

Curriculum Statement

At Marshlands Primary School, we believe that education is a key factor in transforming the lives of children so that they can be whatever they choose to be. For this we have three key intentions that drive our curriculum:

1 – To continue to build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that children can know more, remember more and understand more.

2 – To further develop a curriculum which nurtures learning behaviours and develops a curiosity towards the exploration of knowledge enabling children to know more, remember more and understand more.

3 – To establish a curriculum where children know the difference between right and wrong, celebrate diversity, experience a cultural capital and are ready to be global citizens in order to know more, remember more and understand more.

Intent

We continue to develop and enhance our curriculum to ensure it is ambitious and meets the needs of all pupils. We ensure the National Curriculum is not only covered but personalised to ensure pupils have the skills they need for not just their primary educations but also for life. We are proud that our curriculum is based on a precise understanding of our pupils and our community and therefore gives pupils solid foundations on which to build.

We feel it is important that our curriculum reflects our school values: individuality, resilience, curiosity, respect, belonging, enjoyment, positivity and dream. This is underpinned by British Values which aim to erode misconceptions of different cultures and faiths and to develop a strong moral foundation. These values are of equal importance and permeate through all aspects of every child's education and personal development.

Each national curriculum subject has been designed with a specific intention that reflects our values and pupil needs. Each subject also identifies big ideas that are revisited throughout different key stages, allowing pupils to retain and apply prior knowledge in a variety of contexts.

Our content is also focused on develop children's aspirations through enterprise and purposeful opportunities to encourage pupil voice.

Everything we do is progressive and designed to close the gap. As a result, we carefully consider topics to develop children's cultural capital and social, moral, spiritual and cultural development, as well as using the strengths of our learning communities.

Through this intent we strive to ensure breadth and depth in all subjects, allowing children to become the masters of their own learning, regardless of ability. Allowing our pupils to take ownership of their learning will develop a genuine love of learning without the fear of failure.

Threaded throughout our curriculum is the intent that we address prejudice and stereotypes and promote equality.

Implementation

Every topic starts with a 'Topic Launch' which the pupils call a WOW Day. Classrooms may be transformed, exciting activities are planned and pupils are hooked into their new topic. In the past, pupils have solved crimes, critiqued film trailers, taken part in treasure hunts, designed and created huge piece of art work and even used raw materials to build shelters. The pupils very much lead the learning and explore for themselves, rather than having knowledge imparted on them.

Once the pupils are hooked into their topics, teachers plan units of work that incorporate all subjects, build on prior knowledge and makes meaningful links to ensure that learning is purposeful but also follows the interests of the pupils, adapting the topic as necessary to make sure that everyone is interested and engaged. Where subjects have no obvious meaningful links, they are taught discretely.

Towards the end of a term, after a lot of learning, we begin to prepare for our Enterprise Evening, where each phase sells their products. Pupils are encouraged to develop products to sell that link to their topic and the learning they remember. This involves many activities and subjects as well as reading, writing and mathematics as children decide what they will make, how they will make it, how to promote it and how much to sell it for so that they can make a profit. Rather than the funds going back into school, each class has their own enterprise account which they can use throughout the year to buy whatever they want. In the past, classes have bought in special events from outside companies, been on a theme park trip (paid almost entirely from profits), enjoyed meals out and even purchased leavers' hoodies to commemorate their time at Marshlands. The pupils steer the topic and apply the skills learn in meaningful situation.

Our teachers work really hard to design each topic to meet the needs of our pupils. They evaluate every topic they teach, thinking about how to make it better when teaching it to future pupils.

Alongside our curriculum, we also have our 'Marshlands Memories' for Key Stages 1 and 2, and our 'Foundation Footsteps' for the Foundation Stage.

Impact

We believe that, although our learning environment, website and pupils' work demonstrate exposure to our curriculum, the true impact will be shown when pupils demonstrate they know more. We ensure that pupils have opportunities to meet concepts and big ideas in a variety of ways and over many years so that knowledge is not only understood but embedded.

We use work scrutiny to demonstrate that the curriculum has been taught in a coherent and well sequenced way. We use pupil voice to check that pupils know more and remember more. Due to this, pupils will make at least good progress from their nursery starting point or last point of statutory assessment. Our pupils will have positive attitudes towards their learning and will demonstrate resilience when things are difficult. They will have high aspirations for themselves and will have the confidence to tackle new challenges. Alongside this, our pupils will have solid more foundations of right and wrong and will demonstrate respectful behaviour. More importantly, our pupils will be ready and equipped to make a positive impact on the world.

The monitoring of our intent, implementation and impact is the responsibility of all staff and the senior leadership team, overseen by our governors. The senior leadership team are responsible for day-to-day curriculum organisation. Subject leaders monitor the curriculum area for which they have responsibility. They monitor planning, ensure National Curriculum coverage, speak to pupils, monitor resources, observe teaching and support other staff. The senior leadership team have an overarching responsibility to monitor subject leaders and support them in their role.

Governors and senior leaders review the school's improvement plan and curriculum termly.

Mrs Stacey Tang