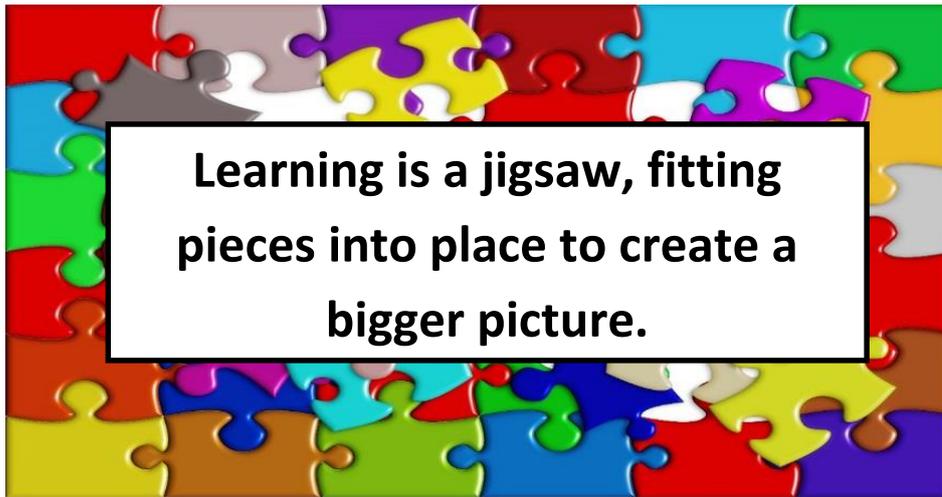


Malmesbury Park Primary School



Curriculum Impact Statement (January 2019)



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

- Broad, balanced, coherent and progressive
- Integrated, relevant, purposeful and meaningful
- Stimulating, exciting, challenging, motivating and inspirational
- Enrich, experience, first-hand
- Whole child, personalized, inclusive
- High expectations and deep learning
- Learning outside of the classroom, experts, visits, visitors and the local community
- Learning at home - extension from school to home
- Designed with the learner at the centre.



➤ A focus on the key learning 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

- We promote 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

- A dynamic curriculum which is flexible, responsive, adaptable and which maximizes available time, ensuring that learning is relevant, deep and rich.

- Learning will be integrated across the curriculum to give purpose and meaning, allow knowledge to be transferred and skills applied in different and new contexts.



- Subjects will 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.
- The curriculum will provide coherent experiences to learn, refine and secure the skills to be an independent thinking learners, who can work collaboratively, exercising emotional intelligence, and recognising their individuality, uniqueness and creative potential.
- Experiences offered will be engaging, challenging, motivational and relevant; ignite curiosity and aspiration and be memorable and inspirational.
- Enjoyment and fulfilment comes as a reward for commitment, hard work, and involvement producing a sense of achievement and a love of learning.
- The curriculum will build a sense of personal worth and value, help develop identity and responsibility, and shape the individual to accept the need for, and to make, a meaningful contribution to society.

Curriculum Implementation

- We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum.
- We provide integrated curriculum projects which are made up of three NC subjects, two learning values and two applications of the NC subjects.
- A map of the integrated 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 being following in FS1 - Y3, whilst Y4 - Y6 use the Busy Ants maths scheme.
- English is taught daily as an integral part of the integrated curriculum.
- There are six learning values which underpin all aspects of the discrete and integrated curriculum. These have been developed as a staff, are known and understood by the children and ensure that children become life-long learners.
- Planning for each integrated project is overseen by the Deputy Headteacher (as Curriculum Manager) so as to ensure coverage, high expectations and progression of key learning skills.



- The project overview for each integrated unit is written to provide teachers with a secure understanding of how the project is going to work. It includes a rationale, the hook to the project, the outcome, the two learning values (including key statements to be taught), the three lead subjects (with key learning intentions), the two applications (with suggested tasks), any associated texts, home learning tasks and visits or visitors to be made.



- Home learning is planned at strategic level to ensure quality, challenge and progression.
- Each integrated curriculum project has identified programmes of study from the National Curriculum attached to it to ensure coverage.
- A key part of each integrated curriculum project planning is the assessment grid. The assessment grid identifies the key knowledge, key skills and key concepts to be assessed by the teacher. Opportunities for mastery learning are identified at this point.
- Each year team is responsible for completing the project plotter which enables teachers to identify the key learning and plan for the completion of the project. This ensures projects are completed within the allocated timescales.

- Phonics is taught on a daily basis in FS1 to Y2 using Letters and Sounds.
- Cursive handwriting is taught from the beginning of FS2.
- No Nonsense spelling programme is used across KS2 every other day.



- 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.

- The computing aspect of the National Curriculum is taught discretely through having a termly computing day. The scheme is self-devised.
- French, RE and PE are taught discretely through PPA (planning, preparation and assessment) time on a fortnightly rolling programme.
- RE is taught using the locally agreed syllabus.
- Outdoor PE takes place weekly led by the class teachers and supported by the Bournemouth University placement students.
- PSHE is taught through using the Jigsaw scheme. It is delivered at the start of each $\frac{1}{2}$ term for a day.
- The Safer Schools Police Team are an integral part of our PSHE work and come into school to give planned inputs to year groups across the school.
- Key Stage and 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.

➤ Theatrical skills are developed across the school so that vocabulary can be developed and understood, and speaking and learning skills developed. All children take part in a class assembly to parents twice an academic year. All

children in Y5 and Y6 are invited to take part in the annual theatrical production.



➤ Parents are invited in to see the school in operation during an Open Morning held in the autumn term and an Open Afternoon in the spring term.

➤ Parents are invited to the outcomes of at least two integrated projects across the school year. Senior leaders attend these outcomes.

Curriculum Impact

➤ We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books, especially the project books.

➤ 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 grids 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.

➤ Parents have regular planned opportunities to come into school to see the integrated curriculum project outcomes - they give us feedback saying how impressed they are.

➤ Written feedback is provided by parents on the Open Mornings and Afternoons which is overwhelmingly positive (see newsletters)



➤ Parental feedback from questionnaires is very positive about the school (see website results)

➤ Results show that we are making improvements and children do achieve well.

➤ 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.

➤ Visitors from neighbouring schools come to see how the school has devised its curriculum and how they can learn from Malmesbury Park.