

## **Our Curriculum Statement**

### **Rationale**

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