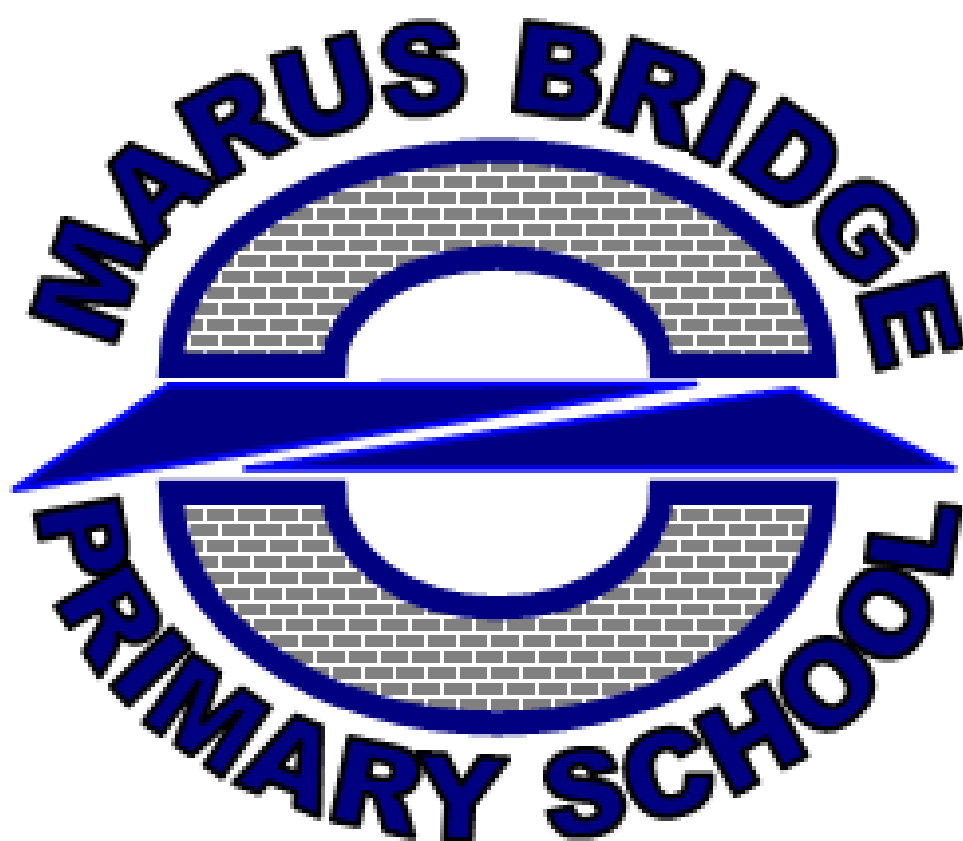


# Primary Specification



**Curriculum**

## **MARUS BRIDGE CURRICULUM**

<b>CURRICULUM LEAD</b>	Alison Atkinson
<b>PEDAGOGY LEAD</b>	Adele Hurst
<b>MATHS</b>	Claire Bibby
<b>ENGLISH</b>	Suzanne Carver Upper School Faye Holden Lower School
<b>SCIENCE</b>	Liz Bower
<b>HISTORY</b>	Paula Riley
<b>GEOGRAPHY</b>	Lauren Foxwell
<b>COMPUTING</b>	Vicky Fisher
<b>ART</b>	Penny Fox
<b>DESIGN TECH</b>	Nicola Capstick
<b>PSHE</b>	Tracy Heaton
<b>MUSIC</b>	Adele Hurst
<b>SPANISH</b>	Suzanne Carver
<b>PE</b>	Robyn Johnstone Georgia Evans
<b>RE</b>	Holly Miller Kath Hampson
<b>SCHOOL COUNCIL</b>	Suzanne Carver
<b>ECO COUNCIL</b>	Liz Bower
<b>LIBRARIES</b>	Cherie Melling KS1 Sara Taylor KS2
<b>DISPLAYS/ENVIRONMENT</b>	KS1 – Cherie Melling KS2 – Kath Hampson
<b>RAISING STANDARDS LEAD</b>	Suzanne Carver

