STOWER PROVOST COMMUNITY SCHOOL

Overarching Curriculum Statement

Ownership	AB
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Introduction
The Cornerstones Curriculum (Curriculum Maestro) is used at our school for the basis from which teaching in Science, History, Geography, Art and Design, Design and Technology and RE is taught.
RWI is used for the teaching of phonics, with The Write Stuff used for writing, whilst there are supporting English packs on the Cornerstones platform which can be used to alongside class projects. Maths is taught using the White Rose scheme. Charanga is used for the teaching of Music, RealPE for PE, Language Angels for the teaching of French and the Jigsaw programme for PSHE. The Teach Computing Curriculum which uses the National Centre for Computing

Education's computing taxonomy to ensure comprehensive coverage of the subject is used for the teaching of computing.

<u>The Curriculum</u>
The Cornerstones Curriculum is a broad and balanced, knowledge-rich primary curriculum. Its content is delivered through a range of subject-specific projects, which last either a full or half term. Subject-specific projects cover art and design, design and technology, geography, history, and science.

<u>Understanding the structure</u>
The Cornerstones Curriculum has three structural tiers. Each tier builds on the previous to create interconnected layers. These interconnected layers provide a robust framework that ensures connectivity across the curriculum with direct links back to the national curriculum programmes of study. The tiers of the curriculum structure are set out in the diagram below, and explained in the following paragraphs
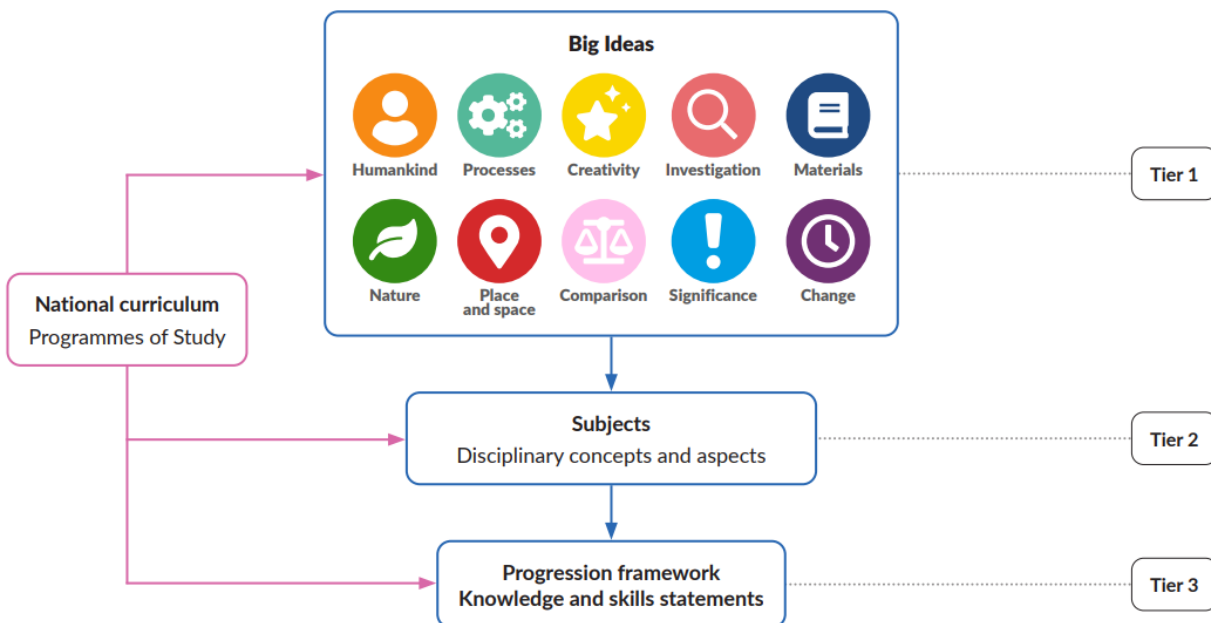
Tier 1: Big Ideas (global aims)
The curriculum is led by 10 central Big Ideas. These Big Ideas are the overarching aims of the curriculum. They were conceived by careful analysis of the national curriculum subjects, drawing out common themes, which then, through a period of refinement, became our Big Ideas. These Big Ideas and their intentions are set out below.

