



Curriculum Statement.

St Stephens Community Academy

“Embracing Learning, Inspiring Ambition and Celebrating Individuality”

We are determined to deliver a high quality, engaging and inclusive curriculum- a safe environment where all pupils can flourish, develop their growth mindset and reach new personal and team goals.



We believe that all our pupils can and will achieve in all aspects of the curriculum. We recognise and encourage different talents; social development and life skills are clear and ever-present priorities to support our pupils to be socially responsible citizens within the school and wider community now and in the future.

Curriculum Intent What is the intent of our curriculum design and how does this underpin our core values and ethos?	Curriculum Implementation How is the curriculum implemented year on year, what knowledge, skills and attitudes are we expecting the children to gain during their time with us?	Curriculum Impact What will be the impact on this teaching and learning within the wider curriculum?
<p>The intent of the curriculum is to:</p> <ul style="list-style-type: none">• be broad and balanced• inspire pupils to be life- long learners• promote the school and Trust vision and values• be led by pupil and staff interest and supported by all stakeholders.• ensure the range of National Curriculum (2014) subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education.• incorporate opportunities to apply English and maths knowledge and skills with independence in a range of subjects• promote pupils’ spiritual, moral, social and cultural development and within this promote British values, protected characteristics and UNICEF Rights of the Child	<p>All pupils will</p> <ul style="list-style-type: none">• experience all national curriculum subjects• have experienced a broad, challenging and contextually relevant/age appropriate education.• Children will have developed an understanding of the curriculum overarching aims and themes over time.• experience enrichment activities such as trips and special in-school celebrations and visitors• be taught by specialist PE and Music professionals learn life skills through outdoor learning, DT and cooking• learn about world events and about climate change/sustainable living.• be involved in community and charity work.• experience a pride in their achievements and be aspirational and courageous in their learning.• receive learning support if struggling academically	<p>Evidence of impact:</p> <ul style="list-style-type: none">• Current data report• Pupil conferencing• Book looks• Learning Walks• Lesson visits• External Monitoring visits• Moderation• Pupil Progress meetings• Curriculum long term planning overviews• Curriculum Monitoring and evidence collection• Photographic records• Class Floor books• School Celebration via different platforms to reach all stakeholders.• Pupil, parents, staff surveys. <p>Impact of our intent and its implementation so far:</p> <ul style="list-style-type: none">• Throughout each year group and across the

<ul style="list-style-type: none"> • be aspirational for every pupil. We are inclusive and celebrate individuality • relate learning to pupil well-being, keeping safe and to prepare the children to make a positive contributions to society and the wider world • equip them with the skills in order to be assessment capable learners. • to use the Capabilities Curriculum framework informed by pupil's social and emotional wellbeing. Class capability scores are used to inform a teacher's approach to the lesson, which will help growth in the 7 valuable characteristics: managing feelings, confidence, communication, relationships and leadership, planning and problem-solving, creativity, resilience and determination. All characteristics are our School Values <p>.to focus on our local community offers. We expect all of our school to be part of this community and contribute to it positively.</p> <ul style="list-style-type: none"> • promote children's understanding of their own place in the world and the positive impact they can have – we encourage courageous advocacy in their actions. We expect children to stand up for what they believe and we teach them about the rights of all. • to give pupils the skills to plan, monitor, evaluate and make changes to their own learning and recognise that mistakes are powerful and positive learning opportunities. Be 'Visible Learners'. 	<ul style="list-style-type: none"> • experience social and emotional support if needed • be offered 2 residentials, adventurous and a city break. <p>The skills and attributes that have been taught and embedded will be:</p> <ul style="list-style-type: none"> • Transferrable • Relevant for the next stage of their education • Contextual • Sustainable • Able to ensure they continue to be effective, successful lifelong learners <p>Linked documents:</p> <ul style="list-style-type: none"> • An Daras Capabilities Curriculum Framework • Long term whole school curriculum horizontal map • Knowledge and skills organisers for each subject area • Class curriculum planning documents: parental overviews, class knowledge organisers for learning concepts and foundation subjects Inc. science. • Visible Learning strategies and research. • Website and social media. <p>The above information gives guidance in the implementation of our curriculum.</p> <ul style="list-style-type: none"> • Each term pupils are asked about their learning interests and, as a class, a capabilities assessment is carried out. • On going assessments are used by the teaching staff to support planning using the National C Age related expectations, school knowledge and 	<p>curriculum, including in English and mathematics, current pupils make sustained progress, developing excellent knowledge, understanding and skills considering their different starting points.</p> <ul style="list-style-type: none"> • The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is improving towards that of other pupils with the same starting points. • Pupil conferencing the significant majority of pupils enjoy being at school and enjoy their learning. • All pupils are challenged within their learning in all lessons. • Pupils effectively apply their learning across a range of subjects. • All pupils can read and can articulate their learning – what they are good at and what their next steps are. • Pupils understand the importance of daily activity in maintaining a healthy lifestyle. • Pupils can articulate their understanding of the school's vision and ethos. • Pupils understand they have 'Rights' and they have a responsibility to be good citizens. • Pupils understanding of their heritage and place within the community is growing through the events planned. • They know who to ask/go to for help when they are struggling or worried • Enjoy the curriculum and are excited about the
--	--	---

	<p>skills progressions and the school schemes of learning.</p> <ul style="list-style-type: none"> • Opportunities for cross curricular learning are promoted. These include the application of English, maths and foundation subjects in outdoor learning. • Each unit of learning clearly links to prior learning and is planned to build cohesion and deepening understanding of subjects, vocabulary, themes and concepts. <p>St Stephens Community Academy promotes the enrichment of our curriculum in a variety of ways including the following:</p> <ul style="list-style-type: none"> • Class trips and enrichments • Residential trips for Years 5 and 6 • Links with local community e.g. Rotary, Lion's Club, Care home. • Outdoor learning and Wild Tribe • Extra-curricular activities and clubs (after school and lunchtime) • Social and emotional support groups including Lego therapy and fun fit. • School Youth Council • UNICEF Steering Group (incorporates Eco Group) Rights Respecting School-Going for Gold status. • House Captains democratically elected by pupils • Whole class music lessons • Individual music lessons -support PPG pupils. • TIS sessions • Wellbeing embedded throughout in addition to 'describer skills' led by NHS Mental health nurse 	<p>range of experiences offered to them.</p> <ul style="list-style-type: none"> • Are respected and know to be respectful • They are proud of their school and of their own individual achievement
--	--	--

	<p>1 x week.</p> <ul style="list-style-type: none"> • Celebration assemblies • Visitors/experts to school • Charity events selected and organised by House Captains • Sports events/competitions • Swimming lessons • Baking/cooking activities ▪ Gardening groups. • Samba band playing and singing in the community/local events. • Local events e.g. St Piran's celebration • Open the Book assemblies • Art exhibitions • Annual Shakespeare Project • Class/Whole School Performances • Celebration of significant national events – e.g. Queen's Jubilee • Use of new pre -published texts, related to Learning themes in other subjects, to broaden diversity, inclusion, knowledge and vocabulary • Community fundraising events e.g. Food Bank • Parental engagement opportunities • Links to schools in Africa via music celebrations e.g. World Music Day. • Active PTFA involvement. 	
--	---	--