**Styal Curriculum Statement**

As a school community, we believe our children possess unique gifts and qualities; as such they have the right to succeed, the right to recognise their own value and develop who they are in a respectful and caring environment. Our school ethos is firmly rooted in our values with ‘valuing the individual to believe and achieve’ being the foundation of everything we do.

**Curriculum Intent**

Styal’s bespoke curriculum is broad and balanced taking into account our school’s unique characteristics and location. Styal’s values underpin all that we do in school fostering independence and resilience. Our children take on the shared responsibility for our community, to drive it forward and make it the best it can be. A love of, and a respect for, the natural environment is prioritised within our curriculum. An emphasis is given to physical and mental wellbeing as these underpin the development of the whole child.

**Curriculum Implementation**

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children’s needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Engaging classroom environments stimulate and promote quality thinking and reasoning. Weekly and medium term planning is responsive to children’s needs; incorporating holistic approaches to teaching and learning. Our Efficient Feedback Policy provides an opportunity for children to reflect on their learning and think deeply through pupil conferencing.

**Curriculum Impact**

Styal uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don’t confuse coverage with progress when assessing. We understand that new learning is fragile and so expose the children to a cumulative approach allowing them to secure knowledge and skills in a planned way. Class teachers and Subject Leaders conduct performance analysis, linked to triangulated monitoring, measuring performance against individual and school targets.