

Stanbridge Lower School



Curriculum Design & Rationale



Kindness

Hard Work



Self-Belief

‘With kindness, hard work and self-belief, we
can achieve anything.’



‘Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit.’ E.E. Cummings.

Stanbridge Lower School is a nurturing and aspirational learning community located at the heart of a small village, surrounded by farmland and on the outskirts of a growing market town. We are a small setting with approximately 102 children on roll. The school demographic is predominantly White British with approximately 6% of children from the Gypsy Romany Traveller community and 4% from other ethnic backgrounds; this is a reflection of the local community. The school has an above average and increasing level of SEND and lower than average level of children identified as pupil premium.



The increasing levels of SEND and high mobility within the GRT community means that some children struggle to access



learning, leading to gaps in essential skills. Our curriculum ensures that learning is **powerful** so that it can be remembered, **transferable** so it can be applied and **well sequenced** so that we build on and revisit prior learning regularly. We want our children to have the very best start to their education, regardless of their background or any other external factors.

The ‘Stanbridge Way’ underpins everything we do, **‘Be Kind, Work Hard, and Believe in Yourself’**. We believe that this

creates a culture of respect, compassion and the ability to achieve anything we want. Our small and nurturing setting ensures each child has a strong sense of belonging, building self-belief and independence in safe environment. We aim for our skilled and nurturing staff to deliver a well thought out, progressive and engaging curriculum, ensuring that pupil progress goes hand in hand with pupil wellbeing. Children thrive at Stanbridge, because they feel happy, safe and motivated to learn.



When designing our curriculum, we considered the following factors:

- Ensuring Stanbridge Values and Pupil Wellbeing is at the root of our curriculum, so that children feel happy and safe, becoming confident and empowered individuals
- Ensuring an excellent foundation in core subjects such as reading, writing and maths; with reading permeating through the curriculum



- Access to a broad and balanced curriculum with opportunities in STEM, Arts, Humanities and Physical/Personal development
- Ensuring the Early Years Curriculum inspires learners and prepares them well for their school journey
- A curriculum that reflects the issues and diversity of our local area and wider society - in particular opportunities to learn about diversity due to our own limited demographic

- Creating a calm and safe environment where children learn best – using the Hygge principals to ensure children learn with curiosity and confidence
- Robust assessment system to capture the strengths and development of every child
- Strong links with parents and the wider community



From this, we developed the 'Stanbridge Oak' to communicate the philosophy and purpose of our curriculum - **'Growing a love of learning':**



- **Strong roots** are embedded, ensuring that our children have a strong moral purpose and believe in themselves, regardless of their starting points or life experiences.
- **Proud trunk** rises tall; reminding us to be the best we can be and providing a sturdy foundation of essential skills for all children by the time they move to the next stage of their education
- **Curious branches** explore, grow and intertwine, developing knowledge and understanding in different subject areas, illustrating intent and progression, as well as building on and revisiting prior learning.
- The **canopy of leaves** sparks a regular supply of innovative experiences in a safe haven of togetherness, friendship and wellbeing; promoting social, moral, spiritual and cultural learning, and sparking feelings of curiosity, awe, wonder and delight.



The Stanbridge Oak

'Growing a love of learning'

The leaves from the Stanbridge Oak spark regular feelings of curiosity, awe, wonder and delight. This is provided through our Hygge ethos, forest school experiences, whole school project weeks, community events and celebrating our own locality, as well as the wider world.

At Stanbridge, everyone is encouraged to grow, thrive and flourish.

From the trunk, our curriculum grows different subject branches which often intertwine enabling cross curricular learning. We believe that the skills, knowledge and understanding in these areas are vital to prepare our children for modern day Britain. There are no limits to our diverse learning branches.

A strong foundation in Early Years and core subjects forms the trunk, with reading threading through all areas. We believe that essential skills, knowledge and language provide a solid and sturdy base from which to learn and achieve.

The 'Stanbridge Way' and supporting values are rooted throughout our curriculum and environment. It is supported by the Hygge approach to learning which promotes calm, curiosity, awe and wonder.

KINDNESS
Respectful
Compassionate
Friendly
Empathetic

HARD WORK
Determined
Committed
Resilient
Independent

SELF BELIEF
Curious
Aspirational
Confident
Successful

STANBRIDGE LOWER SCHOOL

'With kindness, hard work and self-belief, we can achieve anything.'

Overview of Curriculum Provision & Enrichment

STANBRIDGE SPARKS

We aim for children to have experienced all of the Stanbridge Sparks by the time they reach the end of Year 4.

Play a tuned musical instrument (3&4)	Watch a theatre performance (YR-Y4)	Participate in a community event	Take part in a performance (YR-Y4)	Speak in front of an audience (Yr-4)	Apply for/ take on a position of responsibility (Y3/4)	Act as a mentor/ buddy (Y3/4)	Take part in a sporting competition (Y1-4)	Watch a sporting event (Y3/4)	Drink Hot Chocolate & Toast Marshmallows YR-Y4
Residential experience (Y4)	Involvement in charitable events	Visit to a gallery/ art exhibition (Y1/2)	Visit to a museum (Y1/2)	Experience live music	Experience a cross-phase experience (YR-4)	Experience other cultures	Complete first aid training (Y4)	Attend a work place event	Publish a piece of work internally or externally.

