

Mapplewells Primary & Nursery School



Curriculum Policy 2023-2024

Reviewed and Updated September 2023

Introduction to the policy

School Aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions.
- That every child who walks out of the door at the end of Year 6 will have become the best those they can be.
- All our aims are encapsulated by our motto SUCCESS:
 - S – Self-Confidence
 - U – Understanding
 - C – Celebration
 - C – Curiosity
 - E – Excellence, enthusiasm and enjoyment
 - S – Self-discipline
 - S – Support

Mission Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

Statement of Principle

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The main aim of this policy is to ensure a programme of learning is in place that will enable children to develop the communication skills they need by:

- ensuring continuity and consistency in approach
- the setting of agreed standards and progression
- ensuring effective assessment and record keeping

Aims

At Mapplewells Primary and Nursery School, we aim to offer a balanced and broad-based curriculum that enables all pupils to:





















- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills

- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain’s cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

Curriculum Vision

Our ultimate aim is for every single child who leaves Mapplewells to become the very best that they can be and to ensure that disadvantage does not hold any child back.

Our key curriculum vision is to develop pupils’ understanding of the wider world; raise aspirations for all pupils and develop pupils’ vocabulary.

| Developing pupils understanding of the wider world | Raising aspirations for all pupils | Developing pupils vocabulary |
|---|--|--|
|  What's in the news? |  Memorable and real life experiences |  Purposeful and vocabulary rich learning environments |
|  News displays both in the hall and classroom environments |  Challenge and high expectations for all pupils |  Aspirational and subject specific vocabulary |
|  Multiculturalism - Celebrating diversity |  Promoting aspirations |  Lessons identify specific key vocabulary |
|  British Values focus - Lesson, displays and assemblies |  Pupils being the best they can be |  Pupils use a broad and varied vocabulary both orally and written |
|  Developing positive relationships |  SUCCESS is in our hands |  Opportunities for pupils to articulate their learning. |
|  Understanding and managing thoughts and feelings |  Curious learners who ask questions |  Vocabulary specific lessons |
| |  Developing confidence | |
| |  Celebrating what makes each pupil unique | |

