

Curriculum Statement

Our School Vision:

At Stonelow Junior School, our vision is to develop confident, inquisitive and happy learners (both children and staff) who are:

- Willing to learn by trying, by embracing failure and by celebrating their own and other's successes
- Able to work independently and as part of a team #teamstonelow
- Willing to challenge themselves and deepen their thinking about the world around them
- Responsible, caring and respectful to all (in our school community and wider community)
- Able to take risks within a safe and nurturing environment

We will achieve this by creating a whole school ethos based on support and trust and a curriculum that is stimulating and enjoyable.



At the end of their time at Stonelow, our children will take with them:

- A firm foundation for future learning - a secure knowledge of basic skills, a desire to build on this knowledge and the ability to recognise and celebrate their successes, make connections between learning and increase knowledge.
- Practical, social and emotional life skills that will support them into the future.
- An understanding of what it is like to be part of the Stonelow family - sharing, learning, failing and succeeding together.

At Stonelow Junior School we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful.

At our school we learn together that there are different pathways to success and develop resilience and perseverance by overcoming barriers. We understand that 'getting stuck' means learning is taking place and is just part of the learning journey to success. Children at Stonelow Junior School work hard to embrace challenge and develop a Growth Mindset.

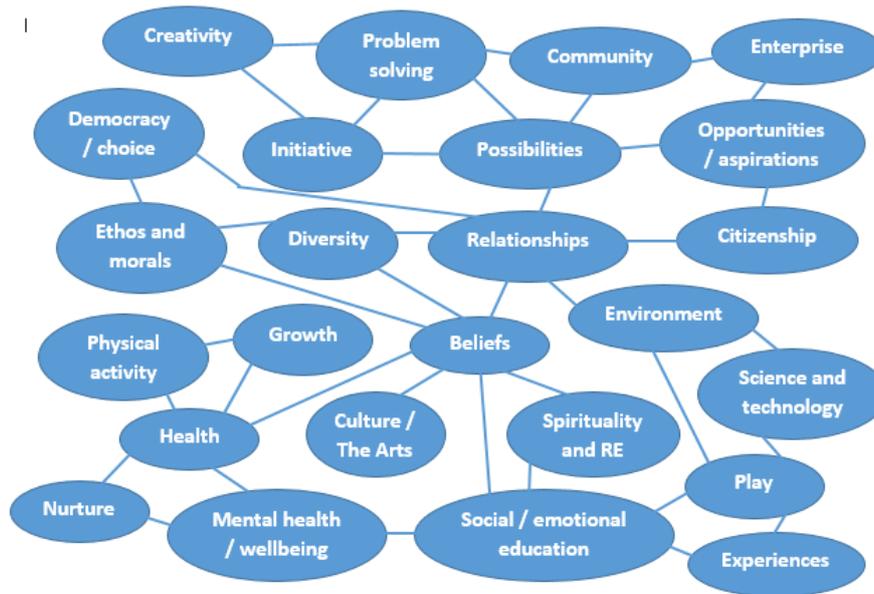
Stonelow Junior School is committed to meeting the requirements of the National Primary Curriculum. Staff have expertise in the curriculum areas they lead - teaching their subject, understanding and ensuring progression for all and taking responsibility for the curriculum content. Our curriculum is underpinned by the National Curriculum (2014) - we enhance this with planned opportunities that make up the wider school curriculum. Learning is always exciting and in a meaningful context for children. The rehearsal and application of skills learned in the core subject areas is a key feature of the curriculum. We work hard to ensure that learning takes place in context through cross curricular links meaning our children are immersed in their learning, can make connections and form links.

Throughout the academic year, the children will be given ongoing opportunities to demonstrate their writing skills across a range of subjects in the curriculum. English will still be taught through thoughtfully chosen texts, making links to the topic wherever possible; this is an approach that encourages the children to learn through different text types and then adopt and use key language features and structures from them in their own, independent writing.

