



CURRICULUM POLICY

Nurturing life skills and inspiring achievement for today and tomorrow

- M** Mastering successful learning through a growth mindset approach so that we become confident risk takers with our learning.
- A** Achieving through challenge so that everyone reaches their full potential, academically, emotionally and socially.
- N** Nurturing life skills so that we become independent, resilient and self-assured learners.
- U** Understanding and valuing others so that we become active and engaged citizens in our community.
- D** Developing a positive learning environment, which is safe, stimulating, enjoyable and supportive.
- E** Engaging creativity and curiosity through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.
- N** Nourishing healthy behaviour through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

Review and Approval

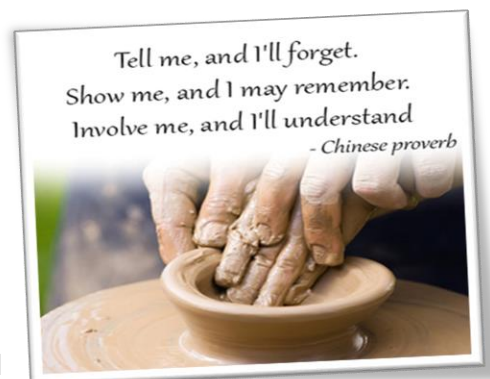
This policy was reviewed and approved by the Full Governing Body on 30th March 2022.
Policy to be reviewed again in March 2025.

Curriculum Intent

At Manuden Primary School, we provide a nurturing and creative learning environment for all our pupils through a broad and balanced curriculum. We have designed an ambitious and well-sequenced curriculum in order to bring a skills and knowledge-based approach to our teaching and learning and are committed to providing a learning environment in which pupils are challenged through adapted, high quality first teaching that is supported by excellent pastoral care. Children's wellbeing is at the heart of all that we do at Manuden and we are always exploring ways to boost positive mental attitudes for each individual so that our children become engaged, active and lifelong learners.

Throughout their learning journey, children are encouraged to be open-minded, creative and most importantly, independent learners who are respectful of themselves and others. Our curriculum values the spiritual and moral development of each individual, along with their intellectual and physical growth. As an eco-friendly school, great emphasis is put upon looking after the environment.

Our school values underpin everything we do at Manuden Primary School and British Values permeate all aspects of school life, enabling us to support children in achieving their full potential and equipping them with a real excitement for learning and an enthusiasm for life whilst giving the pupils the knowledge and cultural capital to succeed.



MANUDEN PRIMARY SCHOOL

Our curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. This includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. Enrichment is provided through a wide range of opportunities: school trips to support Experience Outcomes; Geographical field trips, and a strong focus on regular visits to explore and raise awareness of places of interest within our local community; residential visits; visitors; whole school themed days and weeks; extra-curricular clubs; sports competitions; music opportunities and performances. The Manuden School Council, Eco Squad and Safety Ambassadors have high profiles in the school and have many opportunities to engage in enriched activities.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. We plan our curriculum to ensure that it has sufficient breadth, balance and relevance for each child.

Aims

We believe that our ambitious creative skills and knowledge-based curriculum is an innovative and powerful tool that promotes:

- a love of learning and willingness to explore
- a feeling of success in pupils' learning and a promotion of high self esteem
- creative, independent and confident learners
- time to learn, practise, embed and enrich new skills
- experimental and investigative learning
- a growth mindset
- a sense of pride in pupils' own and others' achievements
- pupil voice
- sporting prowess
- problem solving and reasoning skills
- critical thinking
- a sense of wonder and respect for the world we live in
- an ownership over how to present learning
- learning and practising the basis skills of English, Maths and Computing across the curriculum
- meaningful and purposeful learning opportunities
- challenge and encourages all pupils to engage in deeper learning
- an awareness of strengths and areas to develop
- an understanding of the importance of truth, fairness, right and wrong
- a happy and safe learning environment
- opportunities for collaborative work
- exploration of pupils' spiritual, moral, social and cultural development
- a sense of belonging to our school community and extend that relationship to parents, guardians and the wider community
- respect and understanding of the ideas and beliefs of others irrespective of gender, race, ethnic culture, faith, sexual orientation, disability or individual differences
- a healthy lifestyle: emotionally, physically and mentally
- memorable learning experiences.

Curriculum Implementation

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. Learning takes place in the classroom and in our spacious outdoor environment.

MANUDEN PRIMARY SCHOOL

The curriculum is planned on a two-year cycle (Year A and Year B). The school has created its own creative curriculum and in conjunction with the National Curriculum and EYFS framework, uses Chris Quigley's Key Essentials, which informs our long-term planning and provides opportunities to revisit and build on prior learning. These Key Essentials support in ensuring clear learning intentions and progression throughout the school are used, along with expected outcomes and challenge. This is structured into 'milestones' that last for two years. The milestones allow for progression of skills, knowledge and depth within subject strands. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum. Milestone progression documents ensure that vital learning is built on, that next steps towards greater depth are clear and that our children are as best prepared as possible for the next stage of their education. Milestones are assessed using Foundation Subject Assessment Grids, allowing us to make judgements about how well children are achieving in all subjects and to inform future provision.