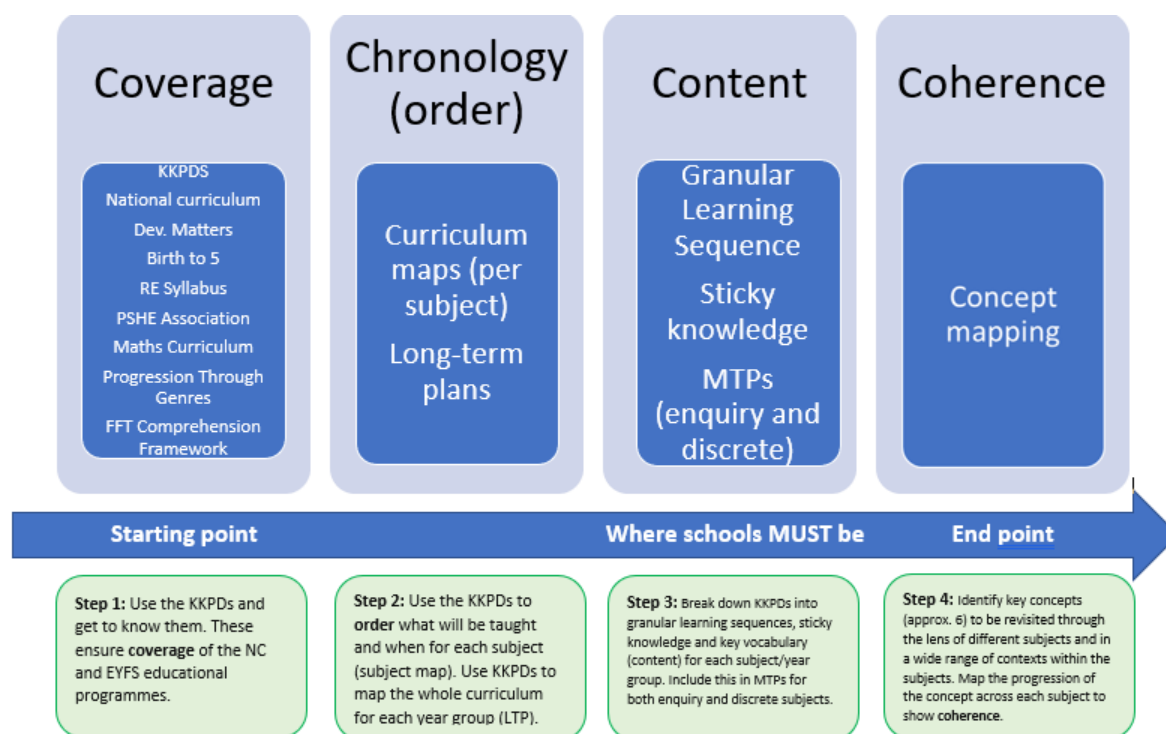
Organisation and Planning

At Mapplewells Primary and Nursery School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2, Flying High Trust Key Knowledge Progression Documents and the Early Years Adopter 2020 framework in Reception.

Curriculum Design

At Mapplewells Primary and Nursery School we deliver a knowledge-based curriculum. Our curriculum is designed around an enquiry approach, starting with an open-ended overarching question to focus the pupils' learning. Each week the pupils will work towards gaining key knowledge and vocabulary, breaking the knowledge steps down into granular knowledge to create precise Learning Objectives, which ultimately supports answering the overarching enquiry question.

We use the 4 Cs to ensure that our curriculum has the correct coverage; that we are developing a curriculum that has knowledge acquisition in the correct order; is broken down into clear granular learning sequences that contain precise sticky knowledge; and that our curriculum is coherent throughout school.



RSHE and the Learning for Life (LfL) curriculum underpins and is the golden thread throughout most of the curriculum enquiry work at Mapplewells, ensuring that pupils are developing personal and citizenship skills at all times. Our Learning for Life curriculum, together with our Relationships and Sex Education (R.S.E), enables our children to become healthy, independent, aspirational and responsible members of a diverse and ever-changing society. We strive to help our pupils understand how they are developing personally and socially, and enable them to tackle many of the moral, social and cultural issues that are part of growing up. An important part of Learning for Life is the ability to discuss and debate issues with clarity, and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

We strive to provide our pupils with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We aim to have a positive impact on both academic and non-academic outcomes for all pupils.

At Mapplewells you can find evidence by speaking to our children, in the curriculum enquiry books or the class Learning for Life books.

Knowledge rich curriculum

Our curriculum vision is to organise and deliver a high-quality knowledge rich curriculum. Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more space is freed up in their working memory to learn new knowledge.

1. Knowledge frees up your brain's capacity for thinking



Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your times tables by heart is useful. Completing more complex calculations is made more simple if knowledge of tables is already 'locked in'. This links to our use of rolling numbers.

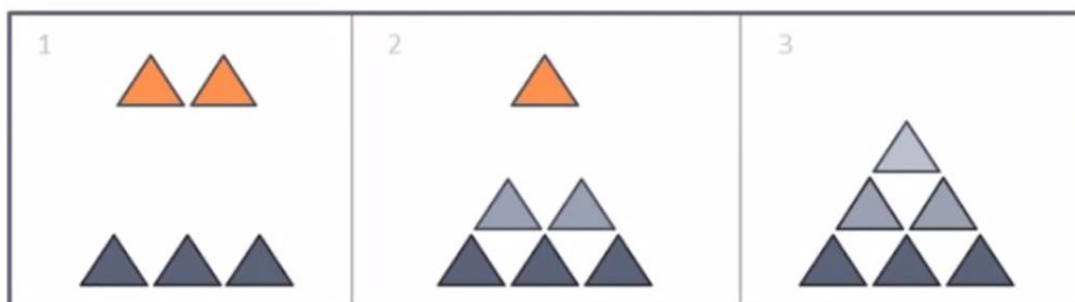
2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.



We ensure our curriculum is progressive and builds a clear schema of knowledge by making links to prior learning and building on prior knowledge. Our intent is to ensure our children develop a pyramid of knowledge, similar to Efrat Furst's model of knowledge acquisition.

Clear horizontal links are made between subjects in each year group and also vertical links are made within subjects in different year groups. These links are planned for carefully in our well-designed Long Term Plans and detailed Medium Term Plans. These links are understood by all teaching staff to ensure they are using secure prior knowledge to build new knowledge on top of.



“The process of constructing knowledge can be described as building a pyramid: a new piece of knowledge (orange triangle) is placed on top of the existing structure of knowledge (grey triangles), in a meaningful way (correctly aligned).”

