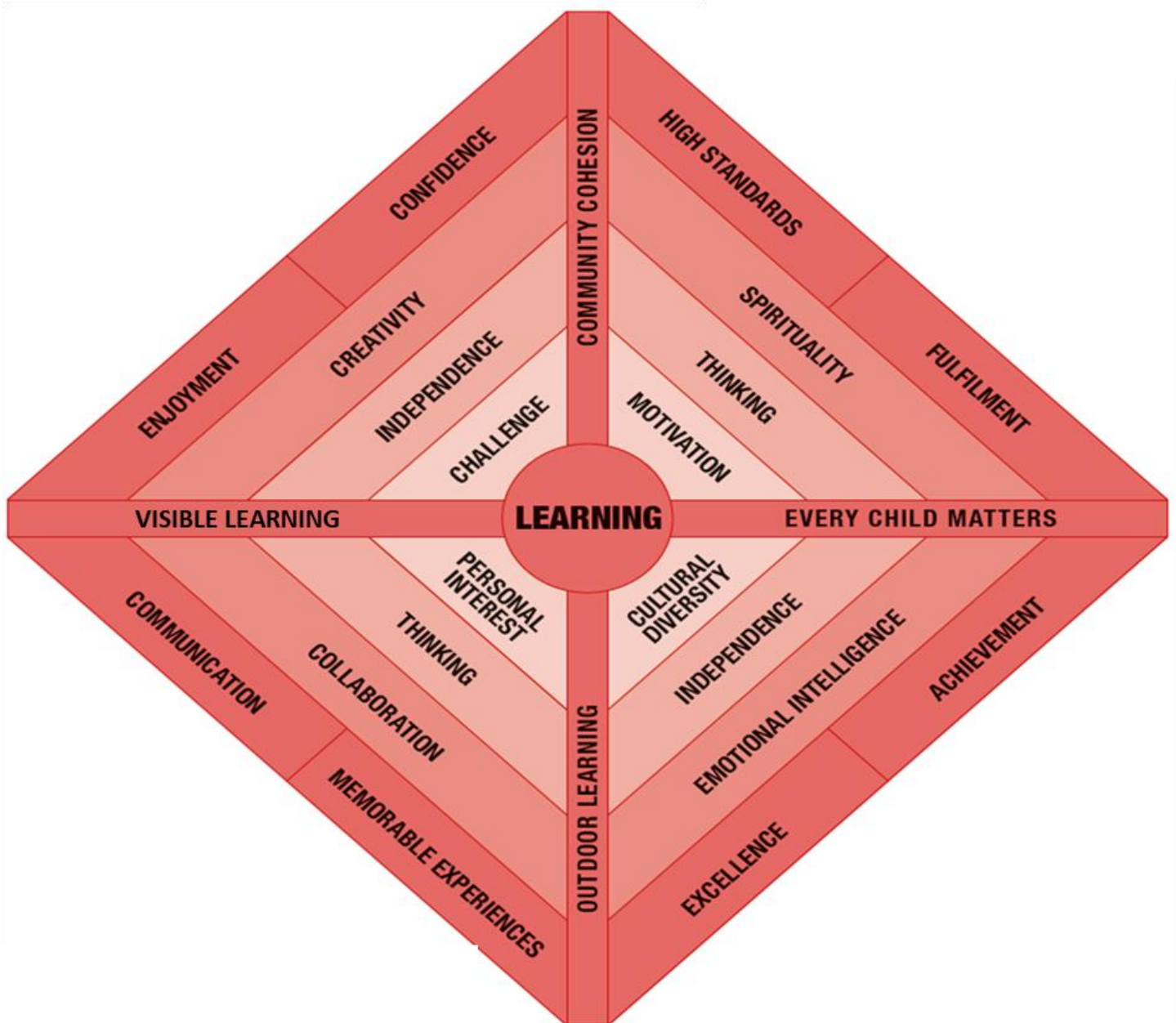


Malmesbury Park Primary School



Curriculum Information

Curriculum Model

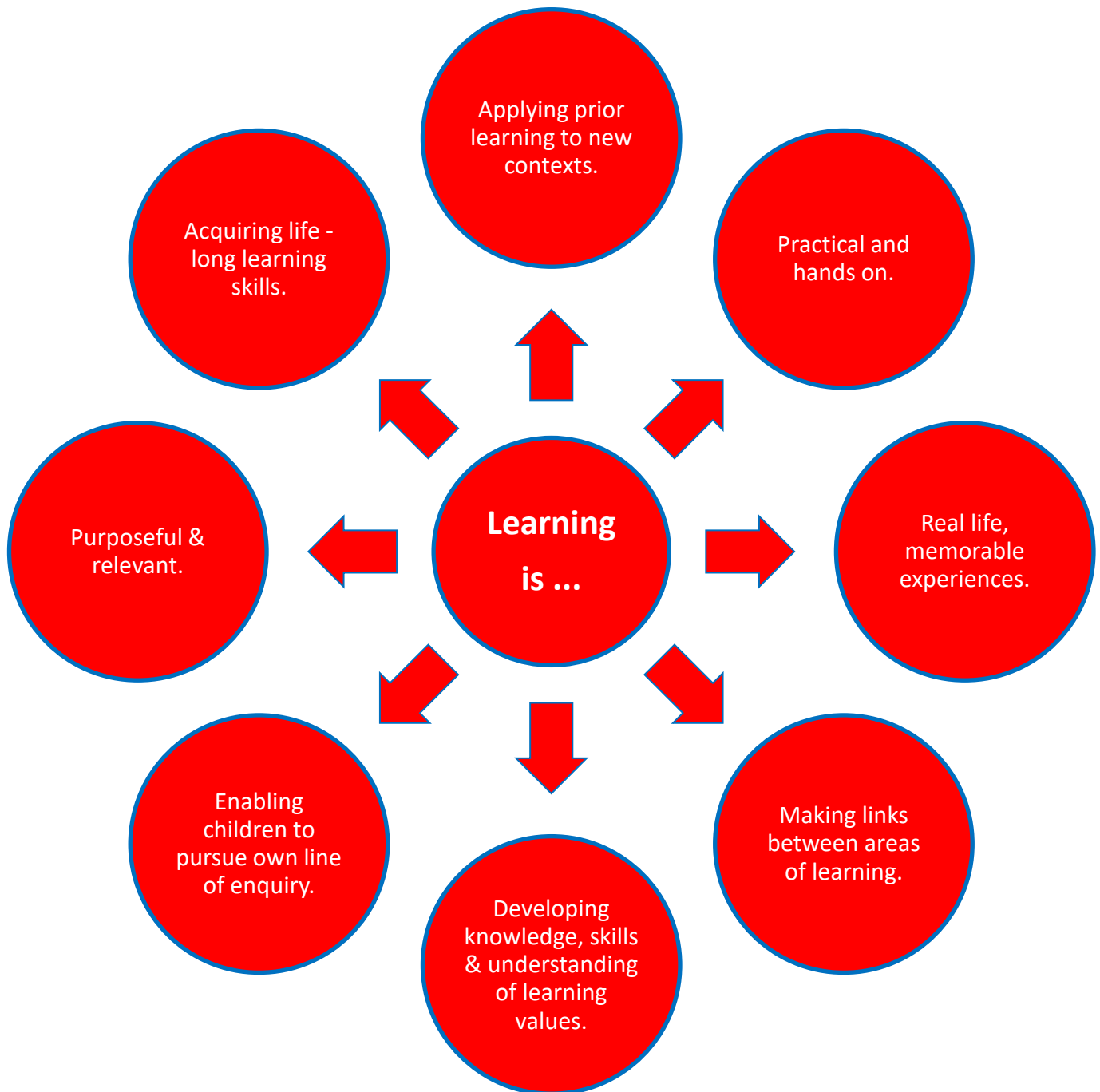


Rationale for the Curriculum

Malmesbury Park Primary School aims to...

- Make learning meaningful, relevant and purposeful for all learners.
- Promote life-long learning for all learners.
- Raise standards at the end of each key stage.
- Provide teachers with a more stimulating, dynamic and creative environment, thereby raising morale, inspiring them to take risks and broadening their teaching repertoire.
- Provide a vehicle to promote and embed the learning and ethos values.
- Provide high quality opportunities to engage and involve parents.
- Encourage high expectations for all within the learning community (staff, children, parents and others).
- Challenge and meet the needs of all learners through personalisation of learning.
- Motivate children to become more independent, develop their enquiry skills and be active in their learning.

What is learning?



