



Maidenbower Junior School

Curriculum Policy

Approved by:	Head teacher, SLT and Governing Body
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Summary of Intent

MJS – Our offer

At MJS we welcome all pupils into a supportive and inclusive community aimed at fulfilling potential. Pupils tell us that they are part of a safe and nurturing team where our incredible facilities help create exciting opportunities. Shared high expectations, an inspiring curriculum and the need to have fun combine to create high outcomes and memorable moments. We listen closely to our pupils, and our school values – **respect**, **responsibility**, **resilience**, **tolerance**, **curiosity** and **growth** – underpin school life, preparing pupils for the next part of their journey. We work hard together, we reflect together and we celebrate together.

Our curriculum is a knowledge-led progression model. We teach for long-term life learning. Through our curriculum, we intend to teach the key concepts within each specific subject progressively and based upon secure previous knowledge within a broadly context based framework (i.e. through a topic, a theme or a key question). This enables children to revisit and build upon the key concepts at an increasingly deeper level as they move through the school. In this way, children have the opportunity to make increasingly complex connections in their learning across a range of contexts, resulting in rich and deep learning that is transferable.

At Maidenbower Junior School, the curriculum is designed to be inclusive with the following key drivers;

- Recognition of children's prior learning
- Purposeful first hand learning experiences
- The development of interpersonal skills
- Building resilience and respect
- Develop creative, critical thinkers
- Promote mental well-being through outdoor learning

Local offer

We are incredibly fortunate in our school grounds and position in Crawley and our curriculum reflects this. Having a substantial amount of outdoor space affords us a range of different areas including a modern and well-resourced 'forest school' area, pond and chickens and the development of a sensory garden. All year groups have access to these and undertake a variety of activities through a carefully structured outdoor learning plan. We also plan visits that make use of our local shops, neighbourhood which show Crawley as a settlement. We see a noticeable impact on how all of these areas support all children, particularly those with Special Needs.

Crawley has a diverse population allowing us to make visits to a local mosque, enhancing the children's understanding of cultural differences. We pride ourselves on making links with local businesses who work with the children and have enabled us to invite businesses in throughout the year to work with our children to support their learning and to talk about careers. We have a particular association with aeronautical engineering and Crawley College for STEM activities.

We make excellent use of the local pool for swimming lessons in year 4 and 5 together with Tilgate Park and Nature Centre which is within walking distance of the school.

Statement of Curriculum Intent

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We are proud of the fact that our curriculum is inclusive. We support all of our children as they aspire to be independent, resilient and confident in their learning and interactions, enabling equality of access at a level that is appropriate to the individual.

Mathematics is an interconnected subject in which pupils move fluently between representations of mathematical ideas. We teach mathematics through a 'Teaching for Mastery' approach. Teaching for Mastery is underpinned by the belief that all children can succeed with mathematics if they work hard. Teaching is interactive and procedural fluency and conceptual understanding is developed in tandem. The approach fits well with our growth mind set and metacognitive philosophy and also helps to reduce differences in attainment for our struggling learners whilst at the same time offering rich mathematical opportunities for all to acquire a greater depth of understanding.

Years 3-5 follow the Mastering Number programme, developed by the National Centre for Excellence in the Teaching of Mathematics (NCETM). This aims to develop strong foundations for the understanding of number and involves 10-15 minute session at the start of each maths lesson.

Progress is based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged with an offering of rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material, consolidate their understanding, including additional practice, before moving on.

We offer a text-rich **English** curriculum in which children can learn and consolidate skills, thus laying strong foundations in becoming motivated, aspirational, independent and articulate pupils. Children are supported in the development of their reading skills. They are encouraged to read and discuss a broad range of texts and given time to explore the comprehensive and ever evolving school and class libraries. During the writing process, our children are motivated to plan/share ideas and reflect upon their work, developing independence, resilience and consolidating new skills.

Our Little Wandle Rapid Catch-Up programme provides targeted, high-quality phonics support for children across the school who need to strengthen their reading foundations. Sessions are carefully structured to revisit and secure key phonics knowledge, enabling pupils to close gaps and build confidence in decoding and fluency. Children are reassessed every four weeks to ensure they are secure in their learning before progressing. Once a strong phonics foundation is established, pupils transition to a focused spelling programme to continue developing their literacy skills.