WHOLE SCHOOL PROJECTS & EVENTS PLANNED THROUGHOUT THE YEAR

HARVEST SHOWDOWN [Key outcomes: Science, Geography – local area, Writing, Speaking & Listening, Singing]	WE WILL REMEMBER [Key Outcomes: Art, History, Writing, Singing]	DIVERSITY DAY [Key outcomes: SMSC, Writing, Music]	SYMBOLS OF FAITH [Key Outcomes: RE, DT, SMSC & Writing]	HEARTS & MINDS [Key Outcomes: PSHE, Art, PE]	GIVING BACK [Key outcomes: Community Links]
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THE BRANCHES: ACCESS TO A BROAD & BALANCED WIDER CURRICULUM

National Curriculum subjects for Y1-4 are taught discretely through an overarching theme outlined on long term plans for each year group

Science	Physical Education	PSHE	RE	Computing	French (KS2)	Geography	History	Art	Music	Design Technology
EYFS Specific:		Literacy		Mathematics		Expressive Art & Design		Understanding the World		

THE TRUNK: BASIC SKILLS ARE TAUGHT DAILY PROVIDING A STRONG AND STURDY BASE FROM WHICH TO LEARN AND ACHIEVE

HEALTH, WELLBEING & SAFEGUARDING [Physical, Social and Emotional Development, Relationship Education, Safety inc. Online]	SPEAKING & LISTENING [Language acquisition, expressive and receptive language, building vocabulary]	READING [Phonics, Fluency, Comprehension skills underpinned by an ethos of reading for pleasure]	WRITING [Spelling Punctuation and Grammar, composition including Handwriting]	MATHS [Timetables, Arithmetic, Maths fluency, Reasoning & Applying]
EYFS Prime:		Personal, Social & Emotional (PSE)	Communication & Language: (CL)	Physical Development (PD)

THE ROOT: SCHOOL VALUES EMBEDDED THROUGHOUT THE CURRICULUM & ENVIRONMENT

KINDNESS		HARD WORK		SELF BELIEF	
Respectful	Compassionate	Determined	Resilient	Curious	Confident
Friendly	Empathetic	Committed	Independent	Aspirational	Successful

Assessing the Curriculum

Assessment, monitoring and review are an integral part of our curriculum; we track progress, outcomes and gaps of individual children in all subject areas, so we can help them to achieve their best. At Stanbridge we use Sonar Assessment Tracker for formative and summative assessments.

Formative assessments take place regularly by the class teacher based on the objectives that are outlined in the intent. Teachers use this information to track progress and identify gaps to inform planning, ensuring children learn and remember more over time. Statements for each child will be judged as the following in each subject:

- Not taught
- Taught
- Working towards
- Achieved
- Greater Depth

Summative assessment takes place at the end of each term and are based on whether the child is working at age related expectations – these judgements are based on a variety of teacher assessment strategies such as observations, ongoing classwork, standardised tests and informal assessments. Judgements are as follows:

- Significantly below age related expectations – accessing appropriate curriculum content
- Below age related expectations – unlikely to achieve the expected key stage standard
- Just at age related expectations – likely to achieve the expected key stage standard
- Securely at age related expectations – firmly on track to achieve the expected key stage standard
- Above age related expectations – likely to achieve the higher key stage standard
- Significantly above the key stage standard – firmly on track to achieve the higher key stage standard

National Assessments

- Reception Baseline Assessment (RBA) - statutory:
 - Administered at the start of Reception and provides a baseline for measuring progress throughout the primary school years; its data is used to calculate a cohort-level progress measure at the end of Key Stage 2.
- YR Early Years Foundation Stage Profile (EYFSP) – statutory:
 - At the end of the Reception year, children in England are assessed using the Early Years Foundation Stage Profile (EYFSP). This assessment summarises a child's development and learning, evaluating their knowledge, understanding, and abilities against expected levels, and their readiness for Year 1.
 - The EYFSP focuses on the 17 Early Learning Goals (ELGs) across 7 areas of learning. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are:

communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy.

- Y1 Phonics Screening Check (PSC) – statutory:
 - Confirmation that children have learnt phonics decoding to the expected standard and identify who needs extra help (re-taken in Y2 if the child does not meet the standard in Y1)
- End of KS1 tests and teacher assessments – optional and the DfE does not receive this data:
 - Optional teacher assessment frameworks in reading, grammar, punctuation and spelling (GPS), mathematics and science – assessing whether children are meeting the expected standards in these areas
- Yr4 Multiplication Tables Check (MTC) – statutory: Determine whether children can recall their times table fluently and identify children who require additional support

Communicating the Curriculum

This document and the intent for all subject areas is available on the website under the Curriculum tab. Each subject has the following documents:

- Long term plan for all year groups
- National Curriculum Coverage, including where it is revisited up to Y4
- Progression document illustrating how the curriculum builds on prior learning
- A detailed overview of the Early Years Curriculum can be found under the Early Years tab.

Year group overviews for the year and medium-term planning for each term can be found under the Learning tab on the selected year group pages.

Curriculum updates and sharing children's outcomes or experiences are shared in the following way: school newsletters, latest news on the website, Facebook, parent workshops, curriculum events for parents to attend and external publications such as the local news brochure – Meeting Point.

Stake holders can feedback about the curriculum in the following way:

- Annual questionnaires for children, parents and staff
- Pupil & Curriculum Governor Committee – learning walks and pupil interviews
- Parent Forum