Addressing Social Disadvantage through the Curriculum at Malmesbury Park

1. Limited spoken language, specifically around Tier 2 and Tier 3 vocabulary
 - a. Tier 2 and tier 3 vocabulary is explicitly taught in all curriculum subjects as identified on the curriculum long term plans.
 - b. Children are exposed to a language rich environment where vocabulary is explicitly taught.
 - c. The Ark Curriculum used for science, history and geography has a high focus on vocabulary development and reading
 - d. Flash Academy intervention support children in their home language as well as English
 - e. Vocabulary is explicitly identified at the start of each maths lesson
 - f. Talk tasks are built into maths lessons
2. Limited social experience
 - a. Visitors in or visits out support the curriculum (e.g. poet in Y2 to support poetry unit of work, Science Zone workshops and inflatable planetarium to support science projects
 - b. Residential trip for Y6.
 - c. Role play developed in FS1 and FS2 through the use of continued and enhanced provision
 - d. Developed responsibilities of peer mediators, sports ambassadors, art ambassadors, anti-bullying ambassadors to support relationships for all
 - e. Ethos values promote support to others
 - f. Fund raising - locally, nationally and internationally
 - g. Visits to the library and library bus
3. Lack of access to an outside environment
 - a. Make use of outside area in FS1 - key learning areas identified and used through continuous and enhanced provision
 - b. Use of woodland, outside classroom and playground for FS2 - key learning identified and used through continuous and enhanced provision
 - c. Makes use of playground and surrounding areas to explore with children (e.g. pond to support science, shadows...)
4. Parents lack of understanding of the education system
 - a. Parent workshops - Y6 SATs, RWInc Phonics meetings
 - b. Y6 transition meetings for parents when in Y5 - Grammar school talks and links
 - c. Bournemouth University Graduation for Y6

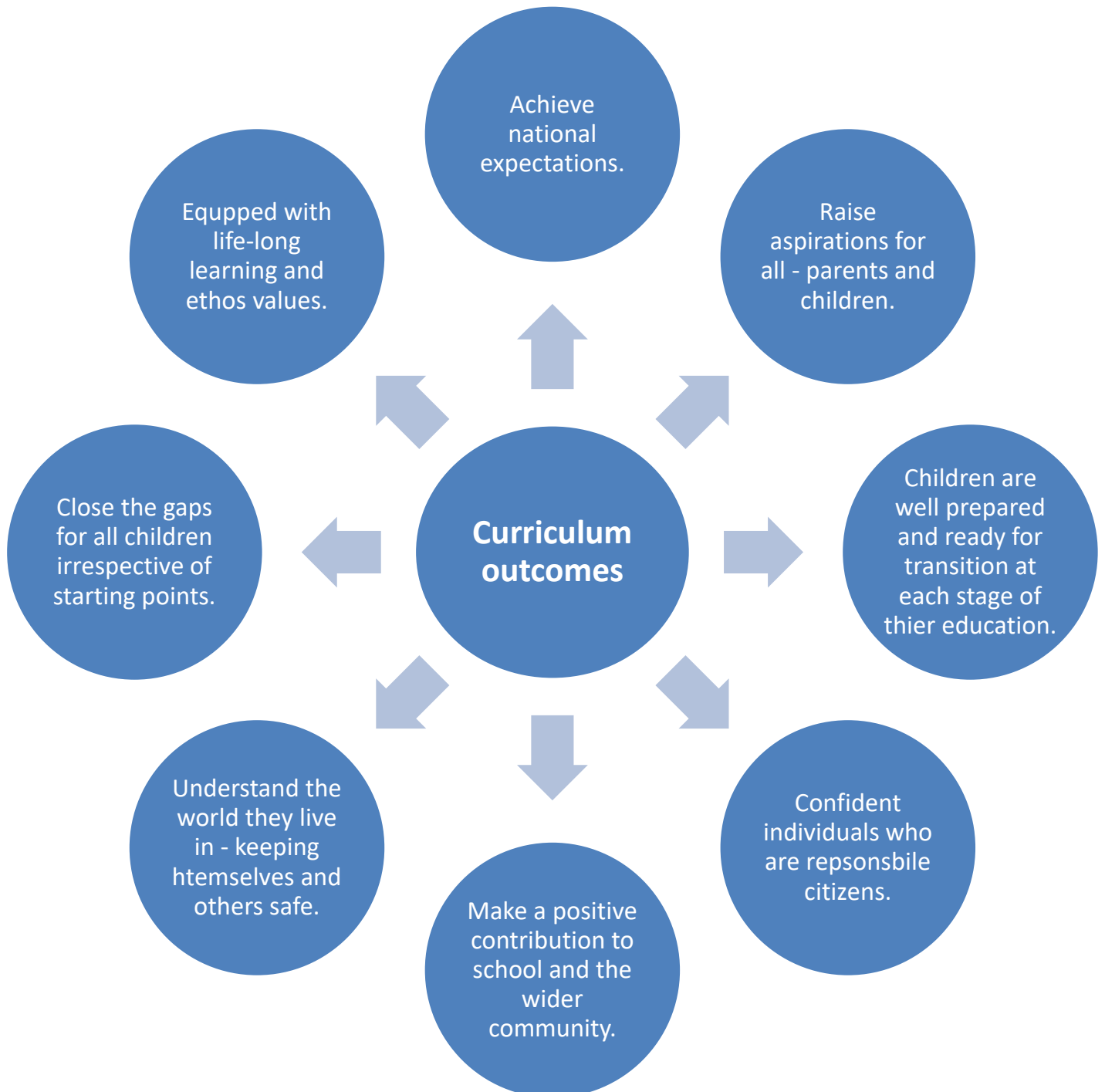
- d. Termly forecasts to parents re: curriculum content
 - e. KS2 classes named after universities
 - f. Newsletter promotes curriculum and items to discuss with children at home
5. Lack of opportunities to take part in wider activities
- a. Range of extra-curricular clubs available
 - b. Range of roles and responsibilities for children to take part in
 - c. Engagement in competitive sports - specific children selected to meet criteria
 - d. Arts Ambassadors
 - e. Events and opportunities for parents to share work
 - f. Carol concerts
 - g. Y5/6 Performance
 - h. Swimming (through PE Curriculum)
 - i. International Day and World Book Day
6. Limited diet/food exercise
- a. Hope for Food bags to support families
 - b. Curriculum opportunities to find out about healthy eating through science
 - c. Cooking projects in DT (e.g. children to design, make and cook burgers, bread, healthy snacks)
7. Uneven attendance
- a. Exciting and dynamic curriculum to engage and motivate children to want to learn
 - b. Assemblies reinforce expectations of attendance
 - c. Attendance at clubs including breakfast