Sticky Knowledge – developing a Schema

Our curriculum is designed to develop pupils' knowledge acquisition and to, ultimately, develop a rich schema of knowledge. We ensure this knowledge is remembered, reactivated, retrieved and applied regularly to ensure that we regularly interrupt our pupils' forgetting curve.

To support the pupils' learning and development of a schema of knowledge, a range of resources and approaches are used to support retention of the new learning and aid knowledge recall at a later date.

- Enquiry knowledge organisers are shared with all children and families – (Key sticky knowledge, vocabulary and images)
- Curriculum enquiry displays show key sticky knowledge and vocabulary to learn each week in order to answer the weekly enquiry question.
- Each week, children complete a low-stakes quiz of the weekly sticky knowledge and vocabulary. Weekly quizzes also have questions about knowledge and vocabulary from last week/last term/last year.
- Weekly flash cards support the recall and retrieval of key sticky knowledge and vocabulary.
- At the end of each enquiry, children complete a blank knowledge organiser to demonstrate their learning and retention of knowledge and vocabulary from the enquiry.

Showcasing Pupils Learning

Within each classroom a current curriculum enquiry display should be evident to support learning and retention of key sticky knowledge and vocabulary. The main enquiry display should include the overarching enquiry question and then the weekly sticky knowledge and vocabulary (granular knowledge). Examples of pupil's work, referring to the relevant question, as well as the key sticky knowledge and vocabulary should be evident. A set of display expectations guidelines have been created to ensure that each class is aware of the consistent expectation. These displays will build over time and at the end of the unit a photograph of the display should be stored in each pupils' curriculum enquiry book, as previously discussed.

Corridor Displays – Within our school corridors the pupils' work will showcase the previous term's enquiry learning and will clearly demonstrate high quality outcomes in writing and the enquiry driver subject. The enquiry display will be aspirational in the way it is presented and aspirational in the content displayed.

Authentic Outcomes – Within each unit of enquiry, pupils will work towards producing a number of authentic outcomes to ensure the enquiry comes to life and the pupils can relate to the content and ultimately answer the original enquiry question. The authentic outcomes will have impact beyond school and leave a social legacy: for example, a museum exhibition aimed at parents and local museum staff; artwork that is displayed in local art galleries and secondary schools with local artists involved as a critical audience.

As a school, we promote pupils' curriculum learning using the following online platforms:

- School website: www.mapplewellsprimary.co.uk
- Class Dojo: www.classdojo.com
- Twitter: @MapplewellsPrim

Long Term Planning

Long term plans are carefully planned, following the enquiry approach and identifying enriched literature to enhance the learning. Each year group completes a Long Term Plan and teachers identify subject drivers and enhancers throughout the year. Curriculum Overview sheets and Clive Davis Key Knowledge Progression Documents (KKPD) are used by subject leaders and class teachers to ensure that all areas of the curriculum are being covered within the school year. On the Long Term Plans, each year group captures the 'Curriculum Additionality' for the specific terms, ensuring all experiences are purposeful and knowledge rich.

At the long-term stage, there are clear rationales for each enquiry to deliver our curriculum vision – knowledge of the wider world, aspirations for all pupils and developing vocabulary. Hooks for each enquiry are established and an authentic outcome is planned for that will involve a key critical audience and be supported by experts and curriculum experiences. English genres are identified that will both enhance the enquiry learning and be enhanced by the enquiry knowledge and key texts are chosen to help support knowledge acquisition during the enquiry and to give the enquiry learning greater context.

