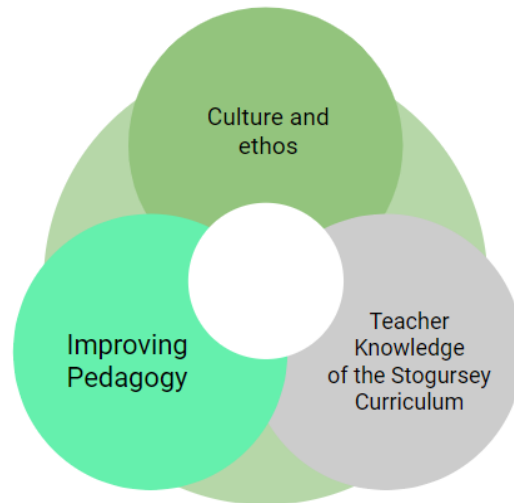


## **Stogursey Primary School Curriculum Development Strategy 2022-23**



This statement details our school's curriculum development strategy and sits underneath our School Improvement Plan (SIP) as a main tool in leading to better outcomes for all children in our school for 2022/23.

# Part A: Curriculum Development strategy plan

## Statement of intent

St Peter, in his second epistle, said for followers of Christ to 'Grow in the Grace and Knowledge of our Lord and Saviour Jesus Christ.' We think this is a very apt summary of what our purpose is as a community and it is now our school motto.

### "Grow in the Grace and Knowledge" 2 Peter 3:18

Our vision at Stogursey C of E Primary School is, in its simplest form, to grow and nurture everyone who gets involved in our school, adults and children alike.

As well as to meet and exceed national expectations, our objectives are to:

- Broaden outlooks and experiences
- Nurture personal growth for life
- Everyone to make a personal contribution to our school
- Find the joy in learning.

We see the development of our curriculum as being a crucial driver in achieving this vision, sitting as a strategy underneath the School Improvement Plan (SIP). Curriculum Development is never-ending and so this strategy document sets out the work ahead for this year and for the long-term. We also acknowledge the central and critical role that curriculum plays as *the* key lever to improving outcomes and broaden the horizons of those who are presently or previously experiencing disadvantage, and all children in our care.

In a nutshell- **We have a spiritual mission to do what is in our gift to overcome disadvantage.**

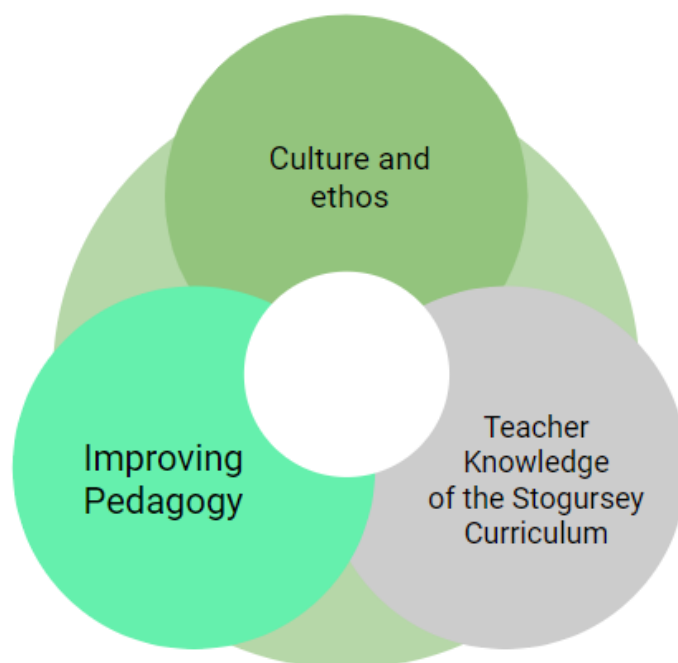
## Challenges

This details the key challenges to achievement that we have identified in our curriculum development review of 2019-20.

Challenge theme	Detail of challenge
Sequencing	Perception of the curriculum can sometimes propagate myths that the National Curriculum is a tick list to work through, when in fact it is not. Our curriculum is based on the QET principles, in particular, it being responsive. Children must have component and composite knowledge in order to progress. This needs to be sequenced correctly in small steps so that learning sticks and children remember more. Also, so that content is not repeated purposelessly and expectations remain high.
Curriculum Narrowing	Research shows that children who have the broadest and balanced offer gain better outcomes. Having higher levels of disadvantage (36%) would mean that

	we need to be mindful of this, especially when offering interventions. The focus should shift towards more 'scaffolding up' to help all children experience our broad and balanced, knowledge- rich curriculum, especially disadvantaged children.
Teacher expertise	There is a commonly -held belief in educational thinking that all teachers should be continually improving and being rurally isolated can create issues around accessing high quality professional development.
Developing a culture of change	A need for all stakeholders to understand our vision as a school and how this strategy delivers it.
Capacity in small schools	Being a small school, staff lead many subjects so this brings a capacity issue.
Middle Leadership	Much curriculum leadership rests with the senior team so a real need to empower all teachers to become middle leaders and be the driving force of curriculum development.
Rural isolation	Both for staff and children. Children- need to have access to enrichment and experiences due to rural isolation. Staff- access to experts can be an issue due to rural location and isolation. Opportunities are needed to work with successful trusts and outside experts on curriculum both virtually and face-to-face using QET resources and networks.

