



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 overview statement

At Stanley Primary School we believe in making learning meaningful, challenging and memorable for our children. We aim to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

Our curriculum is centred around the aims and values of our school and has been designed to respond to the particular needs of our community. Through considering the knowledge and skills to be taught, as well as the levels of ability of the children, our teachers create exciting, engaging and motivating learning journeys.

Our teaching units are carefully planned to ensure coverage and progression and enable our pupils to make connections and build on their prior knowledge and understanding within a context. Teaching through a context for learning encourages the planning of knowledge-rich experiences that inspire and bring joy to teaching and learning. We believe that children draw from these rich experiences and this is reflected in the quality of education provided by our school.

The school's focus on curriculum development has been carefully designed around our **5 key curriculum drivers**:

Community-	Opportunities-	Challenge-	Character-	Communication and language- EYFS
helping our pupils to establish a sense of belonging and a respect of diversity, equality and British values within their local and the wider community.	which helps pupils become aspirational by providing opportunities and experiences so they know the possibilities available for their future lives.	to motivate and build resilience in our pupils encouraging them to think positively, take risks and aim to be the very best that they can be.	nurturing and educating our pupils to help them develop the characteristics needed to become successful learners, well-rounded individuals and responsible global citizens.	to help our pupils to communicate effectively with each other and express their ideas so that they become comfortable using a rich range of vocabulary and language structures.

These are central to our school vision and ethos and underpin the learning and experiences that we undertake in all areas of school life to ensure our curriculum offer is enriched. They reflect and respond to the social and educational needs of our community.

Our curriculum goals are:

Curriculum Goals		
To provide a coherent, ambitious, well-sequenced, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.	To provide a rich cultural capital that 'provides the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'	To give pupils appropriate experiences to develop as confident, resilient, responsible, active citizens.

These are aligned directly with the Ofsted framework and provide our pupils with the core knowledge needed to be educated citizens. They ensure our curriculum embodies rigour and high standards and creates coherence within the essential knowledge taught in the key subject disciplines.

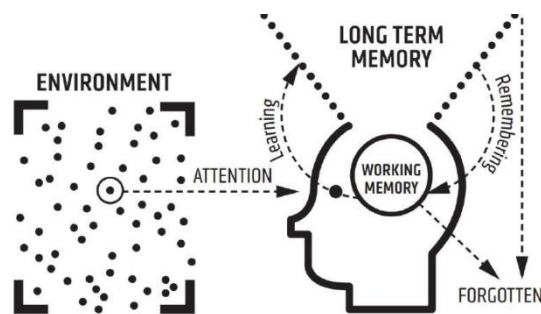
At Stanley we use the Early Learning Goals and the National Curriculum as milestones throughout school and each subject is broken down in to key threshold concepts which run through the curriculum. These are the 'Big Ideas' that shape our students thinking and allow them to explore, develop a sense of curiosity and take ownership of their learning. The same threshold concept is explored in every year group, in a range of different contexts, and our children gradually increase and deepen their understanding of them through repetition and continuous learning.

We believe that in providing knowledge-rich, diverse, memorable experiences our children will learn and develop a range of transferable skills, engender a sense of pride in positive characteristics and achievement, and develop a purpose and relevance for learning.

Stanley Primary School provides teaching of religious education for all children in accordance with the locally agreed syllabus, although parents/carers have the right to withdraw their child from this. In addition, we hold weekly assemblies to uphold our Stanley values and provide a daily act of collective worship.

Our curriculum and all subsequent learning is based on evidence from **cognitive science**. Researchers believe that spaced learning works because the time delay between study sessions forces the learner to work harder to retrieve the information and that this helps to consolidate information in long-term memory.

Delivery based on evidence from cognitive science	
Learning is most effective with spaced repetition .	Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.



Daniel Willingham

‘The purpose of curriculum is to build the architecture of long-term memory.’

Dylan William

Our Stanley family work together to ensure that our key drivers are the golden thread that runs through all aspects of school life. Each member of our team shares the same vision and are committed to providing our pupils with the very best opportunities, creating the highest aspirations and motivating our children to be life-long learners.