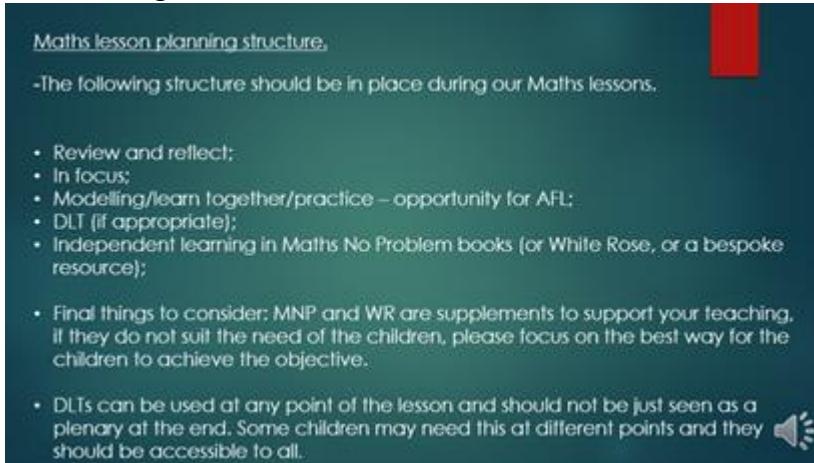
Medium Term Planning

This is more detailed planning that is done on a half-termly basis. Our Medium Term Plans ensure that clear learning sequences are identified using KKPD statements to plan granular sequences of learning objectives. Our Medium Term plans ensure that children's learning is progressive and has clear learning links identified.

The Medium Term Planning document has been adapted to reflect the changing focus and expectations of the enquiry curriculum and to clearly sequence granular learning that builds to a learning outcome. Our new format also highlights clearly the key sticky knowledge and vocabulary that our children will learn each week.

Maths Medium Term Plans differ according to year groups. Years 1 to 6 follow the 'Maths – No Problem' medium-term plans that outline the progressive teaching laid out in the guidance document. The time allocation for each area will be dependent on the content and the results of 'Gap Analysis' which will be used to inform planning and target setting. Medium-term planning for the Summer term has been planned alongside the 'Ready To Progress' statements. Staff have considered what learning may have been missed, what was taught during the lockdown and what the children are secure with. Staff have then RAG rated the 'Ready To Progress' document if a topic or objective was red the staff were asked to detail when and how this will be addressed (one or a series of lessons), if a topic or objective was amber the staff would then show how this would be revisited – through a review and reflect or an intervention and if a topic or objective was green, quizzes would be used to ensure the knowledge had stuck. These documents are then used to modify any changes that may be required to the long-term plan, for example, does a topic need longer or need adapting in some way?

Lesson design based on MTP and the use of M.A.P.S



Maths lesson planning structure

-The following structure should be in place during our Maths lessons.

- Review and reflect;
- In focus;
- Modelling/learn together/practice – opportunity for AFL;
- DLT (if appropriate);
- Independent learning in Maths No Problem books (or White Rose, or a bespoke resource);
- Final things to consider: MNP and WR are supplements to support your teaching, if they do not suit the need of the children, please focus on the best way for the children to achieve the objective.
- DLTs can be used at any point of the lesson and should not be just seen as a plenary at the end. Some children may need this at different points and they should be accessible to all.

English:

Writing is planned using the Flying High Trust TAFs and Progression Through the Genres documents. These give learning objectives for each genre of writing and for writing in each Year group to ensure progression through the school.

Reading is planned following the Fischer Family Trust (FFT) reading comprehension framework.

- Develop positive attitudes to reading
- Skills and strategies to read for understanding
- Reading to find out (non-fiction)
- Vocabulary (FFT- understand the vocabulary used in texts)
- Infer (FFT- inferential understanding)
- Explain (FFT- express, record and present understanding of the whole text & understand the whole text)
- Retrieve (FFT- retrieve information from texts)

Phonics is taught following Letters and Sounds.

Science is taught discretely each week to reflect its status as a core subject. Year groups use the Kent Primary Science Scheme to support and structure the Science curriculum, not to deliver in its entirety. This provides the teachers with an overview of what will be taught each term and medium term plans for each topic. The teachers use this planning to inform their Long / Medium Term Planning sheets.

Short Term Planning

Through careful planning and monitoring, we ensure that our long term and medium term planning contains all elements of the National Curriculum. However, at Mapplewells we feel that the needs of our children are not always met by simply following this alone and so our short term planning allows our planning to be more creative and detailed. This allows all children to not only access the curriculum but allows them to go that extra mile! Weekly plans for Core lessons and Curriculum Enquiry are used, as research shows that it is short term planning that has most impact on the children's learning. An AfL column is added to each of the planning sheets to ensure that the children's progress is recorded and lessons are adapted when needed on a daily basis.

Principles of Teaching and Learning and Inclusion

At Mapplewells we have an established teaching and learning model called the 'MAPS' for Mapplewells to explicitly capture how we teach lessons to children. Essentially all lessons should begin with a review of prior learning, then new/main learning should be **M**odelled. As part of the lesson, there should be opportunities to **A**pply new learning and answer questions. Throughout the lesson listening to **P**upil voice is essential when assessing learning. **S**caffolds to support and challenge learners should be in place, whether that is the use of physical resources or directed TA support. Success is in our hands!

