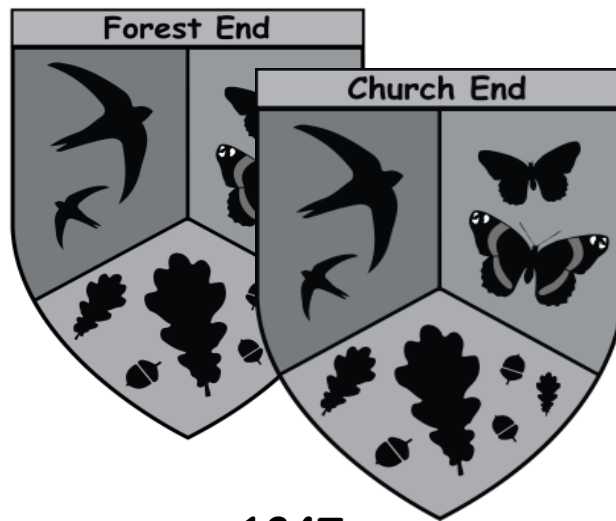


MARSTON MORETEYNE VC SCHOOL



1847

CURRICULUM POLICY

January 2024



Intent:

At Marston Moreteyne School, we aim to offer a curriculum that supports the delivery of our Christian Vision. Our curriculum intent is that it offers children a chance to prosper and give hope for a fulfilled future, this is at the heart of all we do. We pride ourselves on our ambition for every child to be an independent learner who thrives in our stimulating, supportive and safe school. We believe that all children, whatever their abilities and capabilities, have the right to receive a broad, balanced, exciting and stimulating education. Our curriculum is rich in knowledge, skills and meaningful experiences. All subjects are highly valued and equip our children with a breadth of knowledge and understanding in every area of the curriculum.

We consider our curriculum to be all the planned activities that we as a school organise and deliver in order to promote, personal growth and development, a depth of learning in all areas and an opportunity to acquire an ambitious vocabulary in all subjects.

It includes, not only the formal requirements of the 2014 National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

Curriculum Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences. All subjects are highly valued and equip our children with a breadth of knowledge and understanding in every area of the curriculum. Interlocked through this is our values-based education that underpins all that we do.

Our Curriculum follows and combines:

- The Early Years Foundation Stage Framework
- The Cornerstone Curriculum
- The National Curriculum 2014
- The Bedfordshire & Luton Agreed Syllabus for Religious Education.

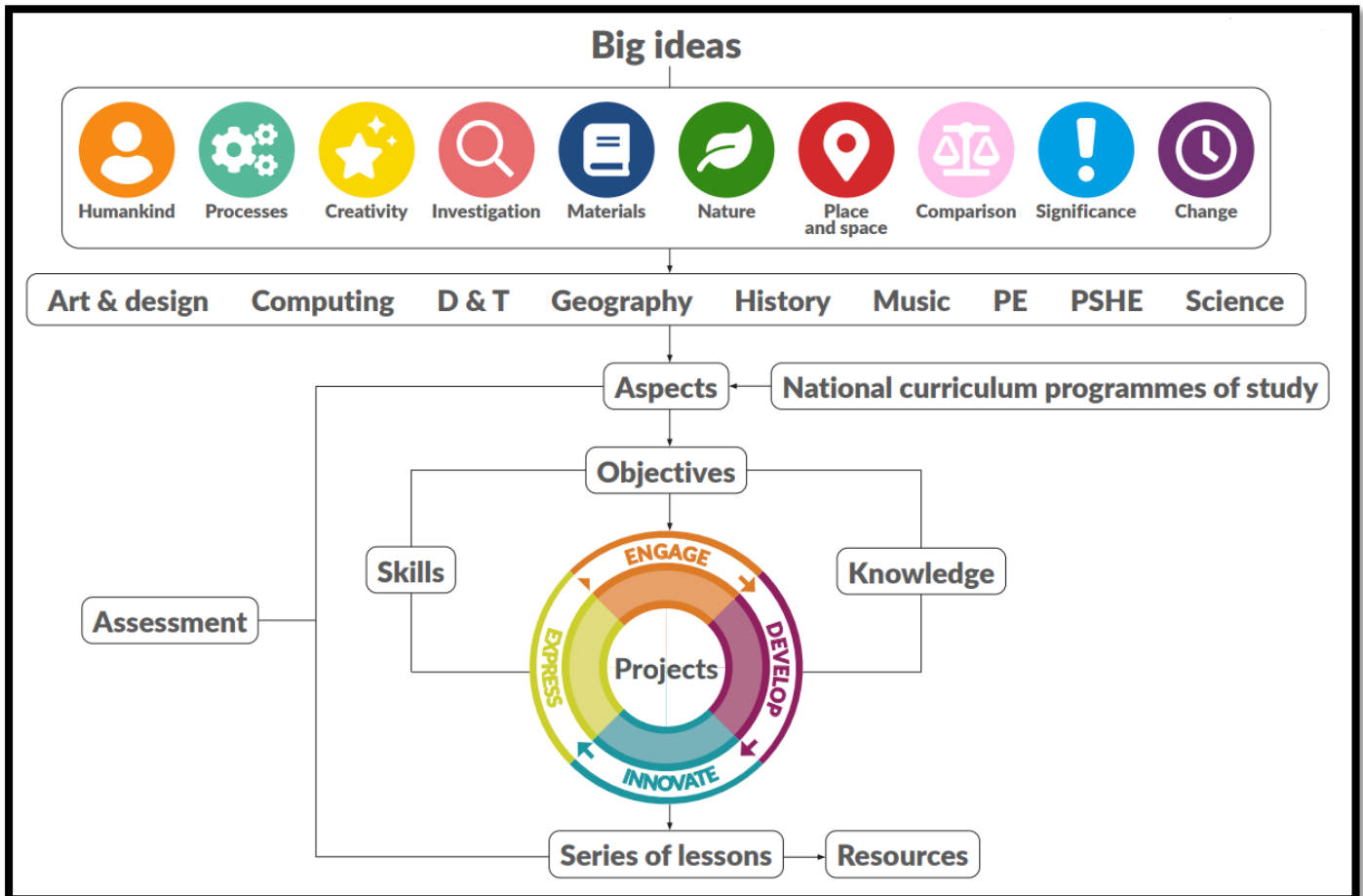
Children's learning journeys ensure access to daily English and Mathematics lessons. This includes daily phonics or spelling sessions, as appropriate. Our broader curriculum which is delivered thematically in our 'creative curriculum'; a style of teaching delivery where all subjects are taught through a new topic each half term. This approach ensures effective coverage of, and progression in, the 2014 National Curriculum objectives.

