

Maidenbower Junior School

Curriculum Policy



MJS- The place to be...

All around MJS there are places of interest, challenge, wonder and reflection. Pupils are listened to and their ideas are acted upon. The staff are committed to excellent teaching and have built an orderly and enthusiastic community. The leadership of the school promotes an aspirational culture: one of belief that our children can achieve more than they might have thought; knowing that education has the power to change their lives positively and they are excited by this. Governors, parents, businesses and local people hold our school in high regard, and are involved in productive discourse about its vision and performance

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Statement of Curriculum Intent

At Maidenbower Junior School, the curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience
- develop creative, critical thinkers
- promote mental well-being through physical and mental health

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 as well as children knowing they are safe and secure. 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 and based on strong foundations and skills. 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.

Our progressive maths curriculum consolidates prior knowledge whilst encouraging learners to develop skills and links to real-life problems and contexts. This approach allows children to develop independence and to articulate their thoughts, ideas and reflections through collaborative activities. An emphasis on core number skill, fluency and mental agility gives learners the confidence and motivation to take risks and pursue their own lines of enquiry and problem solving.

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

Science helps us to develop an enquiry and knowledge based approach where children learn to collaborate and use learning-to-learn strategies. Through the practising of new skills and developing the ability to problem solve, our children become more resilient and reflective. Community and business involvement is an essential part of our science curriculum. We enable all of our children to take an active role in business events and workshops throughout the year.

Our humanities curriculum is purposely designed to develop enthusiastic and motivated learners with an ontological view of the world. Through creative and enquiry based activities, children deepen their knowledge of the past and of the world around them. Additionally, through working as a team on collaborative tasks it means that our children develop personal skills and the confidence to articulate their ideas.

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.

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge, understanding and the values which will be of use to future learning and living.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide an inclusive broad and balanced mastery curriculum providing opportunity and challenge for high attaining children and support for the good progress of low attaining children; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning and to be reflective when considering the ways in which they learn and the skills they are to develop.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self - esteem so that children are motivated to learn and to learn and to develop an ability to co-operate and work with others.
- To ensure our children understand about how to keep themselves safe and that our systems and procedures support this aim.

Our Values

We expect all pupils to follow our school values of;

Responsibility
 Curiosity
 Respect
 Resilience
 Friendship/Relationship
 Growth

Learning Environment

Purpose: To establish a standard of good practice and consistency of the use of learning environments throughout the school.

- To raise the profile of the 6 values throughout the wider learning environment.
- To explore and promote the use of interactive Learning Journey and Working Wall displays, within the classroom and shared areas so that children are actively involved in recording their own learning and can refer to them to further their learning and make connections.
- To ensure that our learning environment supports an inclusive approach to learning and development.

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 and Geography. 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.
- White Rose Maths.
- 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.

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
- 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 three data collection points during the school year which enables teachers to use assessments and a wide range of evidence to draw upon 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, etc.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as academically more able are provided with given activities to develop at greater depth and increased independence.

We work with locality schools to ensure agreement with age related expectations.

We regularly meet as a school to discuss age related targets and to moderate examples of work.

Pupils with SEN and/or disabilities:

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 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. Curriculum 'Drivers' monitor the wider curriculum areas, ensuring that our intentions are being delivered successfully.

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

