



MARISH



Academy Trust

CURRICULUM POLICY

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Ethos and Rationale:

'At Marish Academy Trust, our intent and rationale, not just for our curriculum, but for all our work within our Trustwide community is to build resilience in children, staff and their families, to enable them to face and manage positively, the inevitable challenges of 21st century life.



To achieve this aim, we focus not just on the whole child and the whole family, but also on our staff; for without resilient, reflective and proactive adults, leading the way as role models, we will not be successful in doing whatever it takes to remove barriers to learning and engendering a community wide culture of aspiration and exceeding expectations.'

This ethos permeates throughout the entirety of our curriculum, with an explicit focus on the 'Skills of Resilience' each half term in which every class spends two days learning more about the Ten Skills of Resilience:



We ensure that our curriculum coverage is broad, balanced and relevant and that it provides opportunities for pupils to achieve and excel in a range of different subject areas. We work with local partnerships wherever possible to give our pupils the very best access to subject specialist teaching and high quality resources, ensuring a progression of skills throughout year groups.



At the heart of our curriculum is a desire to equip our children with the essential skills that are transferable and relevant to their experiences and later life. We place a heavy focus on the incorporation of language to enrich the subjects. There is also a particular focus on the development of resilience to ensure well rounded,

life-long learners who are better prepared for life's challenges.

Our curriculum is in line with the new 2014 curriculum and teachers ensure that the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. Social, moral, spiritual and cultural themes are present within all curriculum lessons and children are given many opportunities to explore SMSC through lessons, work, and local visits and workshops. Links are also made to British Values and the concept of 'Growth Mindset', which is embedded into all lessons where our pupils are taught how to further build their resilience through hard work, and adopting a 'mistake-making' culture.

Dedicated teams of experts drive forward specific subjects ensuring a progressive and increasingly challenging array of skills are evident across key stages.

Through our curriculum provision at Marish Academy Trust we aim to:

- develop the whole child as an individual, building positive self-esteem and self-awareness within an aspirational culture of high expectations
- support each child to develop a passion for learning and commitment to becoming an independent, self-motivated life-long learner
- enable children to develop the life skills to stay safe, keep healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing in adulthood.
- enable children to acquire knowledge and skills in across the whole curriculum in communication, reading, writing and mathematics, science, humanities, Religious Education, Computer Science, Art and Design, Design Technology, MFL, Music, PE
- promote physical and emotional development and an awareness of the importance of a healthy lifestyle
- promote spiritual, moral, cultural and social development for all children through exploration of values and beliefs held by different groups of people
- enable pupils to appreciate and value their own cultural heritage and that of others
- develop children's awareness of and provide opportunities to participate in the arts and culture
- provide pupils with the understanding and awareness in order to become positive citizens in society
- provide equality of access and the opportunity for all pupils to make sustained progress



- prepare pupils well for the opportunities, responsibilities and experiences of the next stage of education and into adult life
- provide continuity and progression for each child, promoting enjoyment and engagement
- Above all, create well rounded, resilient children who are prepared for the many challenges and opportunities that face them within our community and outside.

Resilience Building Days

In reflecting on the needs and challenges facing our community, we became increasingly aware of the importance to develop resilient learners who would be able to overcome the many obstacles and challenges that life presented to them.

To this end, we have looked to embed the skills of resilience into all aspects of our core and non core curriculum as well as explicitly teach different aspects of resilience. We also ensured to further embed in a growth mindset approach through this, placing an emphasis on the effort and time taken to complete tasks.



For two days each half term all years focus their learning around resilience. This may take the form of traditional lessons such as Maths and Literacy; it may be based around historical workshops or special trips; visitors will be invited in and activities or events organised (examples of which can be found in appendix 1), but all aspects of the timetable will be based around building the Ten Skills of Resilience:

- taking a moment
- respecting yourself
- challenging your mindset
- talking things over
- keeping connected
- getting active
- looking on the bright side
- being kind to others
- making a difference
- having a goal



Through these days we also look to encourage our community of learners to have a wider impact in their local community, reflecting on their place in the World and their responsibility to make a positive change. For example, pupils in Year 3 created Easter Cards for a local hospice (Thames Hospice).

