



CURRICULUM STATEMENT

INTENT, IMPLEMENTATION AND IMPACT

INTENT

To provide every child with rich educational experiences, in line with the schools H.E.A.R.T values, within a nurturing, secure environment.

This is to enable children and staff to thrive academically, professionally, personally and socially.

IMPLEMENTATION

At the heart of the taught curriculum are the core subjects of English, Mathematics (MNP) and Science.

Our curriculum has been carefully developed so that knowledge is built upon term by term and year by year, thus enabling pupils to gain and retain more knowledge and understanding from Reception to Year 6.

Our foundation curriculum is a blend of thematic approaches, which are knowledge-rich, teacher-led and mastery-driven. Science, history or geography specific learning are enriched and consolidated through the use of high quality literature to weave and embed English throughout the curriculum. Meaningful links are ONLY made that add value, and subject specific learning takes place across all subjects.

Where possible, experiences are ‘first hand’ and supported by learning in the natural environment, making a strong link with our unique Marshside locality and history.

National Curriculum objectives have been carefully mapped out to ensure progression. Knowledge, skills and subject specific vocabulary have been carefully mapped through subject overviews and year group progression planning supported by high quality relevant teaching resources.

High Dividend Concepts

As part of our curriculum planning and development we understand the importance of making links in order to promote remembering and deeper learning. *(Ref: Clare Sealy – 3D Curriculum)*.

At Marshside we have identified high dividend concepts or golden threads that weave through our curriculum to build these links and deepen understanding. These are on display in every classroom and identified through planning and teaching throughout the foundation subjects.

Golden Threads – The 3D Curriculum <i>(High Dividend Concepts)</i>	
Geography	
HOTCLUB Hemisphere, Other Places, Time zone, Climate, Latitude, Us, Bodies of Water.	
Year: Reception, Year 1, Year 2	Diversity , Climate, Landscapes, Continent, Develop
Year 3, 4	Diversity , Trade, Settlement, Vegetation, Climate, Sustainability
Year 5, 6	Diversity , Environment, Resources, Trade, Development
History	
Year: Reception, Year 1, Year 2	Chronology Community, Archaeology, Voyage, Civilisation, Invention, Discrimination, Social Justice Rebellion
Year 3, 4	Chronology Settlement, Archaeology, Civilisation, Religion, Invasion, Rebellion, Empire
Year 5, 6	Chronology , Community, Civilisation, Invention, Settlement, Religion, Social justice, Conflict, Archaeology

IMPACT

Progress and Mastery	Transition	Language and Communication	Awareness of self and others.
Pupils progress academically, socially, emotionally, physically and creatively from starting points. Knowledge, understanding and skills will be secured and embedded so that they can be applied independently.	Pupils transition into school, through school and onto their next school phase successfully, demonstrating the skills, knowledge and attributes necessary to tackle new challenges.	Pupils will communicate with clarity, confidence and conviction. Verbal and written skills, are applied across the curriculum.	The Marshside values HEART are woven across the curriculum into all aspects of school life. Pupils will develop a growing understanding of gratitude, self-regulation, care and respect. Pupils will demonstrate respectful and inclusive attitudes and behaviours towards others regardless of differences.

MEASURING IMPACT

Termly summative assessments capture achievement and progress at key points throughout the curriculum. These are subject specific and lead to adapted planning for next steps.	Ongoing formative assessments across all subjects provide pupils with 'live' feedback and opportunities to improve skills and knowledge, day-by-day and week by week.	Qualitative assessment where staff will actively capture achievement across the breadth of the curriculum via observation, discussion and feedback from others.
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Key Assessments

<ul style="list-style-type: none"> Baseline Nfer assessments RWI Phonics screening SAT's Squared(SEND) Foundation 1/2/3 assessment grids 	<ul style="list-style-type: none"> Marking and feedback (Verbal and written) Strategic questioning Talk-partners Peer instruction/discussion 	TRELLO RECORDED <ul style="list-style-type: none"> Book scrutiny Learning Walks Internal moderation Cross schools SLP moderation events Class observations and 'drop-ins'
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The curriculum is continually monitored, evaluated and adapted to improve implementation and impact.

All curriculum policies, overviews, progression planning and resources can be found: T:\2023 -2024\Curriculum Areas