## ENGLISH AND MATHEMATICS AT MBPS WEEKLY STRUCTURES

### English

- **Choose high quality texts\* that the children enjoy and that develop and extend vocabulary. Use your working wall.**
- **Read daily, write daily, discuss, speak and listen daily.**
- Reading skills to be taught / modelled in lessons to develop fluency: echo reading, paired reading, performance reading, text talk / text marking, speed-reading (see PiXL resources)
- Text talk / text-marking skills (effective in pairs or groups): identify and discuss words they don't understand; make links to other books, own experiences, wider world; make predictions, ask questions, wonder; identify key words / phrases; find clues; summarise the general meaning / gist
- Devise questions that mirror reading test papers: multiple-choice, extended constructed questions, tabulated questions, ranking/ordering, labelling, find and copy, short constructed response question types. Use Pixl resources.
- Practise reading skills across the curriculum but remember that science is science, history is history.
- Practise writing skills to be across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.\*A range of fiction, non-fiction and poetry

### Mathematics

- Arithmetic and reasoning lessons are 1 hour daily. Teachers should follow White Rose Maths planning structure, using assessment information from prior learning assessments (completed in advance), QLAs and on-going teacher assessment.
- Teach fluency and reasoning in conjunction. (**All** children should access reasoning at their level).
- Link topics and teaching areas such as measure and time in other areas of the curriculum (E.G. Time could be taught when learning to count in 5s/ fractions using analogue clocks or measure can be linked to multiplying and dividing by 10, 100 and 1000.)
- Children should be given time at the start of a lesson to complete a daily review/challenge task or correct mistakes in red.
- Mental Maths lessons should be teacher led (input/independent activity) and should focus on mental maths strategies/areas of weakness based on assessment.
- Mental Strategies (as per policy guidance) and times tables are taught alongside the assertive mentoring resources. Track scores every week.
- Children practise these skills daily in starter/warm-up activities and children link them where possible to what they are learning in the main lesson.
- Assertive Mentoring tests are completed weekly and are based on stages, which match year group expectations. If a child gets 20/25 or more, three weeks in a row, they can move to the next stage. Track scores every week.

### Foundation Subject timetables

KS1	Science 100/ 120 mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 45 mins	PE 120 mins
KS2	Science 90/120mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 60 mins	PE 120 mins

## **What is the school's aim and intention when it comes to their curriculum and how is it specific to your context?**

### **Rationale**

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

### **Intent**

We provide a broad and balanced curriculum. Children gain knowledge year on year in 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*, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

2) We start with children's prior learning and build their knowledge, understanding and skills over time.

3) We provide enrichment opportunities to engage children in academic, practical and cultural experiences. 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.

### **Implementation**

Faculty and subject leaders write and review curriculum objectives and schemes of learning. 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**

This document sets out our approach to teaching and learning. We have written it following reading a wide range of research evidence, including the 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 show the big picture for teachers, children and parents. **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.

## **Impact**

We assess children's growing knowledge in every lesson (see the MB10) and at the end of each milestone (autumn 1 and 2, spring, summer 1 and 2). 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.

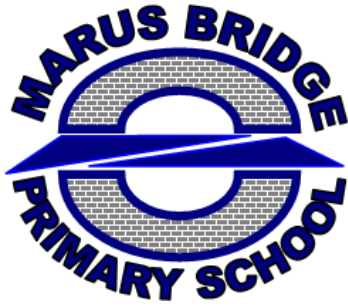
We audit curriculum quality throughout the year. We check progress in pupils' workbooks, assessment data and through pupil interviews and lesson observations.

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

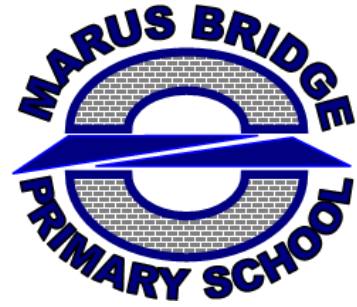
## **In the classrooms, what evidence is there of the curriculum visions and aims?** All

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.

**How often is it reviewed?** 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 produce the new planning document 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.



LEARN  
ENJOY  
ACHIEVE



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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