



Curriculum Policy - November 2025

Vision: To be an outstanding community school in which all learners achieve and develop the skills they need to be able to succeed in a global society. To provide a caring, safe, inclusive environment and stimulating learning experiences. To embrace new technologies, encourage sustainable, healthy lifestyles and foster confidence, self-esteem, independence and respect.

Aims: We aim to provide a **broad, balanced**, curriculum that consists of a **well-structured progression of knowledge and skills**. It is designed to be **inspiring** and **aspiring** and **reflect the school's context**. We **make learning visible** and **nurture the skills and attributes children need** to be a good learner and succeed in life.

Our vision statement, “**Marshbrook Cares**” encompasses our values and reflects those aspects of our curriculum that are important to us:

Creativity
Adaptability
Respect
Enthusiasm
Success

Intent

We achieve a curriculum that is;

broad and balanced by teaching all National Curriculum and Early Years Foundation Stage (EYFS) subjects, in addition to PHSE and following the National Curriculum. British values are woven into the curriculum and there is a wide range of enrichment activities on offer.

a well-structured progression of knowledge and skills by following the National Curriculum and clear, structured programmes of study, learning objectives and plans that build upon prior learning

inspiring by making links between subjects through themed topics designed to appeal to the children's age groups and interests. By giving learning purpose through a beginning or end of unit focus and extending learning beyond the classroom through the use of visits and visitors.

aspiring by having high expectations and encouraging ambition. We aim for all pupils to meet at least the expected standards by the end of Year 4. We link learning to real life experiences, business enterprise and jobs.

reflective of the school's context by making adaptations or adding enrichment activities that respond to individual pupil needs, community needs, socio-economic make-up and ethnicity.

visible by ensuring that all lessons have clear learning objectives and success criteria. Pupils self and peer assess their performance against these criteria. Reciprocal feedback is also an integral part of lessons.

nurturing of the skills and attributes children need by explicitly teaching pupils the skills they need to be a good, lifelong learner. Our visible learner skills make it clear to the children what they need to do in order to develop their creativity, adaptability, respect, enthusiasm and success.

English

Vision: Children read with fluency, accuracy and understanding. They have a love of reading and develop the vocabulary they need to access the wider curriculum and become confident and competent speakers and writers. They write independently to express themselves and communicate. They can reflect upon their own and others' writing to understand how structure and word choice can affect the tone and impact of the writing.

Intent: At Marshbrook, we following the statutory guidance for the teaching of English, as set out in the National Curriculum 2014.

Phonics is taught daily using Monster Phonics scheme of learning. Nursery pupils start to cover phase 1 phonics and move onto phase 2 when they are ready. Children are expected to have achieved phase 4 by the end of Reception. The majority of children reach the final phase (6) in Year 2. If a child is struggling to reach age-related expectations, they will be given additional phonics support.

Reading is not simply the decoding of marks on the page; it involves the ability to read with understanding, a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff across all subject areas.

In Nursery and Reception, children work within the EYFS framework. Nursery, pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin their reading journey. In Reception, reading is taught through adult led guided sessions as well as a range of other literacy focused whole class and child choice activities.

In Reception and key stage 1, colour-coded book banded books from the Monster phonics scheme are used to practise applying their phonic skills. These texts closely match children's ability.

Across both key stage 1 and key stage 2, a scheme of whole-class reading is used help children become fluent readers that comprehend the texts they read. There are fiction, non-fiction and poetry texts for each year groups and a variety of genres and styles. Children are read to regularly for pleasure. They are also given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Writing is encouraged from an early age. In Nursery and Reception children progress through the Development Matters document which outlines the ages and stages of progression for the EYFS curriculum. Mark making activities are planned to develop children's fine motor skills across different areas of the curriculum and children participate in adult led writing sessions.

There is a focus on developing and enhancing pupils' language skills, as we recognise that "If a child can't say it, a child can't write it". Children write for a variety of audiences and purposes and we use 'Talk for Writing' throughout the school. The long-term plan identifies which genres will be studied in-depth in each year group. The study of that genre will include exploration and analysis of texts; identifying features of the style of writing and SPAG work to support; modelled, scaffolded, guided, edited, redrafted and final pieces. Children are also given additional opportunities to write at length in other areas of the curriculum, revisiting genres taught in depth in previous year groups.

Punctuation and grammar is taught across all year groups and revisit and review sessions are planned to enable practice and encourage retention. Children are taught to identify different areas of punctuation and grammar and be able to apply these in their writing. Opportunities for drama and discussion enhance language development and understanding of story features.

We recognise the importance of high expectations, teachers use non-negotiables (Marshbrook Musts) and WAGOLLS (What A Good One Looks Like) to reinforce these. Children are given clear success criteria and opportunities to evaluate and reflect on their own work in order that they may become assessment capable and develop their own sense of achievement.

Spelling patterns and rules are taught as laid out in the National Curriculum for each year group. Children engage in a range of activities during the week to reinforce these spelling patterns and rules. Common exception words are also taught. These high frequency exception words are also given to the children to practise at home.