Our curriculum is delivered through a rich menu of exciting and motivating learning which enables children to develop a deep understanding of all subjects, and the interconnections between them. We believe that children should be given the opportunity to build a selection of schemata in all subject areas. If children can associate new ideas with schema they already have, the likelihood of them remembering them is much higher.

Personal, Social, Health and Economic Education, Modern Foreign Languages and Physical Education which are taught discretely, following planned and progressive schemes of work. Where thematically possible, these subjects also enhance our 'creative curriculum'. The substance of our curriculum are ten 'Big Ideas'. These ten big ideas provide a purpose for the

aspects, skills, knowledge and contexts for our learning. They form a series of multi-dimensional, interconnected threads across our curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build a conceptual framework that will enable a better understanding of increasingly sophisticated information and ideas.

Our Big Ideas are symbolic of our desire to prosper and give hope for the future



The delivery of our creative curriculum follows a four stage approach; "Engage", "Develop", "Innovate" and "Express". These four stages take children on an exciting and innovative learning journey which embeds and allows demonstration of knowledge and skills building over time.

| Engage | Develop | Innovate | Express |
|--|---|---|---|
| <p>Hook Learners through a memorable experience. Set the scene and provide the context for learning. Ask questions to find out children's interests. Spark children's interest through exciting starting points.</p> | <p>Teach facts and information for deeper understanding and knowledge. Demonstrate new skills and allow time for consolidation. Provide creative opportunities for active learning. Deliver reading and writing and rich vocabulary across the curriculum</p> | <p>Provide imaginative scenarios that encourage creative thinking. Enable children to apply previously learnt skills. Encourage enterprise, independent thinking and collaboration. Enable problem solving and application of new learning.</p> | <p>Provide environments for reflective talk. Create opportunities for shared evaluations. Celebrate and share children's success. Identify next steps for learning.</p> |

Inclusion:

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment,
- Pupils from disadvantaged backgrounds,
- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

The Early Years Foundation Stage Curriculum, the National and Cornerstones Curriculum will be used as the starting point for planning to meet the needs of all pupils. Teachers will modify programmes of study, and make reasonable adjustments to ensure all children can flourish. All pupils are individually provided with relevant and appropriately challenging learning, supported by individualised plans of learning and appropriate differentiation.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Classroom timetables, long and medium term plans are monitored by Senior Leaders to ensure fair and progressive coverage.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

Feedback and Assessment:

As a school we are committed to providing quality feedback as a key feature of our assessment practice. Providing the children with feedback is an integral part of assessment for learning. The children become more involved in the learning process and from this, gain confidence in what they are expected to learn and to what standard. Our teachers plan tasks which allow the children to do this using a range of feedback strategies which will:

- Relate to the planned learning objectives and success criteria.
- Provide regular, clear and effective information on how to improve on the work they have done.
- Close the gap between the pupil's current achievement and the next steps in their learning.
- Challenge the pupil further; taking their learning to the next step.
- Offer opportunities for pupils to reflect upon their learning.
- Recognise, encourage and reward the pupil's efforts and progress.
- Inform future planning and target setting.
- Be meaningful to the child.
- Be motivating for all involved

Teachers assess the children's understanding throughout the year, this knowledge feeds into the lesson planning and teachers re-visit concepts as necessary. Children in the Foundation Stage are assessed against the Early Years Foundation Stage Profile. For pupils in Years One to Four we use assessment for Core Subjects called Stepping Stones. In using Stepping Stones, children's current level of attainment and future expected progress is measured. Along with attainment for Reading, Writing, Maths and Science. Within each pathway is a series of non-sequential assessment points. These are routes of learning for each individual child. Children progress through the Stepping Stone Pathways during their time at our school. In addition, we use other summative assessment tools for both English and Maths including "Accelerated Reader STAR tests" and White Rose Maths Assessments.

Curriculum Impact:

Children leave Marston Moreteyne VC School having enjoyed, succeeded and learnt whilst being fully immersed in an innovative curriculum which focusses on building knowledge and skills, guiding the children towards a hopeful future.

Children progress to the next stage of their educational journey, understanding their own strengths, goals and next steps and have a secure understanding of the academic content required to succeed. We anticipate that every child will have flourished during their time with us, being inspired and motivated by a Christian, values-based education which will guide them in being socially, morally, spiritually and culturally responsible as they move towards becoming responsible citizens.