This also strongly links to the British Values present in our community, particularly those of Mutual Respect and Tolerance. We place great importance on the need to empathise and understand each other in a safe and supportive environment.

The Organisation of the Curriculum

- A set of literacy targets in line with the 2014 curriculum will also be attached to each unit of work. Children have printed target cards, which relate to the end of their key stage writing expectations. These will be attached to every literacy books and children will work towards them in every lesson.
- Literacy is very much structured around the 'Power of Reading' format. Children are given the opportunity to deeply explore quality texts, linking strongly to other areas of the curriculum. This instils a passion for reading and a deeper understanding of texts.
- The maths curriculum is also outlined for every year group at the beginning of each academic year. Each child has their yearly targets in their maths books so that they are aware of where they are going with their learning and can see their progression. Children work towards their targets in every maths lesson.
- Every year group will have a different 'topic' each term that incorporates all foundation subjects each half term. Curriculum teams lead the planning of these subjects and are supported in planning by subject specialists.
- Where possible, strong links are created between subjects to ensure skills are transferable and not explicitly contained within one area.
- A keen focus is placed on ensuring a Language rich curriculum is created and skills within subjects build on previous years. **Vocabulary has been grouped into three groups and is referred to as 'tiered vocabulary.'**
- At Marish Academy Trust we passionately believe we have a duty to equip all children for the challenges they face, not only here, but in later life also. To ensure this we maintain a strong focus on developing resilience in all aspects of learning. This also involves two specific focus days each half term in which the timetable is specifically geared towards developing Resilience skills.
- During Resilience Days, all year groups ensure all learning is directly and specifically linked to resilience, using the Ten Skills of Resilience: keep connected; respect yourself; change your mindset; take a moment; talk things over; get active; make a difference; look on the bright side; be kind to others and have a goal.
- Humanities subjects (History and Geography) are taught every week as a stand-alone subject. These subjects alternate each half term e.g. if history is taught in autumn 1, then geography will be taught in autumn 2. These subjects must be in line with the year group topic.

- Art and Design Technology work in the same way as the humanities, in that they alternate each half term and must be in line with the year group topic.
- Science units of work are planned in accordance to the 2014 curriculum objectives.
- We follow the RE scheme 'discovery RE' to teach a weekly RE lesson to every year group
- Computer Science is taught from the 2014 curriculum objectives and we use espresso coding software to deliver coding lessons to each year group.
- PE is taught in partnership with Create Development and incorporates aspects of the Real PE scheme. PE is assessed using assessment wheels, which can be accessed online.
- The children are predominately taught in their year bands and generally within mixed ability classes for most subjects.
- Setting takes place for Mathematics from Year 1 upwards; this enables the teaching to focus particularly on the level of ability of those pupils. In certain year groups, setting may also happen for Guided Reading and Literacy where the needs of the children within that particularly year group would benefit from such an arrangement.
- The Foundation Stage uses the revised Early Years Foundation Stage curriculum to plan medium term units of work for each half term. Weekly plans are then formulated for each week. (See Appendix D)
- When available, subject specialist will teach MFL (French or Spanish), Music and PE. If this cannot be timetabled, then these specialists support the planning and delivery of these subjects for other teachers.
- SMSC must be promoted throughout every subject area and school ethos. This will be evidenced in every school display of work by including an SMSC grid to highlight the areas covered. **This grid also includes links made to British Values.**
- PSHE will be taught from SEAL schemes of work and through R-Time. We have R-Time champions who monitor its provision. Students and teaching staff work collaboratively to champion this aspect of our curriculum, with a number of pupil champions delivering R-Time sessions within the school.
- For all creative curriculum subjects taught, teams ensure to include growth mindset links as part of their planning process. This concept is also becoming more evident across school through and like SMSC, will be evidenced in displays and all classrooms.

