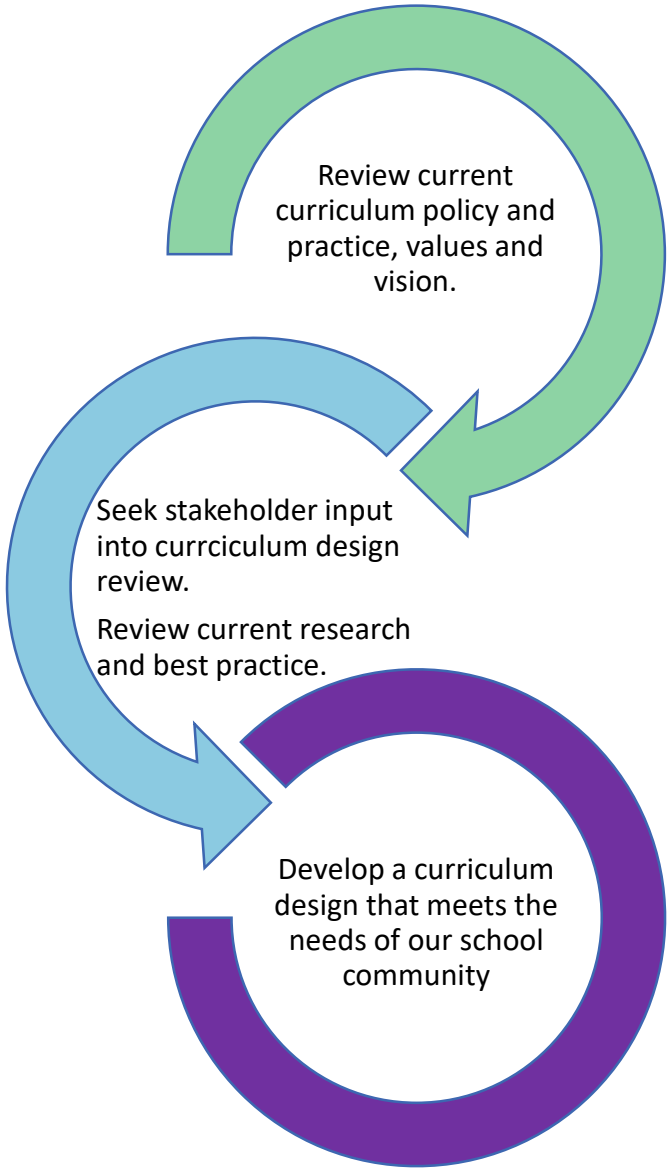
Stalbridge CE Primary School Curriculum Development

Intent



What, Why and How?

It is the school's intent to review current curriculum policy and practice, in order that the curriculum is meaningful and relevant in the context of our school community.

Within this process, we will be seeking to improve our understanding of our needs, as well as reviewing current research and exemplars of best practice.

We will be asking key questions to all stakeholders, including pupils, staff, governors, parents and carers:

