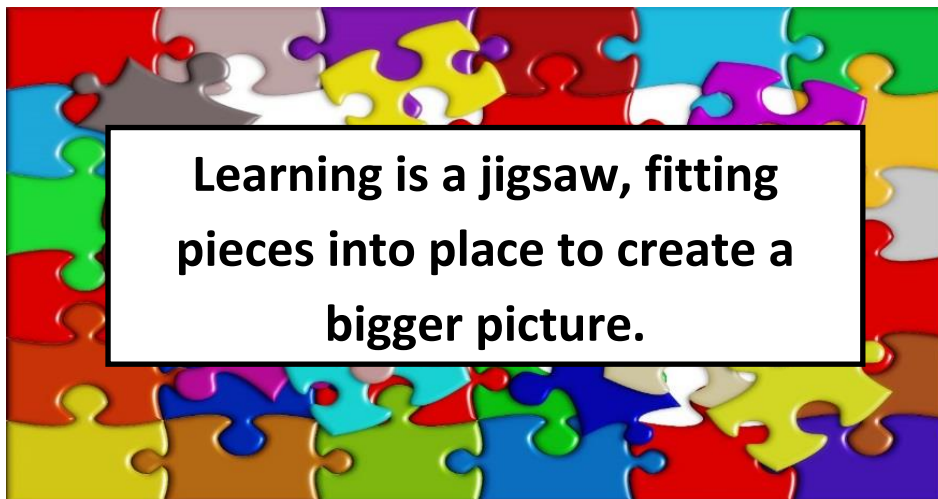


# Malmesbury Park Primary School



## Curriculum Impact Statement (September 2022)



We offer a **stimulating, exciting, enriching** curriculum designed to **challenge, motivate** and **inspire** children which is bespoke to meeting the needs of the children at Malmesbury Park Primary Academy School.

### Curriculum Intent:

#### Our curriculum...

- Is broad, balanced, coherent and progressive
- Is relevant, purposeful and meaningful
- Is stimulating, exciting, challenging, motivating and inspirational
- Is enriching with first-hand experience
- Develops the whole child, is personalized and inclusive
- Has a focus on high expectations and deep learning
- Offers learning outside of the classroom, from experts, visits, visitors and the local community
- Supports learning at home - extension from school to home
- Is designed with the learner at the centre.
- Has a focus on the key learning and subject skills, both generic and specific; essential knowledge, deep understanding and personal attributes that are relevant to their lives now. This empowers them to succeed in subsequent stages of education and sets them up for the world of work and for life's challenges
- Promotes a clear view that learning is an exciting journey, that requires effort and perseverance but pays rich rewards; it's a life-long companion, broadening horizons and opening up new pathways to varied experiences

- Is a dynamic curriculum which is flexible, responsive, adaptable and which maximizes available time, ensuring that learning is relevant, deep and rich.
- Offers learning that is blocked across the curriculum to give purpose and meaning, allow knowledge to be transferred and skills applied in different and new contexts.
- Enables subjects to be developed so as to maintain their rigour and integrity, building understanding and skills progressively and used to integrate with other subjects to secure strong and meaningful learning.
- Will provide coherent experiences to learn, refine and secure the skills to be independent, thinking learners, who can work collaboratively, exercising emotional intelligence, and recognising their individuality, uniqueness and creative potential.
- Offers experiences which are engaging, challenging, motivational and relevant; ignite curiosity and aspiration and are memorable and inspirational.
- Ensures enjoyment and fulfilment come as a reward for commitment, hard work, and involvement producing a sense of achievement and a love of learning.
- Builds a sense of personal worth and value, helps develop identity and responsibility, and shapes the individual to accept the need for, and to make, a meaningful contribution to society.
- Enables remote learning to be available immediately upon a full or partial closure. The work made available is as planned so that no gaps develop for children who are isolating. Work is currently uploaded onto Microsoft Teams and includes videos (Oak Academy) to support children's understanding and engagement.

## **Curriculum Implementation**

- We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum. Each curriculum project has identified programmes of study from the National Curriculum attached to it to ensure coverage.
- A map of the curriculum, created by senior leaders, is in place to ensure continuity, progression and coverage within a year group, across a key stage and across the whole school.
- Maths is taught daily through the Maths Mastery programme and is followed across the whole school from FS1 - Y6. In addition, a daily maths meeting takes place from FS2 to Y6 to consolidate prior learning, build fluency and develop children's understanding of the foundations in maths lasting no more than 15 minutes.
- English is taught daily. In EYFS and KS1 the RWI programme is followed in full with the addition of daily Reading Masters in Y1 and Y2. In KS2 writing follows an agreed map of key skills and genres. This includes a weekly focused SPaG (spelling, punctuation and grammar) lesson, using Grammar Masters), a daily reading lesson (Reading Masters) and regular vocabulary input to increase word knowledge whilst developing understanding of meaning.
- Phonics is taught on a daily basis from Nursery to Y2 using Read Write Inc. Children in Y3 who require continued support also follow Read Write Inc. Fresh Start phonics is available for children in Y5 and Y6.
- Cursive handwriting is taught from the beginning of Y3. Children in EYFS and KS1 follow RWI.
- We follow Ark Curriculum Plus for history, geography and science across Y1 to Y6 in blocked project units.