CHARACTER EDUCATION

<p>What kind of school are we? How clearly do we articulate the kind of education we aspire to provide? How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims? How effectively do we create a sense of pride, belonging and identity in our school?</p>	<p>Malmesbury Park is a significantly larger than average size primary school which includes a large resource provision for children with social communication needs. The school includes a large nursery with 39 spaces per session with a total of 57 children attending flexibly across the week. 54 % of the school speak English as an additional language. The school has 3 ethos values 'Kindness, Respect and Resilience', which are central to all aspects of our work. and are regularly featured in school assemblies. The values underpin the strong, positive culture and excellent pupil behaviour displayed by pupils across the school.</p>
<p>What are our expectations of behaviour towards each other? Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding? How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy? How well do we promote a range of positive character traits among pupils?</p>	<p>The school has a well-established and known behaviour management policy, which is regularly reviewed by staff and pupils. All children are clear about the expectations of behaviour from the youngest children in Nursery to Y6 and can clearly explain the Zones which detail the behaviour expectations in order to support children in managing their own behaviour. Staff are good role models and promote the school expectations and ethos values clearly. Children are polite and respectful and keen to take responsibility, applying for many of the roles available across the school from classroom based 'Tidy Troopers' to Head Children and Prefects in Y6.</p>
<p>How well do our curriculum and teaching develop resilience and confidence? Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society? Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</p>	<p>Curriculum long term plans have been established considering the high expectations of the National Curriculum with clear sequencing and progression in all subjects. The curriculum is coherently planned, ambitious and well designed so that pupils from their varied starting points are able to secure good and better progress across the range of subjects. Pupils enjoy a full and engaging curriculum that is relevant to their age, stage of development and context. Detailed curriculum overviews used alongside curriculum timetables ensure key maths, reading and writing skills are embedded and deepened each week. Cultural capital is threaded throughout our long-term curriculum planning and this in turn ensures that our children are able to make sense of their learning and the world around them.</p>
<p>How good is our co-curriculum? Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?</p>	<p>Co-Curriculum = wider curriculum including extra-curricular activities The curriculum is designed to be stimulating, exciting, challenging, motivating and inspirational supported by enrichment activities offering opportunities for first-hand experience. The inclusive curriculum develops the whole child and is personalised where appropriate. There are many opportunities for</p>