|				
Humankind	**Processes**	**Creativity**	**Investigation**	**Materials**
Understanding what it means to be human and the cause and effect of human behaviour.	Understanding the many dynamic and physical processes that shape the world around us.	Understanding how everyday and exceptional creativity can inspire and change perceptions.	Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.	Understanding the unique and physical properties of all matter and how we interact with them.
Nature	**Place and space**	**Comparison**	**Significance**	**Change**
Understanding the complexities and features of the natural world, including the plant and animal species that inhabit it.	Understanding the visual, cultural, social and environmental aspects of different places around the world.	Understanding how and why things are the same or different.	Understanding why significant people, places, events and inventions matter.	Understanding why and how things have changed over time.

Tier 2: Subjects (disciplinary concepts and aspects)
In the Cornerstones Curriculum, the terms 'concepts' and aspects are used. A concept is an abstract idea within a subject and an 'aspect' is a particular part or feature of a subject. In the curriculum structure, each Big Idea is directly connected to the curriculum subjects, which have the relevant concepts or aspects through which the Big Idea can be delivered. For example, in geography, the Big Idea of Humankind is connected to and delivered through the geographical aspects of Settlements and land use and Human features and landmarks. In history, the Big Idea of Humankind is connected to and delivered through the historical concepts or aspects of Everyday life, Hierarchy and power, and Civilisations.
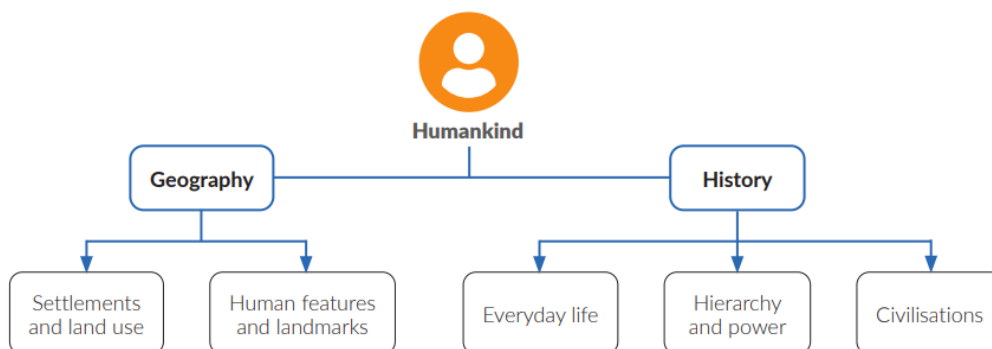
The diagram below shows how the Big Idea of Humankind is linked to each subject via its concepts and aspects.
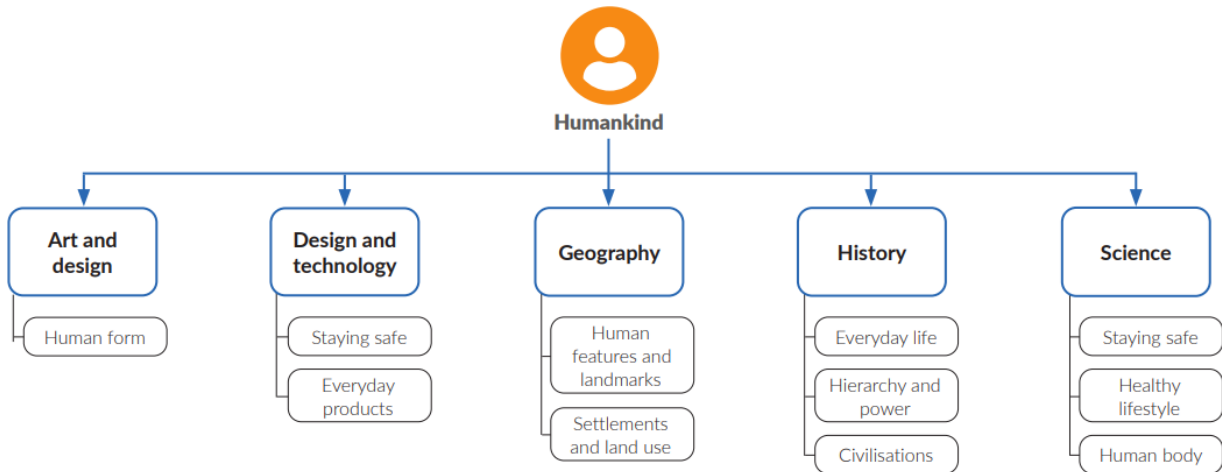
To ensure coverage of the national curriculum, each subject concept or aspect is then matched to the relevant programmes of study. Across the Cornerstones Curriculum, there is full coverage of the programmes of study for art and design, design and technology, geography, history and science, (along with computing which is not used by our school currently). The diagram below shows an example of how Tier 1 and 2 are linked back to the national curriculum programmes of study
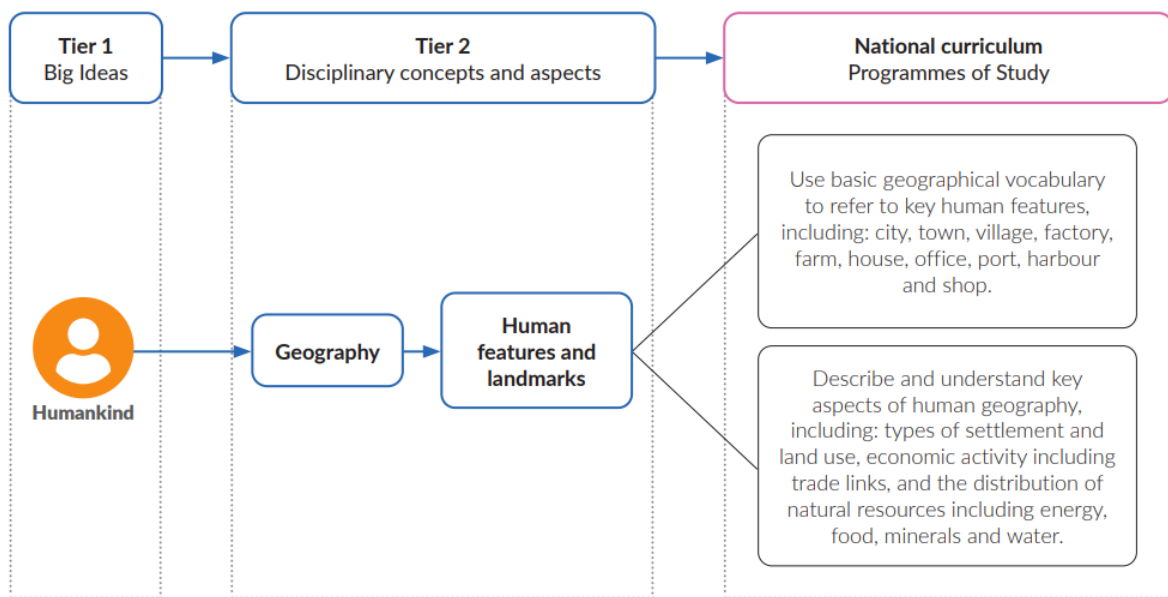
Tier 3: Progression framework (knowledge and skills statements)
In Tier 3, programmes of study, concepts and aspects are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. The progression framework runs from Nursery to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.

Component part	Definition
knowledge	Specific facts or truth components that include substantive and declarative statements.
skills	Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.

