

Sandhills Community Primary School Curriculum statement

Vision

Step by step together

Sandhills Values

- **Respect** - inclusiveness, politeness, appreciation
- **Relationships** - understanding, thoughtfulness, kindness
- **Responsibility** - trust, honesty, reliability
- **Resilience** - positive mindset, personal power, perseverance

This statement encompasses principles agreed following discussions with parents, governors and staff. A detailed breakdown of these principles can be found here

<https://sandhills.oxon.sch.uk/wp-content/uploads/2020/10/Shared-Curriculum-principles-workshop-outcomes.pdf>.

Intent

At Sandhills Community Primary School, we aim to ensure that our pupils learn the skills and knowledge that will prepare them not just for the next stage of their educational journey, but will also develop their understanding of themselves and what it means to be a citizen of 21st century Britain. As part of this aim, we seek to develop young people who will make a positive contribution to their school, local and wider community. We follow the National Primary Curriculum and plan topics around foundation subjects, including the core subjects of English and Maths where appropriate.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation, .

The subject content of our curriculum is set out in progression documents and long term plans for each subject area. These make clear what knowledge and skills we expect children to learn at each point throughout their time in primary school.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles below.

- Principle 1: All learners are of equal worth
- Principle 2: We recognise and respect difference
- Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Principle 4: We observe good equalities practice in staff recruitment, retention and development
- Principle 5: We aim to reduce and remove inequalities and barriers that already exist
- Principle 6: We consult widely
- Principle 7: Society as a whole should benefit
- Principle 8: We base our policies and practice on sound evidence
- Principle 9: We work towards measurable equality objectives

We want to ensure that every child experiences the joy and challenge of learning. They do this through learning within a coherent and progressive framework that allows them to build on what they have learnt already as they progress through the school. In doing so, they are fully prepared for each next step and have the knowledge and skills they need to make sense of new information and new ways of doing things.

It is important to us that we enable children to develop curiosity as a learner and to be able to reflect on their learning. It is equally important that we prioritise developing children's confidence and belief in themselves and support the development of their own core values that will guide their decisions throughout their lives.

Implementation

We aim to provide a range of topics spread across the traditional subject areas that children enjoy and take pleasure in their learning and allow them to explore the breadth and depth of the National Curriculum and beyond and develop a rich and deep subject knowledge. We plan experiences that support the understanding of British Values and allow children to learn how to respect themselves and others. We give children opportunities to go on trips, have expert visitors in school and celebrate the topics with topic days in order to enrich the children's experiences of learning.

We know that we all learn by practising skills until they become embedded habits in our long term memories. If we rush through new skills and knowledge too quickly we forget them all too quickly and have a shaky grasp of how to apply them when we move on to a new concept. We also know that some disadvantaged children and some children with special education needs take longer to embed new skills and knowledge within their long term memories and need to spend longer practising and be supported in applying their new skills and knowledge.

Many of our pupils have rich and diverse experiences in their home-life that they can apply to other areas of their lives, including learning at school, but this is not true of all of our pupils and we need to plan learning and experiences carefully so that all of our pupils have the background knowledge and skills they need to get them started on each new area of learning.

Impact

The impact of the curriculum is measured through a combination of ongoing formative assessment and formal summative assessments at three points during the year. When assessment information shows children have not learnt the relevant skills or knowledge in Maths and English, additional support is put in place to close any gaps. Attainment and progress in Foundation Subjects is tracked using end of unit tasks. These inform teachers and subject leaders of how effective teaching and learning has been in that topic.

The impact of the curriculum can also be seen through the work in books and work displayed around the school. It is also seen in the progress the children make towards being ready for the next step in their educational journey as independent, knowledgeable learners.