<p>Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.)</p> <p>Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?</p> <p>Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</p>	<p>learning beyond the classroom, from experts, visits, visitors and the local community. Learning at home opportunities are designed to be an extension from school to home. The annual MAD week immerses children in the Arts and promoting art, dance, design and music. This contributed to school achieving the platinum Arts Mark. A range of after-school clubs are offered to enable children to develop skills in a range of areas from sport to art and reading. Inter-school competitions are offered to enable children to participate in competitive sport alongside participation in the BSO (Bournemouth Symphony Orchestra) events which offers children opportunities to hear live music performed by a full orchestra.</p>
<p>How well do we promote the value of volunteering and service to others?</p> <p>Are age-appropriate expectations of volunteering and service to others clearly established?</p> <p>Are opportunities varied, meaningful, high-quality and sustained over time?</p> <p>Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</p>	<p>The School Council promote a local charity each year, working alongside them to learn about their work and raise money to support those in need. School supports local charities who support out pupils (e.g. MyTime – the Young Carers Charity). This work is supported by visits from charity workers to explain their role and what they do to support children.</p> <p>Within school, children take on the roles of Peer Mediator and Anti-Bullying Champions. This work, supported by a training programme, enables them to support their peers in school when they are facing difficulties and find solutions without resorting immediately to adult intervention. The impact of this work is enabling children to take live the school ethos values by taking responsibility, building resilience and supporting one another.</p>
<p>How do we ensure that all our pupils benefit equally from what we offer?</p> <p>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?</p> <p>Do we enable young people from all backgrounds to feel as if they belong and are valued?</p> <p>Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</p>	<p>At Malmesbury Park Primary School we pride ourselves on being inclusive. This is not only demonstrated through the differentiation and targeted opportunities we provide through the academic curriculum, it is also demonstrated through the wider opportunities we provide for all pupils. Children can participate in after school clubs, take part in inter-school competitions, stand for election to the school council, apply for roles across the school (e.g. Reading Champions, Young Interpreters, Peer mediators).</p>

Curriculum Outcomes



Learning and Teaching

Learning is an active process of exploring new ideas and skills to make connections and create personal meaning.

We believe our children learn best when we offer and involve them in the memorable experiences.

Learning is a complex process. It is personal to each child and is the process of making sense of and using new information and experiences. Children do this when they make connections between the experiences and knowledge they already have and new information they encounter. It is an active and reflective process.

Learning is the product of doing. When learning or understanding takes place it is as a result of active participation.

Aims at Malmesbury Park:

- We have high expectations of learners; we provide varied learning experiences, creating opportunities for children to excel within our curriculum; we expect commitment and effort from the children towards their learning
- We provide a stimulating, interactive and well-resourced environment that promotes learning
- We acknowledge that children come from diverse cultural backgrounds and we aim to ensure that all children have an equal opportunity to take part in the life and work of the school
- Using our ethos values as a driver, we aim to equip all children with the confidence and skills to make the choices that will enable them to participate fully and positively in the life of the school

CURRICULUM

At Malmesbury Park learning takes place in a variety of ways. Maths is learnt as a discrete subject and applied across the curriculum. English is learnt through our Pathways to Read, Write and Spell curriculums, with RWInc as our phonic scheme teaching children to read from Nursery. Our curriculum provides the children with new knowledge, skills and experiences. For example, our children develop scientific skills through the use of ICT; they develop their writing skills while recording information discovered in geography and they apply their mathematical skills to practical PE tasks. Our approach to learning enables the children to make sense of the new skills and knowledge and ensure that understanding takes place.

Science and the foundation subjects are learned by the children throughout their school career, building on the learning from year to year.

Our curriculum offers a broad range of memorable and engaging experiences. Educational visits use our locality as well as offering the opportunity to travel further afield; visitors with a range of experiences and expertise are invited into school to share their knowledge and skills and to inspire our children; opportunities to work, play and make use of our school grounds all enable our children to benefit from the first-hand experiences that make up our rich curriculum.

TEACHING

We believe the quality of learning is directly related to the quality of teaching. As a result, we recruit teachers of the highest quality and provide continuous, on-going training and development.

We believe that:

- Learning is the consequence of thinking... therefore our job is to get them to think.
- Language is central to thinking... therefore our job is to get them to talk.
- Learning is an active process... therefore our job is to get them doing

(Mike Hughes, 2014)



Children and Learning

*Learning occurs when the penny drops, the light comes on and the learner says,
'Ah! I get it!'*

Our teachers skilfully question children's thinking and ideas, they challenge misconceptions and extend their knowledge through discussion in order to clarify thinking.

- Children learn by actively engaging in the learning opportunities available to them in and out of school.
- Children are taught to make links between separate elements of learning in order to make the learning make sense as a whole.
- Children review and revisit learning, each time building on existing knowledge, making new links and developing their ability to tackle new problems.
- Children learn through being encouraged and supported to follow lines of enquiry that capture their interest and motivation.
- Children learn when they have a clear understanding of what they are doing and why they are doing it.
- Children learn when they share experiences with others, collaborating, discussing, reviewing and checking while working towards a common goal.
- Children learn when they are aware of their own contribution to a task and feel valued for it.
- Children learn when they are challenged about their ideas, asked probing questions and are encouraged to enquire, further developing their own questions and answering those of others.