- Art and DT are linked, where relevant, to the blocked Ark Curriculum Plus projects giving purpose and relevance to the teaching and learning.
- French, music, computing, RE, RSHE and PE (KS2) and music, computing, Art, RE, RSHE and PE and (KS1) and music, PE and Art/Craft - motor skills (EYFS) are taught discretely through PPA (planning, preparation and assessment) time on a rolling programme.
- RE is taught using PlanBee on alternate half terms.
- Indoor PE takes place weekly led by the class teachers on alternate half terms.
- Outdoor PE is taught weekly by the class teacher across the school.
- RSHE is taught through using the Jigsaw scheme and Teach Happy. It is delivered through two half days each half term.
- The Safer Schools Police Team are an integral part of our RSHE work and support school to give planned inputs to year groups across the school.
- Planning for each project is overseen by the Headteacher and Deputy Headteacher (as Curriculum Manager) so as to ensure coverage, high expectations and progression of key learning skills.
- Enrichment weeks and days are key to developing some aspects of the National Curriculum such as the yearly MAD (music, art and dance) week and World Book Day.
- Remote learning provides daily lessons in maths, English and project when a year group or class is isolating.
- Where children are isolating they have access to the Oak National Academy maths resources as this support the Maths Mastery programme that we deliver. Where children usually have a phonics lesson they are directed to the appropriate Read Write Inc website links.
- Year group assemblies are used to develop and promote the children's understanding of the ethos and learning values, British Values and Spiritual, Moral, Social and Cultural expectations (SMSC).
- Residential trips are offered in Y2, Y4 and Y6 with the number of nights away increasing as the children get older. (Following the COVID-19 Pandemic, only Y6 are being offered a residential trip this academic year).
- Theatrical skills are developed across the school so that vocabulary can be developed and understood, and speaking and listening skills developed. All children in Y5 and Y6 are invited to take part in the annual theatrical production.
- Home learning goes home regularly. Reading is daily, whilst spelling lists, maths and project-based learning are sent home weekly.
- Parents have access to the school's Twitter account and online learning resources.

## **Curriculum Impact**

- We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books.
- The quality of teaching and learning is securely good with 15% being outstanding.
- Monitoring and evaluation show that teacher subject knowledge is good with good use being made of all available resources to support this (e.g. Maths Mastery, Ark Curriculum Plus and RWI).
- Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of

assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment tasks and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.

- Monitoring shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.
- Analysis of internal testing provides staff with an accurate overview in order that gaps in learning can be closed.
- The planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
- The use of flight path stickers in reading, English and maths exercise books across FS2 to Y6 has raised expectations of attainment for all and shows good progress overtime.
- PIRA analysis shows that children are making improved progress across the school as a result of the implementation of Reading Masters.
- Our Data tells us that the longer children are at Malmesbury Park, the better they do. Of the core group:
  - 68% achieved EXS+ and 20% GDS in reading
  - 73% achieved EXS+ in writing
  - 67% achieved EXS+ and 17% GDS in maths
- At Malmesbury Park children make progress in their learning. At the end of Y6:
  - 84% expected progress, 15% accelerated progress in reading
  - 85% expected progress, 12% accelerated progress in writing
  - 74% expected progress, 7% accelerated progress in maths
- At KS1, Y2 had a low baseline due to lack of time in school during YR (out for 6 months Mar - September). 63% achieved EXS+ and 24% GDS in reading, 51% achieved EXS+ and 4% GDS in writing, 64% achieved EXS+ and 24% GDS in maths
  - The children have made slow progress throughout KS1 due to a number of periods of isolation during the Autumn term 2020 and the second national school closure (Jan - March 2021). Throughout 2021/22 they have been impacted by further disruption to their learning due to a number of periods of isolation, a year group closure due to staff absence and the long-term illness of a teaching member of staff.
- Following introduction of RWInc as the synthetic phonics scheme on 15<sup>th</sup> March 2021, 59% achieved the phonic check in June 21. In June 2022 this increased to 70%.
- Steps progress in EYFS is high showing accelerated progress from very low starting points. (average steps progress is 3)
  - Writing - 3.57 steps progress
  - Word reading - 5.28 steps progress
- Children tell us:
  - "I never used to enjoy reading as I didn't know many words. Now I know what the words mean, I love reading!"
  - "I was able to tell my mum what exhausted meant in my reading book because I had learned it in our Reading Masters text!"
  - "Learning the new words on Monday really helps me answer the questions later on the week."

- "I am getting better at Points of View - I can write longer answers now."
- "Reading is much better for me, I didn't know what was going on in books before, but now I know more I do -it's like magic!"
- Parental feedback from questionnaires is very positive about the school (see website results).
- Art is a strength of the school. We were awarded ArtsMark Platinum during the Autumn term 2021.
- We currently hold:
  - Artsmark - Platinum
  - Anti-Bullying Alliance - United Against Bullying - Silver
  - Schools Games Mark - Gold
  - United Against Bullying - Anti-Bullying Alliance Award - Silver
  - Sandwell Mental Health and Well-Being Award
  - Music Mark
- The learning attitudes shown by the children are very good as they are motivated and engaged in their learning. Comments are often received by visitors to the school and when on visits confirming this.
- Engagement levels of home learning are high. The quality produced is of an excellent standard.
- Malmesbury Park School provides support to other schools for curriculum work.