Central to our Curriculum are the values that are within British Values and that prepare our students for life in modern Britain. Cultural Competence runs as a thread throughout school as we teach the pupils that Britain has been, and still is, shaped by a number of differing cultures over time. Individuality, similarities and differences are celebrated and we pride ourselves on allowing the pupils to explore these within a safe and supportive environment.

All of our pupils, regardless of gender, ethnicity, sexuality, ability or background will experience a curriculum that is broad, balanced, creative and inspiring and which is progressive throughout school. Each subject in school is taught by curriculum leaders throughout the school (with English, reading, GAPS, PSHE / RSHE and maths taught by the class teacher alone). We want pupils to be a 'historian' or a 'scientist' in the hope that they may pursue these experiences in making their own life choices. We encourage and guide children to make links between subjects, when and where appropriate.

Links are made between each subject and every effort is made to ensure that the learning 'sticks' and is remembered and can be recalled. Experiential learning is planned for each topic, with a clear purpose and audience planned for.



Stonelow Curriculum Drivers

Finally, as a trauma informed school, the thread that runs throughout Stonelow [and which allows the children to access the curriculum with open minds, thought and consideration], is kindness and care. The pupils are supported in school so that they have the strategies to be resilient, regulate themselves and access the full curriculum in an environment that is ordered and calm.

Curriculum values

Our school curriculum values relate to:

- Ourselves as individuals, capable of spiritual, moral, social, intellectual, physical and emotional growth
- Our relationships - we recognise the need for positive connections in order to succeed and lead a happy, fulfilling life. We are a Stonelow family
- Our society which recognises and celebrates a wide range of people, cultures and beliefs and develops tolerance and respect for others
- Our environment and wider world that needs to be protected

Curriculum design

Our Curriculum is designed to prepare children for the wider world. At the core of our Curriculum is reading, writing and maths, These are taught daily and incorporate, amongst other things, grammar, punctuation, phonics, presentation, challenge, questioning and rapid recall.

The foundation subjects are taught in the afternoon by the curriculum lead for that subject. This not only ensures that each subject is taught with skill, by someone knowledgeable, but it enables the lead for each subject to plan for, implement and regularly review the teaching to ensure progression, challenge, opportunities for recall and experiences to enable the learning to 'stick'. Links between each subjects are made clear and specific through questioning and discussion.

Our curriculum is designed to:

- Promote high standards in all subjects
- Instil in children the ability to face challenge, learn from mistakes and be resilient, persevering to achieve their goals
- Provide a full and cohesive education underpinned by the National Curriculum, ensuring that each objective is taught
- Be progressive, interesting, thought-provoking and aspirational
- Promote the subjects within the context of future learning / the world of work. We want to inspire the scientists, ecologists, historians and artists of the future etc!

At Stonelow we make provision for a daily act of collective worship and teach religious education each week. We teach a language [French] each week and have comprehensive RSHE and PSHE curriculum planning and teaching in place.

Our curriculum is divided into Lower school and Upper school planning and we have a rolling two year programme of topics / teaching.

Enrichment

We recognise that a creative and memorable curriculum includes planned experiences and opportunities that provide children with new and different ways to absorb knowledge and gain skills. Throughout the year a number of visits and visitors are planned that enhance the learning happening in school. These may reflect the teaching being taught in a curriculum subject, allow children to engage with individuals from different cultures and backgrounds, or give children an audience / reason for learning.

Enrichment at Stonelow will include [but not exclusively]:

- Themed days
- Local visits
- Visitors including artists and authors
- Topics with an audience such as an art gallery, museum for younger children to visit.

Measure of success

We measure our success through regular assessment to monitor attainment and progress. End of KS2 tests [SATS] and Ofsted reports will also provide formal measures of success and comparison against other schools nationally.

At Stonelaw we measure the success of our curriculum in other ways, too. We ask questions to ascertain whether the pupils have listened and made links. We plan and carry out pupil questionnaires to find out what the children enjoy, what they remember and what we could do better. Pupil voice is also sought in other ways - school council meetings, hot chocolate with the Headteacher and pupil interviews help inform future planning.