The rationale for our MAPs for Mapplewells model is built on research and the pictorial representation ensures even greater consistency in terms of the mastery approach towards teaching and learning and the model helps develop children's understanding of how they learn.

For a more detailed overview of the Teaching and Learning Model we follow at Mapplewells, please refer to the 'Teaching and Learning' Policy in place.

Differentiation and Scaffolds for Success

Learning and teaching will be in line with the school's Teaching and Learning Policy. All planning will be completed to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils.

Equal Opportunities

All teaching will be in-line with the school's Equal Opportunities Policy. Curriculum planning will ensure that all pupils have an equal opportunity to take part in the full scheme of work and its associated practical activities regardless of gender or cultural background.

Contexts used in teaching will also be sensitive to different ethnic backgrounds and both gender and cultural differences will be reflected positively in the teaching materials used.

Learning Difficulties and Disabilities

For pupils with SEND the task will be adjusted or pupils may be given extra support. The grouping of pupils for activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence. Where possible and appropriate, support staff will be used, to support individual needs.

Able, Gifted and Talented

Most importantly we ensure that good differentiation provides challenging activities for all pupils. For the extremely able, these children are named on a register of gifted pupils, in order for these pupils to be more easily targeted. Gifted pupils are routinely challenged by being given more challenging tasks from the teacher either within the whole group or individually.

Monitoring, Evaluating and Reviewing out Planning

Teachers and subject leaders review their planning to take into account the needs of the children. Planning and work scrutiny by subject leaders is embedded in our monitoring to ensure the formats are suitable to meet the needs of the children and the current curriculum.

The Timetable

The school day is divided into two main sessions as outlined below:

| F1 | |
|--|--|
| Session | Time |
| Morning | 8:35 – 11:35 |
| Afternoon | 12:35 – 3:35 |
| F2 to Y6 | |
| Session | Time |
| Morning | 8:45 – 10:15 or 10:35 (Break 10:15 – 10:30) – F2 & Key Stage 1 (Break 10:35 – 10:55) – Key Stage 2 10:35 or 10:55 – 12:00 |
| Afternoon | 1:00 – 3:15 (Key Stage 1 only: Break 2:00 – 2:15) |
| During the COVID National Pandemic, the start and finish time for each Key Stage was staggered to support social distancing on the playground. | |

Collective Worship

As well as studying the subjects within the national curriculum along with Religious Education there is also a daily act of collective worship. This includes RSHE assemblies, British Values assemblies and follow up tasks, multicultural assemblies, singing practise and class worship.

Foundation Stage

The foundation stage children access their learning through a mix of indoor and outdoor curriculum activities. There is a balance in the activities that are planned for in the unit to ensure all areas of the curriculum are covered every day. Within our Early Years Unit, we follow the EYFS (Early Years Foundation Stage) which is separate from the National Curriculum. From September 2020, we have become an adopter for the New Early Years Framework. More information regarding our EYFS Curriculum can be found in our Early Years Policy.

Key Stage One and Two

We have allocated time guidelines to each subject. They are only guidelines based on the fact that many subjects are taught in a cross curricula way, with computing running through many of the subjects.

Extra-Curricular and Enrichment Activities

The school provides a wide range of extra curricula activities, which are held outside of the timetable. These include range of sporting activities, musical activities and creative activities.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy and the SPTO facility. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Foundation pupils are assessed using the Early Years Adopter 2020. Pupil profiles are established for each child in Foundation and assessments are made against the Early Years Adopter 2020 Statements. For further information about assessment, recording and reporting as well as marking and feedback refer to the policy links below:

- [Marking and Feedback Policy](#)
- [Teaching and Learning Policy](#)

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- support staff development and improve the quality of teaching and learning over time
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
- monitor and evaluate teacher's planning and teaching
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools with the Flying High Trust, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of

location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Policy Monitoring and Evaluation

This policy will be reviewed in 1 years' time by the Curriculum leader, in consultation with the staff and Governors. This policy will be reviewed involving representatives from the whole school community.

This policy will be reviewed in line with the school's policy review programme.

Next review date: September 2024