The curriculum intent for **science** is designed to use practical work to further understand and develop key scientific concepts. By being given the time to reflect on their learning, children are equipped with the skills and knowledge to make sense of the world around them and with which, they can continue to draw on throughout their lives. All children are given opportunities throughout each year to go beyond the curriculum to increase their own science capital. We involve local businesses as an entitlement across the children's learning wherever possible and we hold a Science Week which involves career opportunities, a whole school investigation – and a lot of fun.

Our **geography** curriculum is designed to inspire pupils to show curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through creative and collaborative activities, children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The teaching of **history** at MJS is designed to spark children's interest in the subject so that they are able to develop an appreciation and understanding of the past. The coverage of topics set out by the National Curriculum has been organised to support children's awareness of chronology and their place in time. Children build on their knowledge from KS1 to learn about the history of Britain, before moving on to look more closely at the wider world, allowing them to make connections, draw contrasts and analyse trends in greater detail as they move

through the Key Stage. Lessons are designed to be multifaceted – including enquiry based learning, the handling of artefacts, multimedia resources, trips, visits, as well as meaningful discussions which provide opportunity for careful questioning to deepen learning and understanding. Above all, children should develop a passion for the subject which they continue to foster as they move through their education and into adulthood.

Our lessons provide a safe place for children to learn, safely express ideas, opinions, and promote debate and discussion. This enables our children to learn to think for themselves about British values and **RE** in a cultural and social way. Throughout the Key stage we make connections between Christianity, Judaism and Islam. We also include an understanding of non-Abrahamic religions – Sikhism and Hinduism.

At Maidenbower Junior School the intention is that children gain a firm understanding and appreciation of what **music** is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Maidenbower Junior School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and significance of all types of music, and an unbiased respect for the expressive and artistic qualities that can be life-enhancing. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. There is the opportunity for private and group lessons which are provided by West Sussex musicians.

Computing at Maidenbower Junior School aims to deliver a fun; engaging and practical approach to many of the technological aspects that are spread throughout our daily lives. Due to the constant shifting of technology, the skills that are taught are always changing and developing. The way in which we look to meet this challenge is to ensure that many of these skills are spread throughout the year groups so that they can be linked to their respective bi-termly topics and are easily accessible via the range of resources available to us. In addition to the inclusivity and importance placed on computer science, we have also revised our teaching of digital literacy. In addition, each year group learns how to stay safe online, as well as how to be responsible within the online environment. What we essentially hope to deliver is a learner who is able to think logically; construct algorithmic instructions; show an awareness of their impact on the online community and how to stay safe; use technology such as cameras and audio equipment to capture, view and edit as well as be able to confidently use a range of computer software and hardware that will allow them to carry out vital tasks that they will likely need to adopt within their future daily lives.

Our inclusive **PE** curriculum is designed to inspire and motivate all pupils to participate in sport. The content has been carefully thought through so that pupils build upon prior learning, make connections and confidently develop their knowledge, skills and techniques for a range of different physical activities and sports. Our lessons help to embed our core values such as fairness, respect and team work. Children are encouraged to reflect where improvements to performance can be made and how to evaluate and recognise their own and others achievements. All children are given the opportunity to participate in after school clubs and sporting festivals where they can try out new events as well as competitive sports through our calendar of intra and inter events. Our aim is for all pupils to participate and enjoy physical

education as well as understand the benefits that being active can have on their physical and mental health for them to lead healthy, active lifestyles now and in the future.

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent and be creative problem solvers and thinkers as individuals and as part of a team. DT enables them to identify needs and opportunities within society or the local community and to respond to them by developing a range of ideas and by making products and systems to fit those needs. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impact. Two **Design and Technology** projects are completed each year by each year group, one of these is a **Food and Nutrition** project. Food technology helps our children to develop an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. We use eggs from our free range chickens whenever possible. This follows the same design process as DT. Children design products with a purpose and an intended user of the products in mind.

At Maidenbower Junior School, we value **Art** and Design as an important part of the children's entitlement to a broad and balanced curriculum. **Art** and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. We hope that our high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and to fully develop their understanding of the visual language of **Art**. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Through learning a **modern foreign language**, children develop their oracy by building an ever-increasing vocabulary which they can then use to explore the grammar and structure used within the French language. We are committed to teach an inspiring, progressive, challenging and varied curriculum that fosters a child's natural curiosity and deepens their understanding of the world and its different cultures within it. The children feel safe and become more resilient in expressing their ideas and thoughts and their growth in confidence enables them to respond both aurally and through writing. Language teaching can provide the foundation to inspire a love of languages and to equip children with the passion to want to develop these skills further and work in other countries.