Depth of learning

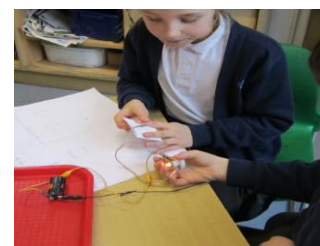


This picture makes the analogy of depth as three stages of swimming – paddling, snorkelling and diving and represents how we judge progress as an increasing depth of understanding at the same milestone.

Our creative curriculum provides a climate for interactive learning in which children are interested and engaged through the provision of purposeful learning Experience Outcomes. Exciting and real-life learning outcomes are achieved through teachers creatively linking subjects together. These are outlined each half-term in class Experience Outcome Curriculum Mapper, which informs our medium-term planning.

Details of our Curriculum can be found on the Curriculum page of our school website:

<https://www.manudenprimary.co.uk/curriculum>



Previous and Future Experience Outcomes			
Snowy Owl Class	Barn Owl Class	Hawk Owl Class	Eagle Owl Class
Barn Dance	Transport museum	Local Area Development Debate	Inside the Titanic
Superhero Puppet Show	Mardi Gras Float	Stone Age Book Camp	Biomes Website
Alien Animation	Castle Models	Stone Age Foraged Feast	Mountain Hike
Garden Centre	Jubilee Tea Party	Green Screen Save the Rainforest Campaign	Anderson Shelter Model
Ugly Bug Ball	Carnival Performance	Ancient Egyptian Operation Game	Ancient Greek Festival Day
Model House/Estate Agents	International Space Station Virtual Expedition	Diary of a Water Droplet Moving Book	Mayan Computer Game
Toy Swap Shop	Seaside Adventure	Stop frame animation news report reconstruction of the volcanic eruption	World War II Café
EYFS and KS1 Nativity Productions	Edible Houses	KS2 Spring and Summer Productions	Moving Model of the Solar System



Developing Life Skills

In EYFS, focused sessions, which the school calls 'Challenge Time' take place each week and allow opportunities for children to develop independent learning skills through the promotion of using and applying life skills. Children are encouraged to explore, take risks, make decisions, solve problems and share and celebrate achievements. They apply knowledge and skills gained from different curriculum areas in purposeful ways. 'Challenge Time' provides children with the time to plan and review what they are doing which we believe is incredibly motivating, allowing them to become engrossed, whilst developing valuable skills of both concentration and perseverance.

Inclusion

In order to provide pupils with relevant and appropriate work at each stage we set suitable learning challenges, respond to pupils' diverse needs and endeavour to overcome potential barriers to learning to ensure that our curriculum is ambitious for all. Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. We strongly believe that the best outcomes come from well-targeted, adaptive, high quality first teaching in the classroom with our teachers and teaching assistants. Where necessary and in line with our SEND policy and catch-up provision, extra support and interventions are provided for children.

Curriculum Communication to Parents

Communication with parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- formal reporting to parents - three times a year either in the form of a written report or a parent consultation where parents make an appointment to meet with their children's teacher to discuss progress and well being
- the school website hosts a wealth of school information - including policies
- class pages and blogs
- curriculum blogs
- weekly headteacher's newsletter
- email

Unless teachers are running a club or have a meeting to attend, they are typically available at the start and end of a day. It is advised to make an appointment.

Curriculum Impact

Monitoring and Assessment

Assessment is at the heart of teaching and learning at Manuden Primary School. Assessment provides evidence to guide teaching and learning, as well as providing the opportunity for children to demonstrate and review progress. We continually check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. We believe that effective assessment as part of the day-to-day teaching and learning, with high levels of pupil involvement, is the most effective way to raise standards and improve learning. We use a balance of formative and summative assessment to review progress and attainment for all our pupils.

Progress and achievement are also assessed each half term and evaluated by class teachers, subject leader and SLT allowing us to make judgements about how well children are achieving in all subjects, where there is room for improvement and where the curriculum might need altering to ensure these are achieved.

Full details of our Assessment can be found in the school's Assessment Policy.

Subject Leadership

Whilst we have Subject Leads for individual subjects, the school has adopted a collective approach towards managing subjects. The Curriculum Leader has responsibility for the day-to-day organisation of the curriculum and monitors provision, ensuring all classes are taught the full requirements of the National Curriculum and that consistency across all areas of the curriculum is evident. Staff work collaboratively to share and develop good practice.

Resources

Annual subject audits are undertaken and the school's budget plans ensures that all curriculum needs are budgeted for.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risk and if necessary, an appropriate risk assessment is carried out.

How effective is the curriculum?

We review the effectiveness of our curriculum by continually asking the following key questions:

1. Does our curriculum secure progress?
2. Is there an adequate balance of subject knowledge, skills, understanding and behaviours?
3. How relevant to our children is the way the curriculum is presented?
4. Are productive links to other subjects made?
5. Are there sufficient enrichment activities?
6. Are basic skills promoted well?
7. How well are planned opportunities to develop children's spiritual, moral, social and cultural (SMSC) development?

This policy is to be read in conjunction with:

- *Individual subject policies*
- *Teaching and Learning policy*
- *Homework policy*
- *Marking and Feedback/Assessment for Learning policy*
- *SEND policy*