Pupils with Special Needs

The curriculum in our school is designed to provide access and opportunity for all pupils. Moreover, we endeavour to personalise the provision to meet the needs of all children as individuals. We comply with the requirements set out in the SEN Code of Practice when providing for pupils with special needs.

More able and Gifted & Talented pupils are encouraged to challenge themselves through differentiated work, higher order questions or tasks in all lessons.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Deputy head teachers have a responsibility to organise and monitor curriculum provision. They are supported by Curriculum Leads, spread throughout the Trust and Phases, who are responsible for supporting the provision and development of the curriculum.
- Curriculum Leads and year groups are responsible for ensuring quality provision of foundation subjects; ensuring that teachers receive training and support and that resources are available. They also focus on developing an enriching and rewarding experience throughout the Trust, focusing on creating a language rich environment which develops subject specific skills and transferable knowledge.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- Team Leaders and their teams ensure that, at the end of taught units, appropriate assessments are completed, which then inform planning for the next unit of work
- The Impact Team, year groups and the Curriculum leaders review, evaluate and monitor termly and weekly planning. They use their analysis of this in conjunction with book scrutinies, lesson observation data and questionnaires to children to ensure teaching and learning are maintained at least consistently good and that progress and attainment are maximised.
- The Impact Team supports Trustwide leaders in overseeing the progress of each pupil, using the whole school tracking data system. They ensure that there is appropriate challenge, support and intervention, which is reviewed for its efficacy through Impact Reviews. Each review builds on previous reviews, ensuring adequate focus is given to areas identified. Targets are set and provision is in place to meet the needs and challenge all learners.

- The Governors are responsible for ensuring that the curriculum delivered in school is broad, balanced and relevant and so meets the needs of all within our contexts. They review curriculum developments at the Quality of Provision sub-committee and at whole Governing Body meetings through the termly Headteacher's report.

Associated Policies

This policy should be read in conjunction with the Teaching and Learning Policy, Assessment Policy and Inclusion Policy.

Appendix 1

Enrichment opportunities for year 1:

- Trip to local shops
- Super hero workshop
- Owl workshops
- Cinema trip
- 'Living History Day'. Children will have a 'knight' visit for the day.
- puppet workshop
- Trip to London Zoo
- Trip to Windsor castle

Enrichment opportunities for year 2:

- Great Fire of London workshop
- Langley Library - GFoL
- Langley Park trip - mini beasts and micro habitats (Marish only)
- Sports competition x 2
- Science Museum
- String Quartet performance
- Author assembly
- Bike-ability six week course

Enrichment opportunities for year 3:

- Circus skills workshop
- Mad science workshop
- Reading FC competition
- Tag Rugby tournament
- Aspire workshop

Enrichment opportunities for year 4:

- Gurdwara trip
- Mayan workshop
- Viking trip,
- maths competition in Greyhurst School
- Mad science assembly

Enrichment opportunities for year 5

- Nathaniel Tomlinson author visitor- Year 5 and 6
- Faush -Inspirational talk- KS2
- 500 words Windsor castle visitors-
- Road safety performance-KS2
- Walk to school assembly-visitors
- Robin Hood pantomime- Whole school
- Science week assembly

- Author visit-The Dragon Sitter
- Story by song
- Coding assembly
- Romans workshop Reading museum
- Victorian school and children at work
- Battle of Hastings workshop

Enrichment opportunities for year 6:

- Christmas Unwrapped
- Easter Cracked
- Moving on Up
- The Choices Program
- Nathaniel Tomlinson author visitor- Year 5 and 6
- Road safety performance-KS2
- Walk to school assembly-visitors
- Robin Hood pantomime- Whole school
- Science week assembly
- Coding assembly
- Orienteering workshop
- Gurdwara Trip

Revision History

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1.0	July 2012		
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3.0	Feb 2017		
4.0	Feb 2019		

Approval History