The diagram below shows how a programme of study is broken down further into knowledge and skills statements for the aspect of Human features and landmarks in geography.
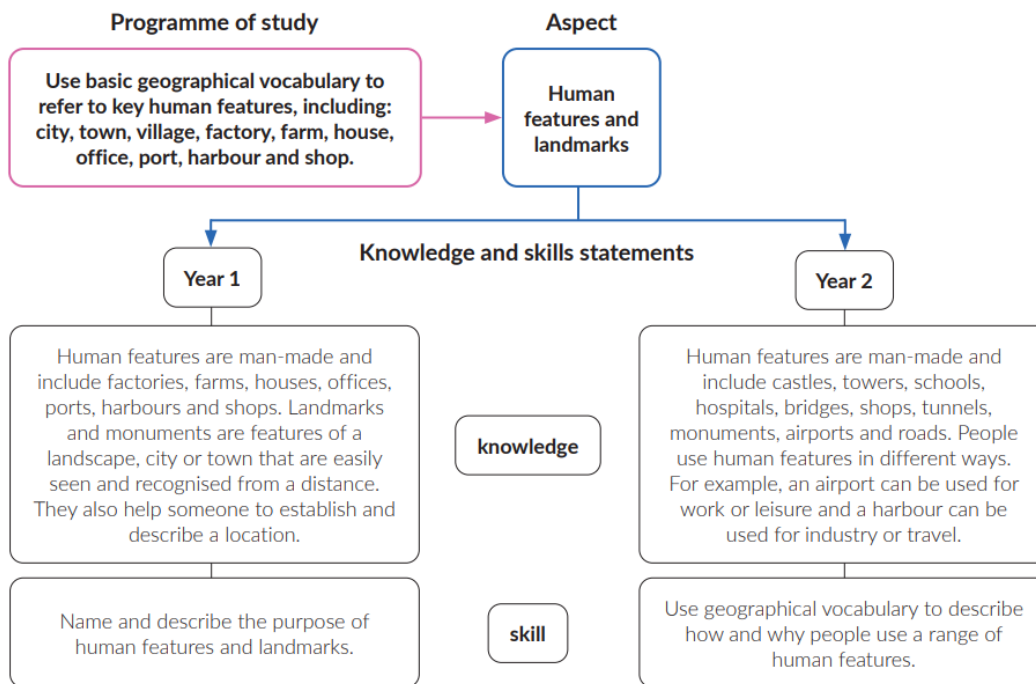
Teachers may decide, at a lesson level, to adapt or refine the individual statements even further.

The progression framework sets out the learning pathways for an ambitious, broad and balanced curriculum.

Organisation of curriculum content in the Cornerstones Curriculum

The structure of the Cornerstones Curriculum provides a robust framework on which to build deliverable content. The content is delivered through a range of broad and balanced, knowledge-rich projects.

The knowledge and skills statements provide the foundation for, and are directly linked to, the sequential lesson plans and resources within each project.

Each project follows the Cornerstones pedagogy of Engage, Develop, Innovate and Express. The long-term plans below set out the projects for each year group and term. Projects are organised to maximise meaningful links between subjects, aspects and concepts.

Sequencing of subject content

In the Cornerstones Curriculum, the national curriculum content is organised into projects.

Sequence of project from EYFS to Year 6.

Cornerstones		Term 1		Term 2		Term 3	
N/R Cycle A	Driver project	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
	Nursery storybook/ Reception story pack	*Five Minutes' Peace* by Jill Murphy	*There is No Dragon in This Story* by Lou Carter	*The Way Back Home* by Oliver Jeffers	*The Girl and the Dinosaur* by Hollie Hughes	*The Little Gardener* by Emily Hughes	*Baby Goes to Market* by Atinuke
	Mini project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
	Nursery storybook/ Reception story pack	*Pumpkin Soup* by Helen Cooper	*Little Glow* by Katie Sahota	*The Big Freeze* by Pippa Curnick	*Puddling!* by Emma Perry	*Little Echo* by Al Rodin	*The Duck Who Didn't Like Water* by Steve Small
	Pre-literacy pack	Pre-literacy Pack - Autumn		Pre-literacy Pack - Spring		Pre-literacy Pack - Summer (coming soon)	

