

Mansbridge Primary School



Curriculum Policy

Curriculum Intent

We aim to provide a whole-school curriculum to maximise children's learning and the development of pupils so as to make the world a better place for themselves and others for now and for the future. Our priority is not just to get children secondary school ready or to pass exams. Whilst we recognise the importance of the latter it is the former which is our main driver - making themselves, their family, their community and the rest of the world a better place. A formidable challenge we know - but the key word is better, not perfect. Acquisition of **'Empowering Knowledge, Skills and Opportunities'** (EKASO see appendix 2) which is planned sequentially will be the bedrock of our curriculum alongside our personal development aims (Appendix 2). At Mansbridge, interpersonal skills, character development and communication skills are a golden thread throughout the curriculum.

The school curriculum is driven mainly by the statutory requirements of both the National Curriculum and the Early Years Foundation Stage. **It is interpreted through our school vision statements. Our curriculum will be more ambitious than just the standards set by the national curriculum. Our school curriculum is not just the National Curriculum.**

Mansbridge Primary Curriculum Intent summary

We aim to provide a curriculum which places emphasis on the following core principles:

1. To ensure children have high self-esteem, health and well-being.
- 2a. To ensure children have the necessary numeracy, literacy, communication skills and knowledge to make a success of their lives. Reading is prioritised to allow pupils to access the full curriculum offer
- 2b. To ensure children are ready to become responsible, active citizens and to care for others and the environment for the rest of their lives.
3. To provide a curriculum which is broad and balanced (following the statutory national curriculum) and which enables all to Engage, Enjoy and Excel in as many subjects/interests/activities as possible.

Our curriculum will provide pupils with subject-specific vocabulary and 'empowering' knowledge that allows them to build links and enhance their learning across other subjects. Empowering knowledge can 'enable students to acquire knowledge and understanding that takes them beyond their own experiences' (Young et al., 2014, p. 7). This is particularly important in our disadvantaged context in relation to the promotion of social justice. It is our view that it is the educational right of the child to receive a comprehensive education committed to academic excellence – regardless of background or social standing. Our knowledge-led curricula will attempt to provide young people with a school experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the opportunities to succeed in life.

The sequencing and order of what pupils are expected to know and the skills they need to have must be clearly detailed and articulated in a progressive, sequenced program. However, there are times when it is right to marshal content from different subjects into well-planned, cross-curricular studies.

The children's own community, its heritage and traditions are sometimes used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations and self-esteem, promote career options and engender a sense of personal pride in achievement, and providing a purpose and relevance for learning.

The proportion of our children who are eligible for pupil premium funding is well above average and many of our children begin school with knowledge and skills well below those expected for their age, therefore in order to achieve these curriculum aims, our children need high levels of literacy and numeracy provision. Consequently, there is an emphasis on developing these skills throughout the curriculum, particularly in terms of speech and language development. Furthermore, as stated earlier we believe that a knowledge-led approach (linked to skills) can be a vehicle to address social disadvantage.

Our school motto of Engage, Enjoy, Excel in conjunction with our behaviour code of Be responsible, Be respectful, Be ready to learn, capture our curriculum values.

Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through either appropriate extension activities or greater focus on other areas that they need more support in. Those who struggle are encouraged and given targeted support to acquire 'Empowering knowledge', embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Early years teaching staff quickly identify those children who are at risk of not meeting a good level of development and interventions are swiftly implemented. Consequently, as stated previously there is an emphasis on developing these skills throughout the curriculum, particularly in terms of speech, language development and reading.

We want children to progressively become responsible for their own learning, their own behaviour and their own attitudes to life. However, it is right and proper that the teacher provides knowledge and explains concepts to children.

This is even more important in the early years where we value strongly teachers reading to children as much as children reading themselves.

We want children to contribute positively to school life and their own community. Furthermore, we wish to encourage children to become responsible adults too. For example, we want children to understand that (when they become adults) with rights - come responsibilities. To know that it is right and proper as adults to contribute to the good of all society by doing their bit which, where possible, should also include working for a living and paying one's taxes. We wish to teach children how to keep themselves safe both online, outside school and in their relationships with adults and other children.

Being respectful

We wish to encourage respect for themselves, others and for the environment they learn, play and live in. We wish to encourage respect for the planet and to understand that we should care for our world now and for the future. We wish to nurture and encourage an appreciation of fundamental British values (see NC guidance). We aim to provide an inclusive environment - ensuring the school is welcoming and reduces or eliminates barriers to learning and participation for all students and staff - not only those who are categorised as having SEN.

Being ready to learn

We wish for them to be ready for all the various transitions they will encounter in life - preschool to Yr R, primary to secondary, world of schooling to world of work and adult life. We wish to encourage independence and positivity. We wish to give them a firm grounding in numeracy and literacy with Empowering knowledge so that they can reach their full potential in the wider curriculum. For example, we aim to ensure that children have learned to read by the end of yr 2 so that they can read to learn in KS2.

Implementation

At Mansbridge we see curriculum development as a continual process and therefore it forms a regular part of our staff meetings and Inset days. Having recently reviewed the coverage of skills, subject knowledge and assessment for most of our non-core subjects, we are now looking at ways to adapt our curriculum implementation. We wish to focus on developing a sequenced Empowering knowledge curriculum as well as improving our task design and questioning pedagogy (fertile questions).