Handwriting

Handwriting is taught from Early Years, based on the letter-joins Handwriting Scheme. Handwriting is taught formally and regularly in all year groups, with additional time for practice. Younger children, who are not yet ready to write, are provided with lots of activities to develop their gross and fine motor skills.

Pupil assessment grids set out clear below age-related, at age-related, and greater depth expectations for the end of each year group. These support teachers when assessing pupils work as well as identifying areas for development and next steps.

Maths

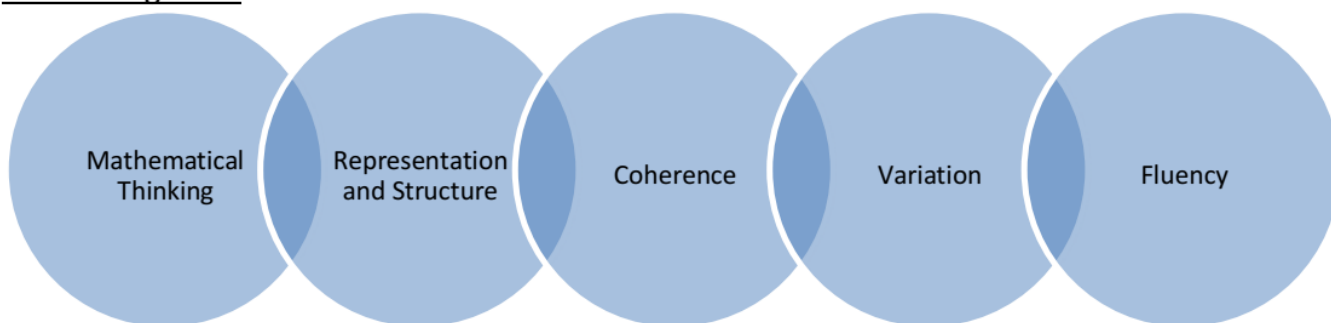
Vision: Pupils are inspired to explore their maths understanding. They are confident to make mistakes, make links, and make maths count.

Intent: At Marshbrook we are developing a mastery approach to the teaching and learning of mathematics, based on the research and recommendations of the National Centre for Excellence in the Teaching of Maths (NCETM)

The expectation is that pupils will move through the National Curriculum programmes of study at broadly the same pace. Pupils who grasp concepts rapidly are provided with further opportunities that challenge their learning and deepen their understanding. Those who are not sufficiently fluent are given opportunities to consolidate their understanding, before moving on.

Teaching for mastery is underpinned by the NCETM's 'Five Big Ideas'. Opportunities for Mathematical Thinking allow children to make chains of reasoning connected with the other areas of their mathematics. A focus on representation and structure ensures concepts are explored using concrete, pictorial and abstract representations, the children actively look for patterns as well as specialise and generalise whilst problem solving. Coherence is achieved through the planning of small, connected steps to link every question and lesson within a topic. Teachers are working on using both procedural and conceptual variation within their lessons. There remains an emphasis on fluency with a relentless focus on number and times table facts through our whole school use of 'Numbersense'.

The five big ideas



Maths is taught daily through stand-alone lessons. Where appropriate, skills are practised and applied at other times and in other subjects.

Long Term Plans, based predominantly on the Power Maths Scheme, exemplify the breadth of coverage across each year group.

Medium term plans, following the Power Maths Blocks, progressively cover the programmes of study as set out in the Maths National Curriculum for each year group.

Short term plans are reviewed daily and developed as needed, taking into consideration the needs of our children. They are based on the varied approach as outlined by Power Mathss.

The school's calculation policy is based on the Concrete, Pictorial and Abstract (CPA) approach, which supports the progression and teaching of calculations.

Individual pupil skills grids set out clear expectations for the end of each year group, which are visible to the pupils and support the teachers in identifying areas for development and next steps.

Science

Vision: Teachers are knowledgeable and creative in their approach to teaching science. Children develop an enquiring mind; they are confident to ask questions and are enthusiastic to learn. Learning is purposeful, relevant to the world around them and encourages children to make cross-curricular connections. Children are actively involved in all aspects of experimentation, which includes; planning, investigating, problem solving and reflecting. Science has a high profile and is valued across the school through; the use of high quality resources, interactive displays, educational visits and visitors. Children make good progress and can build on their learning.

Intent: Science is taught using a thematic approach when relevant. Long-term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning. Opportunities for scientific enquiry are also identified in the planning as they are central to the science curriculum, so that children gain a deeper understanding of science concepts in the context of questions they ask and answer.

Pupils are taught the following types of enquiry:

- Observing changes over time
- Noticing patterns
- Grouping and classifying things (noticing similarities and differences)
- Comparative and fair testing
- Finding things out using secondary sources of information (researching)
- Modelling is not explicitly mentioned but is used.

