

## Marine Park Primary School

### Curriculum Rationale

**At Marine Park we value education in the broadest sense as it has the power to change and improve people's lives.**

**We enable children to believe in themselves, value and respect diversity, explore Britain and the world they live in, preparing them for the next steps and teaching them to be lifelong learners who Dream.... Believe.... Achieve**

We are developing a curriculum that is unique to our children in Marine Park Primary that will inspire both staff and children to achieve the best learning they are capable of and develop a love and passion for achieving excellence in all that they do.

'Staff of a school that is allowed to be inspirational will provide inspirational thinkers and therefore allow deep thinking to take place.' (Will Ryan - Inspirational Teachers Inspirational Learners 2011).

This leads to engagement of pupils and so progress will incur. It is our belief that the curriculum is the daily diet of our children and staff and therefore is what drives our school. Our drive is to have a curriculum which meets all statutory requirements of the 2014 National Curriculum but is creative and based on first hand experiences- this is often confused with integrated. A truly creative curriculum allows children to experiment, hit problems and then to solve them and to take risks working in partnership with others. These are the skills that will be needed for a future that is rapidly changing- our expectations on staff are high to deliver such a curriculum.

### CURRICULUM STRUCTURE

- Literacy including phonics and numeracy are taught each morning. The school employs 2 additional teachers every morning so decreases the class sizes. This ensures personalised learning and enables the teachers to provide depth and mastery throughout the lessons. Personalised intervention occurs during the afternoon ( see intervention policy).

- Topics are not repeated every year or assigned to year groups- staff collaborates in sharing sessions to ensure coverage and progression.
- Children are involved in the planning of their topics
- The staff has developed progressive skills to be taught in each year building on the previous year - these have been reviewed in line with the new curriculum.
- Four planning formats are used.
- Long Term completed in July /August-outlining g the year ahead.
- Medium Term completed in Sep/Dec/April- these are placed on the website
- The Medium term planning format covers what the children will be learning about in context not activities to be done. The Medium Term plan **MUST** be placed on the Teachers Shared Drive on our computer system in the appropriate file.
- The short term planning format completed weekly on how the learning will take place. Examples are available for support.
- Planning is monitored regularly by senior and middle leaders with feedback provided. •
- As the year progresses all non-core subjects are assessed to ensure pupils receive entitlement - at present until further clarification is made we will still be using levels.
- Writing is to be purposeful with real audiences and real purposes. We do not use many work sheets -we believe that children should write from first-hand experiences
- All staff are committed to measuring impact of all that we do and consult regularly with both staff, children and parent/carers.