Physical Education is given high priority at Mansbridge and we have a strong focus on promoting healthy and active lifestyles as we believe this contributes to the well-being of our pupils. As soon as our pupils start at Mansbridge, there is a focus in reception year on moving and handling and developing health and self-care.

An active lifestyle also positively enhances other areas of learning by improving physiological and mental well-being as well as developing skills such as team work, resilience and problem solving. Most recently we have also adopted the healthy High Five scheme within school to further encourage our children to get fit eat well, be resilient, emotionally secure and have a caring attitude towards the environment.

The school is currently organised into seven classes and we have a combination subjects taught discretely and we use some cross curricular, topic based approaches to plan for non-core subjects when necessary. This enables us to make meaningful links where appropriate.

In some cases, subjects are taught completely as discrete subjects e.g. where an area of study does not fit meaningfully into a topic (such as some RE units), we teach it as a standalone unit of work which ensures that we are maintaining quality throughout all areas.

Early years works closely with key stage one planning around the same topic but adapting teaching to the Early Years curriculum.

Integral to our curriculum design is the provision for rich, purposeful, first hand experiences. We place great importance on offering a range of trips, visitors and experiences to enhance the children's learning. These always link to the topic and work being covered and provide the children with memorable experiences that they perhaps would not have had the opportunity to participate in outside of school.

This principle of learning is further developed through our theme days and weeks for particular subjects (i.e., science day, Food week etc.) which immerse the children in the subject, developing language, offering breadth of experience and a range of

transferable skills. A wide variety of after school clubs are also offered including karate, dance and multi-skills sports.

We constantly strive to bridge the gap between the haves and the have nots in terms of the opportunities and experiences available to our pupils. We use trips to the theatre, university, art gallery, nature visits etc. to provide for children who miss out on these experiences outside of school. We offer chess as part of our curriculum for some year groups and Mandarin is the key Modern Foreign Language taught at Mansbridge. Debates and encouragement to speak in full sentences, with eye contact, correct tone and the ability to listen as much as speak are taught explicitly. The chance to develop skills in these areas plays an important part in providing the means for social mobility.

The well-being agenda is at the heart of our curriculum. Pupils' spiritual, moral, social and cultural development is prioritised and our children are able to empathise with the feelings of others, seeing points of views and beliefs other than their own. In early years this starts with learning about making relationships, managing feelings and developing self-awareness and self-confidence. In the Key stage one and two, this is particularly evident in PSHE and RE where children show a keen interest in ethical issues and are able to apply their personal values to situations giving reasons for actions and decisions. We value and promote this through our curriculum and have recently been named a School of Sanctuary. This shows that as a whole school, we are committed to being a safe and welcoming place for all, particularly those seeking sanctuary. Our children demonstrate these values through their everyday behaviour and the concepts of being welcoming and inclusive are embedded throughout our curriculum.

Impact

In terms of whether our aims and intentions are being realised and having an impact, some of these are not easily quantifiable so we intend to regularly evaluate these through discussions and questionnaires with children, parents and staff and observing children's behaviour. Furthermore, improvement in pupil's attitude and progress in their work are usually key indicators that children have higher self-esteem and well-being. We will also take on board feedback from visitors to the school, behaviour logs, bullying incidents, online safety incidents, attendance records and children's attitudes to each other, adults and the environment. As part of the Aspire Trust of schools we liaise with our main linked secondary school to check on leavers' progress through ks3/ks4 and beyond. We also have a robust and thorough programme of KS2/3 transition and preschool / Year R transition.

We will use the evidence base above to judge whether we have been successful in our first priority **1 To ensure children have high self-esteem, health and well-being,** and priority **2b To ensure children are ready to become responsible, active citizens and to care for others and the environment for the rest of their lives.**

Our progress in numeracy and literacy at the end of ks2 is an evidence base we will use to judge whether we have been successful in our **2A priority: To ensure children have the necessary numeracy, literacy, communication skills and knowledge to make a success of their lives.**

At Mansbridge, we ensure that children are regularly assessed in all non-core subjects against the relevant curriculum framework. We have a system for each subject where key objectives are assessed and recorded for summative assessment purpose.

Therefore, subject leaders are fully informed about achievement in their subject and can lead their subject to reflect this. Formative assessment is based around assessing key skills and knowledge from our subject progression documents. We aim to ensure that the children revisit and are able to recall previously learned knowledge by 'baking into' the curriculum planned opportunities to revisit key skills and knowledge.

Progress for us means knowing more and remembering more

Subject leaders also monitor work through work sampling which allows them to assess how well the aims and purposes of their subject are being implemented, how well the children are achieving and detect any areas for future development. We are currently researching ways to implement a manageable cycle of lesson observations and non-core subject moderation, so that it becomes an integral part of subject leadership for non-core subjects. We believe this, along with our current practice and provision, will allow us to analyse the impact of our curriculum in terms of our fourth priority : **To provide a curriculum which is broad and balanced (following the statutory national curriculum) and which enables all to Engage, Enjoy and Excel in as many subjects/interests/activities as possible.**

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