Lessons are planned to support the development of a set of skills that pupils can use whilst carrying out different types of enquiry. Our curriculum sets out the skills we expect to see being developed in each key stage. The skills are organised under the following headings:

Planning

Obtaining evidence

Analysing evidence

Evaluating

Implications

Collaboration and independence

Communication

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Art and Design

Vision: To inspire and challenge pupils in cultivating creativity, enthusiasm and success whilst developing pupils' understanding of cultural and historical art forms.

Intent: Art and Design is taught using a thematic approach. Long term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Computing

Vision: To enable pupils to be digitally literate and use the Internet in a safe and respectful way. To have the knowledge and skills they need to succeed throughout their education and in later life and use computational thinking and creativity to understand and change the world.

Intent: Computing is taught mainly using a thematic approach. Long-term plans identify the context of the learning, whilst medium term plans identify more detailed content and sequences of learning. There is a whole school approach to online safety. The online safety aspect of computing is taught mainly through computing and RSE, but embedded in other subjects and through assemblies. Objectives from the RSE curriculum and the Education for a Connected World document have been mapped out to ensure comprehensive coverage.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Design and Technology

Vision: To use creativity and adaptability to design, make and evaluate products that solve relevant problems, considering needs, wants and values, learning how to take risks and improve products to experience success and develop a critical understanding of the impact of technology on daily life and the wider world.

Intent: Design and Technology is taught using a thematic approach. Long-term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Geography

Vision: To inspire curiosity about the world and its people and develop geographical knowledge and skills that can be adapted and transferred to help pupils understand the world in which they live and expand their cultural capital.

Intent: Geography is taught using a thematic approach. Long term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

History

Vision: To inspire curiosity about the past and give pupils the skills they need to ask questions, consider evidence, think critically and develop a coherent, chronological understanding of how history has shaped the nation and impacted upon their own and others' lives.

Intent: History is taught using a thematic approach. Long term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Languages

Vision: Pupils develop an understanding of other languages and cultures that equips them to become global citizens, who are enthusiasm to further their learning of languages.

Intent: We teach French in Year 3 and 4 through stand-alone units of work, which have been developed with the middle school, to provide a progressive sequence of learning based upon the national curriculum programmes of

study. Further opportunities to learn French are sometimes woven into the fabric of the day by teachers giving simple classroom instructions in French, asking questions, taking the register etc.

The expectations at each year group are made visible to the pupils through differentiated success criteria and I can statements.

Music

Vision: All children receive high quality music education, which fosters creativity, enthusiasm, success and a life-long love of music.

Intent: Reception, Year 1 and Year 2 follow the Music Express scheme of work. All children in Years 3 & 4 participate in Whole Class Ensemble Teaching (WCET), which is taught by a specialist music teacher, through which they learn to play an instrument.

The expectations at each year group are made visible to the pupils through I can statements. Pupils also experience a range of enrichment experiences and opportunities to perform.

PHSE/Relationships and Health Education

The statutory aspects of Relationships Education and Health Education are delivered through a wider whole school approach. Teachers use the Jigsaw PHSE scheme, which covers the programmes of study along with cross-curricular links in computing and PE. Assemblies are also based around the half termly PHSE themes.

PE

Vision: Our high quality curriculum for Physical Education inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It encourages pupils to lead healthy, active lives. It provides opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.

Intent: PE is taught predominantly through standalone sessions. There is a comprehensive programme of curricular and extra-curricular physical education and sports activities.

We recognise the importance of physical education in the early years as a prime area of learning. Children in the early years are given opportunities to develop their physical skills through a range of adult led, continuous provision and specific physical development lessons.

All pupils from Reception onwards are allocated 2 hours for physical education each week. There should be minimum time taken for changing and there is an expectation that the majority of time is for activity.

The four aims of the National Curriculum and the programmes of study are delivered through dance, gymnastics, games, athletics and swimming.

Dance is delivered using Dance Notes/Mad Musik

Gymnastics medium term plans are taken from the Devon PEDPASS Schemes of Work (Devon Physical Education: Daily Physical Activity and School Sport)

Swimming is provided for all children in years 3 and 4. Each year group swims at Wolgarston High School for a term and a half.

Games Staffordshire plans

Athletics is taught using the Somerset Activity Sports Partnership Schemes of Work.

Lessons are differentiated by modifying the activities, the outcomes or the resources and plans are sometimes adapted. The expectations at each year group are made visible to the pupils through I can statements. A range of extra-curricular PE activities, inter-school competitions and festivals are available for pupils to participate in.

Religious Education

Vision: Prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy and respect for others.

Intent: The school follows The Staffordshire Agreed Syllabus for Religious Education. The agreed syllabus sets out the programmes of study and the age related expectations for the subject.

We use medium term plans that have been produced by Emma Jardine (Staffordshire Religious Education Consultant).

Extra-Curricular and Enrichment Activities

We encourage children to explore additional interests and widen their experiences by providing access to a range of clubs outside of teaching time for all pupils. Some pupils also take part in inter-school competitions and festivals. All year groups experience off-site educational visits. A range of visitors come into school to support learning and provide additional information for pupils.

To be reviewed: November 2026