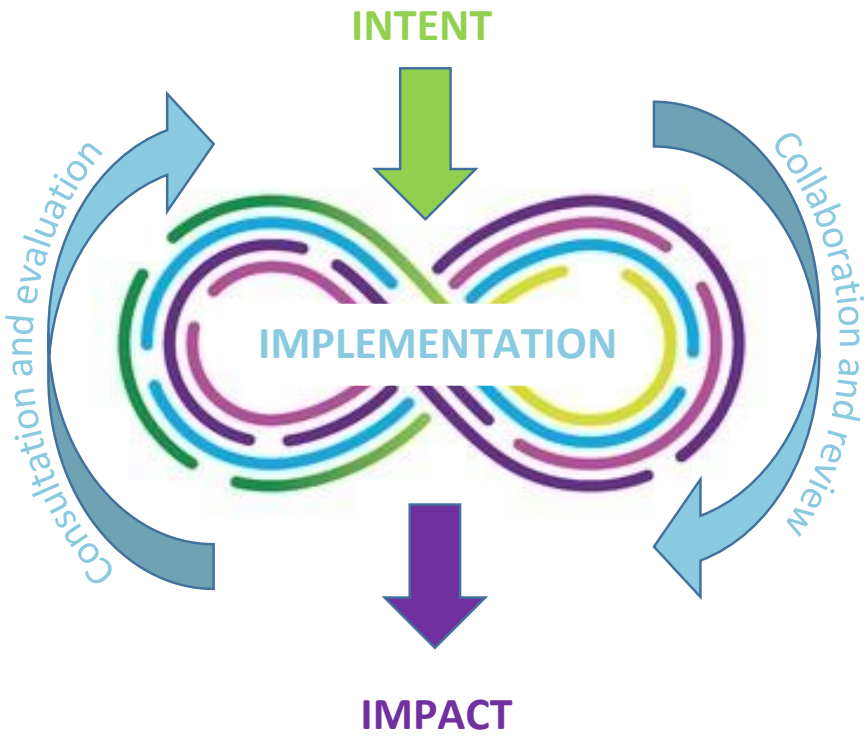
- What do we want our curriculum to achieve?
- What do we want our children to be?
- What do we believe is right for our children?
- What broader learning experiences do we want to include in our curriculum?
- How will our curriculum reflect our identity as a Church of England School and the needs of our community?

We will critically evaluate the extent to which the school's curriculum currently sets out the knowledge and skills gained at each stage, with a focus on progression, against our improved understanding from our review of current research, best practice and stakeholders. This will include a deep dive into the design, structure and sequence of teaching and learning, to understand how well it currently matches the context of our school's vision and context.

It is our intent, that we will build a clear, coherent and well sequenced curriculum, with the core principles based on our vision and value, that provides an outstanding quality of education to meets the needs of our learning community.

Stalbridge CE Primary School Curriculum Development

Implementation



This phase is a process of consultation, evaluation, collaboration and review, working with key stakeholders. Each stage feeds into the development process, allowing for re-evaluation and modification to take place to improve outcomes.

These stakeholders include:

- Senior Leadership team, including head teacher and deputy head teacher
- Staff including teaching staff, teaching assistants and learning support staff
- Pupils
- Governing body
- Families and wider community
- Administration and support staff

Data and evidence include:

- Attainment and progress data
- Vision and values statement
- Deep dive into design, sequence and structure of curriculum areas
- Consultations with teaching teams and Governors
- Questionnaire to families and support staff
- Pupil voice
- Current research, best practice and curriculum models from outstanding schools

Implementation process:

- Consultation and evidence gathering *(Autumn 2019)*
- Shared goals and development of draft curriculum policy and statement *(Spring 2020)*
- Development of draft planning formats and initial trialling *(Spring - Summer 2020)*
- Consultation and feedback, adapting and developing formats *(Summer 2020)*
- School wide trialling, with collaborative teams to support planning process, assessment, moderation, evaluation and feedback *(Autumn 2020)*
- Modification and development process, with continued feedback *(2020-2021)*
- Final drafts agreed and implemented *(Summer 2021)*

Stalbridge CE Primary School Curriculum Development

Impact



The impact of this process will be a curriculum that meets the needs of all our pupils and wider school community, enabling them to believe in themselves and others, discover their potential and the potential in the world around them, and aspire to be the best they can be.

What will it look like?

- A clear, coherent, sequenced curriculum that reflects the core visions and values of our school.
- Attainment and pupil progress will be at least at expected level or better for all pupils, regardless of their starting point.
- All pupils will be engaged with and challenged by the curriculum provision.
- Progression of key knowledge and skills within year groups, between year groups and across key stages. It will be visible throughout all areas of teaching and learning.
- Teaching and learning that is: informed by the curriculum; accounts for the starting points of pupils; and is responsive to the changing needs within and between the sequence of lessons.
- The use of assessment will be embedded in the planning, teaching and learning process. It will reflect both formative and summative methods and will be used to respond to emerging needs, misconceptions, errors and gaps in knowledge and skills.

How will it be measured?

- Pupil progress data
- Progress in pupils' books and work samples
- Collaborative team feedback and evaluations
- Monitoring, evaluation and feedback cycles of teaching and learning
- Appraisal meetings
- Pupil voice