detail regarding English and Maths in a number of accompanying documents – the other (foundation) subjects have a number of key documents associated with them. These are as follows...

<b>Subject Profile</b>	the six fundamentals and three 'I's of our teaching
<b>Subject Vocabulary</b>	the subject-specific vocabulary introduced through the year groups
<b>Subject Overview</b>	the units covered across all year groups
<b>Subject Pivotal Concepts</b>	the specific concepts that run throughout
<b>Subject in the National Curriculum</b>	the National Curriculum documents detailing what needs to be covered
<b>Subject Knowledge Plans</b>	the knowledge that is taught to be remembered - guidance for staff
<b>Subject Knowledge Organisers</b>	the handout with all facts, figures and information for the children

All curriculum coverage is drawn together in year group and subject maps – it is here that we can identify the bigger picture of what we are teaching and see the links and progression within.

## **COGNITION IN OUR CURRICULUM...**

We use the guiding principles of the 'Six Strategies for Effective Learning' (Learning Scientists @AceThatTest). These ensure that we can plan for all children to 'gain, retain and explain' as much new knowledge as possible. The six strategies are as follows – additional documents are readily available.

**SPACING**

**CONCRETE EXAMPLES**

**RETRIEVAL PRACTICE**

**INTERLEAVING**

**ELABORATION**

**DUAL CODING**

## **TEACHING AND LEARNING IN OUR CURRICULUM...**

The delivery of the curriculum is underpinned through effective classroom practice. The Stukeley Teaching and Learning Statement details the processes and procedures within this – this is informed by our beliefs and the guiding principles around how children learn best (see the section on 'cognition').

We are using the techniques and tactics outlined in Doug Lemov's 'Teach Like A Champion'. Use of these is also detailed in our Teaching and Learning Statement.

## **ASSESSMENT OF AND WITHIN OUR CURRICULUM**

We use the (Ofsted) Intent/Implement/Impact strands to monitor and develop our curriculum. Alongside this, we use a number of key questions to challenge and then refine what we are doing. We meet regularly with other (HAPP) cluster schools to compare and contrast models and approaches.

Within each subject, there is considerable checking/testing of what has been remembered at the point of teaching each unit, and then beyond. This follows the principles of cognitive science. In very simple terms, children who can recall, and then connect, this information at a later date are making good progress.

Each subject area has identified 'assessment tasks' that give clear opportunities for independent recall/explanation of previous learning. These are then used by class teachers, alongside 'taught' tasks and learning, to identify children's attainment in each subject. Subject leaders can use these tasks to develop portfolios of progression within the subject and across the school.