



Seagrave Village Primary School **STRIDE Learning Curriculum**



Curriculum Overview

Intent and Design - What are we trying to achieve?

Vision

We want all of our young people and pupils to realise their full potential academically, socially and personally so they make a positive impact on the world.

STRIDE

At Seagrave, our **STRIDE curriculum** gives us the ability to:

Speak with **core vocabulary**, confidence and care

Think **deeply and widely** about our work, school, community, country and world

Read for **knowledge and pleasure** helping us STRIDE through our education

Inspire through our **attitudes and behaviour**

Determination and ambition to **achieve our goals**

Everyone is equal and treated with respect, we celebrate our differences

AIMS of our Curriculum

Our STRIDE Learning curriculum will enable:

Every child to be successful, knowledgeable individuals who enjoy learning and make progress

Our children to have the words and skills to confidently communicate

Our children to be positive members of their local community and global citizens with cultural capital: knowing how to lead healthy, safe and fulfilling lives.

Focus for Learning

Our STRIDE Learning curriculum will teach:

- Knowledge that sticks and can be recalled by pupils throughout their Learning Journeys and into adulthood
- The value of vocabulary and the pleasure of reading
- Skills that progress across a breadth of subjects and support pupils to be capable learners

Our School Values

Our *Seagrave Steps* underpin all aspects of school life as we seek to nurture these values and life-long learning behaviours in all children.



Perseverance – like the penguin who survives the arctic winter – We persevere with challenges

Responsible – like the dogs in the police, army and fire service – We are responsible for our learning and actions

Ambitious – like the beaver who builds the dam – We set goals and work towards them

Collaborative – like the meerkat working with its family – We can work as part of a team

Reflective – like the elephant that never forgets – We look back to move forward

Thoughtful – like the owl who considers its next move – We think hard about our learning and actions

Curriculum Overview

Implementation and Organisation – How will we arrange learning?

Supporting components

Learning inside the classroom

Learning outside the classroom, including Forest School

Visits/visitors

In-school experiences & performances e.g. theme days, national events, science fairs, pop-up museums, nativity

Parental engagements opportunities & community links

Extra-curricular clubs & competitions

Whole-school 'Curriculum Inspire Days'

Development Foci

Fluent, expressive **reading** for critical understanding, knowledge and enjoyment.

Challenge for all – top down, mastery and personalised learning

Vocabulary and communication skills used in a breadth of subjects and contexts

Progressive knowledge and skills recalled across a broad and balanced curriculum

Transferable skills in Reading, Writing and Maths used across the curriculum

Positive Mental Health, Wellbeing & understanding of healthy, safe lifestyle choices

Facilities of Learning

English

ORACY
PHONICS
READING
WRITING

Maths and STEM

MATHS
SCIENCE
DT
COMPUTING & ESAFETY

Humanities and Creative Arts

HISTORY
GEOGRAPHY
LANGUAGES
MUSIC
ART & DESIGN

Health & Wellbeing

PSHE & RSE
SMSC & BRITISH VALUES
RE
PE

Science, History, Geography, DT and Computing are all **challenge driven**. Children are set a challenge at the start of their learning. The children complete the challenge at the end of the unit of work so they can revisit and apply their learning.

PE, Art, Music and MFL are **acquisition of skills driven**. Skills can be mastered through regular practise including trial and error. Skill-based learning aims to build upon knowledge by developing practical expertise in a particular area.

PHSCE and RE are **driven by respectful discussion**. Students find out new information together, talk, listen to others, and ultimately think for themselves. Discussion-based learning can lead to better practical knowledge and potentially improved long-term knowledge retention. Good questions and answers can get children to think deeply and make connections.

MECHANISMS

Learning supported by a rich and diverse reading spine

Reading, Writing and GPAS cycles

Maths Mastery Approach

Learning Destinations clearly defined and planned

High Impact Teaching

Clear Learning intentions

Scaffolding & Explicit Modelling

Questioning

Assessment led planning

Fluency and multiple exposures

Metacognition and growth mind-set



Impact – How well are we achieving our aims?

Impact seen in:

Teacher assessment	Pupil Voice	Moderation in school and Trust
Parental Involvement	Data Analysis	Observations
Analysis of work samples and planning	Progress of pupils across the curriculum	Staff Questionnaires

Impact Evaluated by:

- Use of critical friend engagement from trust peers, LAB and external providers
- A wide range of measures and triangulation of analysis
- Involving the whole school community
- Using assessment information to set clear targets for groups, areas and other improvement
- Creating a continuous cycle of evaluation for every subject in school

Our pupils will

<i>Make great progress and have high standards of achievement and attainment</i>	<i>Have a life-long love of reading and be able to communicate clearly</i>	<i>Be respectful of themselves and others and demonstrate excellent behaviour</i>
<i>Be confident, positive and independent learners with high aspirations</i>	<i>Have mental wellbeing & make healthy lifestyle choices</i>	<i>Participate in the community and have excellent attendance</i>