



Stanley Primary School

Our Vision:

'Learning together to create opportunities and experiences that enable our pupils to achieve their full potential'

Our values:

Our children and staff are **'Proud to be Purple'** in our **'Stanley family'** as we focus on/being:

Sensible

Motivated

Aiming high

Resilient

Team players

Enthusiastic

Respectful

We aim to foster these values through **being 'SMARTER'** within our **'Stanley family'**.

These values are developed in Stanley Primary School through the broad and balanced curriculum we offer. Through each subject we aim for our pupils to be **engaged, inspired, and challenged**, with a clear focus on **enquiry-based learning** whilst **acquiring new language** to build **knowledge, skills and concepts**.

Curriculum – Our intent, implementation and impact

Intent

Our curriculum is carefully designed to allow our children to build core knowledge progressively; ensuring that every child, no matter what their starting point is for their primary education, makes good progress. Children learn key curriculum concepts using a range of teaching and learning methods. Our curriculum aims to enable our pupils to recall and describe knowledge, skills and concepts in familiar and unfamiliar contexts. The curriculum is designed to develop new skills, knowledge and concepts, making connections between their prior knowledge and lived experience. Pupils literacy, oracy and digital skills are nurtured, enabling them to use their creativity to share their learning with others to develop lively inquiring minds. We offer a wide range of enrichment opportunities to promote healthy lifestyles, with a focus on physical and mental health in addition to well-being. We strive for our children to work in ways which enhance self-respect and confidence taking responsibility for themselves and their actions to develop into confident, successful citizens in the 21st century with an emphasis on how to stay safe, this includes whilst online.

Implementation

Teachers are responsible for planning the curriculum for their class. They make decisions about the content of lessons that will engage their children, utilising appropriate resources to meet the needs of all learners, differentiating appropriately. As we are a three-form entry school, teachers are able to utilise the professional skills and knowledge of their year group team and subject leaders, providing support for each other and the sharing of good practice with a clear focus on the best outcomes for all pupils.

Subject leaders and senior leaders are responsible for designing the progression in subject planning – ensuring that there is clear progression in core knowledge, skills and concepts. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching.

Impact

Teachers evaluate the impact of our curriculum on a daily basis through assessment for learning, providing our children with regular feedback. They use this information to analyse how effectively pupils are achieving expectations and they make changes to their planning accordingly. The senior leadership team and subject leaders engage in professional dialogue with all stakeholders to make changes to the curriculum where needed, therefore having a positive impact on our children. Summative assessments are analysed and any necessary actions are put in place to develop the quality of provision in a subject.