



## Curriculum Policy

# Whole School Curriculum



Written by: Alison Atkinson



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## What is our vision?

We provide a broad and balanced curriculum. Children gain knowledge year on year from foundation stage through to the full range of NC subjects. Learning is academic, cultural, social, spiritual and moral. We aim to prepare children for the next stage of education and to create the Marus Bridge graduate: a confident, articulate, literate and numerate citizen.

The breadth of our curriculum is designed with three goals in mind:

- 1) To provide our children with the knowledge and skills for today and tomorrow.
- 2) We recognise children's prior learning, provide first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- 3) We provide enrichment opportunities to engage learning. We believe that childhood should be a happy, fulfilling time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

## Curriculum Aims:

Our curriculum aims to be rich, stimulating and varied. We carefully sequence and revisit learning so that skills are developed and knowledge gained is retained every day.

## How do we achieve this?

We have a clear vision for each subject which is detailed within subject policies and within the subject specification document.

Faculty and subject leaders write and review curriculum objectives and schemes of learning in line with National Curriculum. They check on children's learning throughout the year, ensuring all pupils have equal access to a rich diet of learning.

The Marus Bridge 10 has been developed. This document sets out our approach to teaching and learning. It is based on evidence and research including magenta principles and visible learning.

We use the EYFS and the National Curriculum our schemes of learning. All children from Year 1 to 6 follow the National Curriculum which covers English, Mathematics, Science, Computing, History, Geography, Music, Physical Education (PE), Design Technology, Art and Design. In addition to the National Curriculum, we teach Personal, Social, Health, Education (PSHE), Religious Education (RE) and Spanish.

The Bridge Builder Scheme greatly augments and complements our curriculum, providing opportunities for extended learning at home, in school and in the community

In KS1, the school follows the structure of guided reading, literacy, phonics, handwriting and mathematics. There is a strong focus on the development of phonics for reading, writing and spelling, alongside the development of letter formation and cursive handwriting. Children's ability to read at the age of seven is paramount.

In KS2, the curriculum broadens further. Children read, speak, listen and write across a range of subjects every day. Children study and practise mathematics daily. Children have opportunities to practise numeracy and literacy in several subjects. However, we never compromise subject disciplines. History is history, geography is geography and so on.

- a) Sequenced curriculum plans allowing the curriculum to be dynamic, adding appropriate challenge and adapted to the children's individual needs, particularly for children with SEND.
- b) Curriculum maps for each year group ensures each teacher has clarity as to what to cover. MTPs are the key aspects of each subject that will shape pupils as, for example, historians, geographers etc.
- c) Medium Term Plans set out the knowledge children will learn and the skills they will develop.

### Resources:

Teachers use the subject specification documents which show clear and stage descriptors to create their year groups scheme of work. This is a progressive document containing all the objectives that must be covered during an academic year in line with the National Curriculum and providing enrichment. Teachers use this to plan at the medium term level and highlight off as they go which objectives have been covered during the 6 planning cycles. Subject leaders have also set out the topics or areas of learning and key knowledge assessment questions that must be taught for each of their own subjects ensuring we have a progressive curriculum throughout school. All physical resources are listed within individual subject policies. Also, all planning and resources are saved on the shared drive.

### Assessment – How do we assess skills and understanding?

We assess children's growing knowledge in every lesson (see the MB10) and reported on a twice yearly cycle. The vast majority of pupils achieve the expected standard in a range of subjects. Some pupils demonstrate a greater depth of understanding. We check all judgements carefully and support each other to be consistent.

We use monitoring throughout the year to gauge the impact of the curriculum. We check knowledge carefully to ensure pupils are on track to reach age-related expectations. We plan lessons based on checks of prior learning, revisiting knowledge when necessary and giving pupils opportunities to retrieve knowledge and re-learn when necessary.

We schedule termly Knowledge Reviews to check on retention of skills throughout the year. The SLT Curriculum Lead and Faculty Leaders oversee the work of Subject Leaders who audit learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

We audit curriculum quality throughout the year. We check progress in pupils' workbooks, assessment data and through pupil interviews and lesson observations.

We take a supportive coaching approach that fosters wellbeing and professional growth amongst teachers whilst ensuring that children receive effective teaching every day.

In February and July, teachers make a best fit judgement based on the objectives taught as to how well the children have mastered those objectives. Each subject uses different types of evidence to do this (see individual policies). Grading are given for each subject and each child we use B1 if a child is working towards year group expectations, E1 if the child is working at year group expectations and A1 if the child is working at a greater depth level on the year group objectives. B2 is given to pupils who don't meet the year group objectives as a result of a SEND. All teachers do their own

assessments and then the curriculum lead analyses the data, sharing whole school findings with each subject lead and faculty lead. Assessments are reported to parents at the end of the year on their child's school report. Subject leaders check teachers assessment data when they complete their audit trail twice yearly.

The core subjects are assessed at three points throughout the year and are followed by pupil progress meetings. Please see individual policies for English and Mathematics for further information on how these subjects are assessed.

#### Health and Safety

N/A see individual policies.

#### Inclusion and Safeguarding Considerations

All subjects have the B-squared tracking document so that all children can be included in all lessons starting at their own starting points.

#### Monitoring and Review:

All teachers have the school aims and vision up on posters. These are discussed at the start of the year and then each value or aim is discussed through PSHE and assembly time. Teachers always share the aims at the start of lessons with outcomes using the WALTs and success criteria so children are clear. We use knowledge organisers which are designed based around exactly what we are teaching and the teachers complete a prior and post learning activity at the start of a new topic, checking 'sticky knowledge' they go back if the children can't remember anything before moving on. Knowledge review weeks are also completed 3 times a year checking what children can remember and focus on the school aims and vision.

We have an annual review day, usually at summer inset, when we look at the curriculum and the audits completed and see if anything needs changing or amending. We then amend (if necessary) the subject specification documents for the next year. All subject leaders have produced key specification documents for their subject showing their specific intent, implementation and impact for their subject and how the subject is progressive across school. These are also amended at this meeting if necessary.

(Please see individual subject specifications/policies for more information)