Cornerstones		Term 1		Term 2		Term 3	
N/R Cycle B	Driver project	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
	Nursery storybook/ Reception story pack	*Where the Wild Things Are* by Maurice Sendak	*Mrs Armitage on Wheels* by Quentin Blake	*The Growing Story* by Ruth Krauss	*The Extraordinary Gardener* by Sam Boughton	*The Lion Inside* by Rachel Bright	*The Sea Saw* by Tom Percival
	Mini project	Build It Up	Puppets and Pop Ups	Stories and Rhymes	Signs of Spring	Creep, Crawl and Wriggle	Move It / Moving On
	Nursery storybook/ Reception story pack	*What to Do with a Box* by Jane Yolen	*Stick Man* by Julia Donaldson	*There is No Big Bad Wolf in This Story* by Lou Carter	*Tad* by Benji Davies	*Omar, the Bees and Me* by Helen Mortimer	*Up and Down* by Oliver Jeffers / *What Makes Me a Me?* by Ben Faulks

Assessment within the curriculum

Pre project knowledge is ascertained through assessment. These are linked to the key questions i.e. 'sticky knowledge' outlined in subject long term planning documents. Knowledge and understanding is monitored through on-going teacher assessment, while end of project knowledge is gathered through generally written assessment, again based on the 'sticky knowledge' for the project. The results of these pre and post project assessments identify gaps in learning, which can then be addressed in future planning, teaching and learning.
Assessments inform the whole school tracking of attainment and progress of pupils and cohorts.

Assessment data in mathematics is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

Equal Opportunities

The school is committed to ensuring the active participation and progress of all children in their learning.
All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Inclusion

There is little differentiation in the content taught but the questioning and scaffolding individual children receive in class as they work through subjects will differ, with higher attainers challenged through more demanding tasks / questioning, which deepen their knowledge of the same content.

Children's misconceptions are identified through on-going teacher assessment, as well as formative assessment at the end of a project.

A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their class, as well as those who have English as an additional language.

Although the expectation is that the majority of children will move through the termly projects in the Cornerstone curriculum, at broadly the same pace, the 2014 National Curriculum states:

If a child's needs are best met by following an alternative plan, this will be overseen by the SENDCo, in collaboration with the class teacher and with the knowledge of SMT. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

The Role of Subject Leaders

- Subject leaders aim to raise the profile of their subjects at Stower Provost Primary School through best practice. They will model lessons, as appropriate to new staff, NQTs and peers to support continued professional development. Subject leaders will support staff in providing opportunities for learning inside and beyond the classroom and will identify and support opportunities enabling this, as appropriate.
- Subject leader will monitor progression and continuity of their subjects throughout the school through lesson observations and pupil voice interviews, as well as the regular monitoring of outcomes of work.
- Subject leaders will ensure that all staff have access to plans and relevant resources.
- Subject leaders will monitor children's progress through the analysis of whole school data. They will use this data to inform the subject development plans which will detail how standards in their subjects are to be maintained and developed further.
- Subject leaders will, on a regular basis, organise, audit and purchase central and class-based resources.
- Subject leaders will keep up to date on current developments in subjects and disseminate information to colleagues.
- Subject leaders will extend relationships and make contacts beyond the school.
- Subject leaders will develop opportunities for parents/carers to become more involved in education.
- Subject leaders will ensure that all staff have access to professional development including observations of good practice in their subjects.

Parents and the Community

Parental and community input is highly valued and individuals are invited and welcomed into school to share their knowledge, expertise and experiences with the children. Enquiries from parents and members of the school community with specialist expertise and knowledge are also encouraged. The school actively seeks to establish collaboration with parents and carers who are able to support the teaching and learning at Stower Provost.

The support that parents and carers provide in supporting children at home with their learning, across the myriad of subjects is also recognised and valued.