At MJS, **PSHE** with **RSE** is at the heart of our pupil's emotional and social development and well-being. Teachers deliver weekly sessions of PSHE using a range of resources to help safeguard the pupils in their charge, such as the NSPCC PANTASOURUS lessons. Children learn how to build safe, healthy and respectful relationships, understanding respect, consent, boundaries and kindness, whilst recognising unsafe or unhealthy situations. The curriculum aims to build confidence and wellbeing and prepares children for the next stages of their life. Sessions build on the core values that are promoted and embedded at MJS. (Please see above). These core values are explicitly taught across all year groups and pupils are rewarded in class and assemblies if they demonstrate these values and are seen to put them into action.

Across all subjects, we offer a rich values-led approach where all individuals are equipped with the right skills for life-long learning, knowing that there are no upper limits. We aim to promote and inspire creativity through a progressive syllabus where children develop new ideas and imaginative concepts whilst mastering transferable skills. Our children are encouraged to develop as good citizens of the world and they leave our school with a sense of belonging to a tightly knit community where they are able to reflect, self-evaluate and make connections.

Implementation

Our curriculum is creative, connected and purposeful. It focuses on developing depth of learning and mastery of content. This enables teachers to remain with the subject/topic for longer; ensuring pupils have mastered the content and skills before accelerating into new material. Each topic is driven by a particular curriculum subject: Science, History or Geography with writing as a wrap-around focus. We use a range of resources and strategies to support a knowledge, enquiry and values rich curriculum program.

We use;

- The Primary National Curriculum 2014 and Ofsted curriculum commentary.
- Rich texts to support our curriculum.
- NCETM Maths, including Mastering Number.
- Active learning through collaborative activities.
- 'Whole School Curriculum Knowledge Map' to plot the content covered from year 3 to year 6 for each individual year group and each curriculum area and is published on our web-site. This is broken down carefully and opportunities to promote greater depth are available throughout. It enables us to ensure balance and progression across the school and to identify cross curricular links, outdoor learning and opportunities for educational visits.
- The agreed RE syllabus 2020-25

SEN and Inclusion:

- To maximise each pupil's potential to be as independent as possible
- To ensure all pupils can engage, progress and achieve within their learning
- To enable all pupils to develop their knowledge and skills in; maths, science, English & linguistics, technological, human & social, physical, and aesthetic & creative learning opportunities
- To promote the intellectual, personal, spiritual, moral, social, cultural and physical development of all pupils, together with their sense of citizenship and their place within the school, wider community and modern Britain (In line with Equality Act 2010)
- To prepare all pupils for the opportunities, responsibilities and experiences of adult life

Assessment:

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment for Learning (AfL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation in Reading, Writing, Maths and SPaG.

We have data collection points during the school year, enabling teachers to use assessments and wider evidence to develop a comprehensive picture of where the child is currently working in relation to age related expectations. (Although ongoing assessment takes place

during every lesson, summative judgements are made during data collection points three times a year.) A combination of daily observations, children's work in books and more formal assessments give evidence for the teacher to decide whether each child is working at age-related expectations against national criteria.

SLT and SENCo hold termly Pupil Progress meetings to talk about each child's learning and set up any interventions that would accelerate learning for groups and individuals in order to match interventions and ensure staff are supported.

Assessment in foundation subjects occurs as ongoing formative assessments and lighter touch summative assessments in the form of quizzes and questioning during lessons. Teacher assessments are recorded on topic brain buster sheets which support prior knowledge, self-reflection and metacognition. The brain busters are found in children's own topic books.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that children have exposure to a mastery curriculum and have the opportunity to accelerate capacity and are able to work towards a deeper level of understanding and increased independence.

We regularly meet as a school to discuss age related targets and to moderate examples of work. We also work with locality schools to ensure agreement with age related expectations in core subjects.

Impact:

We build a self-evaluative and self-reflective community where year groups audit and evaluate the impact of their own teaching and the experience of the learners through the focus on a particular area at a time. This audit/monitoring from the year groups takes place every half term with its primary focus being maths, reading and writing. Additional monitoring is used by Senior Leaders to understand what and how particular groups of children are learning and is more dependent on analysis of data. Foundation leads monitor the wider curriculum areas, ensuring that our intentions are being delivered successfully.

Monitoring through Teacher Learning Conferences and Book Looks are planned into staff meeting time with year groups requiring to examine the direct impact of their teaching and to make quick changes as required.

Signed by:  **Simon Pike, Headteacher**

Signed by: 
Stephanie Linnell
Chair of Governors