## The Stogursey Curriculum Development Model



The model above shows our three-overlapping areas of curriculum development and recognises the inter-play between all three. It also recognises that this process is never-ending and always being developed.

## LONG-TERM CURRICULUM DEVELOPMENT GOALS (5 YEAR PLAN)

Below is listed the outcomes we are aiming for **long-term** and how we will measure whether they have been achieved.

Area on model	Intended outcome	Success criteria
Culture and ethos	Score 'Excellent' on the next SIAMS inspection	-SIAMS SEF fully-evidenced using the SART -Inspection outcome is Excellent rating.
	Gain the Trauma-Informed Award	-Embedded on the audit -We gain the award.
Improving Pedagogy	Teachers to gain more NPQs and staff develop careers	-Access DfE funding for training, West Somerset Opportunity Area and Levelling Up. -More staff go on to develop careers as a reason for leaving the school.
	Outcomes rise to at least national standards	-Outcomes rise to national expectations.
Enhancing teacher knowledge of the Stogursey Curriculum	Score 'Outstanding' for Quality of Education in OfSTED inspection	-Broad and balanced curriculum is delivered that delivers our school vision -RE curriculum is rich and inspiring leading to a positive judgement in SIAMs with us being a VA school -Curriculum is rated 'Outstanding' by OfSTED.

## Implementation: Activity in this academic year 2022/23

This details what we intend to achieve **this academic year** to address the challenges listed above. Details of the implementation process are in the SIP. This document sets out the what and why.

### Culture and Ethos

Activity- What?	Evidence that supports this approach- Why?	Challenge(s) addressed
Engaging in Trust CPD and NPQs	-Trusts and experts we have access to through the QET and WSOA have proven results -Working with SEND expert Malcolm Reeve and Disadvantage expert Marc Rowland to provide renewed focus on our 'why' as a school and fleshing out the vision for all staff.	Developing a culture of change
Creating bespoke CPD	<i>“Not only do turnaround principals ensure that professional-development opportunities are available (Jacobson et al., 2007), they strategically ensure them through establishing common planning periods, providing professional-development or additional release time, and disseminating research materials to staff, as necessary (Aladjem et al., 2010)” [Meyers &amp; Hitt (2017)]</i>	
Creating joint subject leads across both Primaries in the trust	-Church of England current guidance through the Foundation for Educational Leadership programme our Headteacher participated in.	Middle Leadership/ Capacity in small schools
Creating joint events for collaboration and competition		Rural isolation

## Improving Pedagogy

Activity- What?	Evidence that supports this approach- Why?	Challenge (s) addressed
Create coaching programme and policy	-Leverage Leadership by Paul Bambrick-Santoyo outlines the approaches taken by schools in USA to build exceptional schools. See Pupil Premium strategy document for further detail on this. QET's approach to improving teaching is through Instructional Coaching and the use of Tom Sherrington's <a href="#">Walkthrus</a> . This is evidence-based.	Teacher expertise
Develop bespoke monitoring	We have developed our own monitoring system through the Middle Leadership policy. Also, in <a href="#">Walkthrus</a> , Instructional Coaching advocates for working on fewer things but doing so well.	
Develop curricular thinking through PD sessions for staff.	Head/ Collaboration Lead from QET to lead on curriculum development and training plan reviewed regularly.	

## Teacher knowledge of the Curriculum

Activity- What?	Evidence that supports this approach- Why?	Challenge (s) addressed
<p>Increase range of subject CPD being offered across the year through networks both online and face to face and Subject Knowledge Enhancement. Also, joint moderation with Spaxton School.</p>	<p>Evidence in previous years through staff wellbeing surveys that having time to co-plan, have professional discussions around curriculum was useful. Tendency in previous years to have a narrow focus on English and Maths. It makes sense to include a greater range of subjects.</p>	<p>Curriculum Narrowing</p>

## Part B: Activities identified for years ahead

As our thinking evolves and develops, further needs will inevitably be identified. This is to be added to and inform next year's strategy.

Challenge (s)	Activities
Sequencing	<ul style="list-style-type: none"><li>• Implement rigor in all subjects through the booklets approach</li><li>• Create 'Grace topic' to unite RE with RSHE taking advantage of our VA status</li></ul>
Curriculum Narrowing	<ul style="list-style-type: none"><li>• Clearer expectations on role of trips and end point assessments</li><li>• Review small steps for focus subjects</li></ul>
Teacher expertise	<ul style="list-style-type: none"><li>• Chance for middle leaders to cascade from emerging networks for benefit of all across the trust</li><li>• Metacognition</li><li>• Oracy/ vocabulary</li></ul>
Developing a culture of change	<ul style="list-style-type: none"><li>• Create and implement new style of SIP</li></ul>
Capacity in small schools	<ul style="list-style-type: none"><li>• Develop focus subjects partnerships</li></ul>
Middle Leadership	<ul style="list-style-type: none"><li>• Train new leaders in Middle Leadership</li><li>• New staff, new training</li></ul>
Rural isolation	<ul style="list-style-type: none"><li>• Engage with external support being offered by QET</li></ul>