

Marden Bridge



Middle School

*Believe, achieve, succeed.*

## Curriculum Policy

# MBMS Curriculum Policy

## Introduction

The **mastery curriculum** in maintained schools must follow the law and statutory guidance and include the requirements of the national curriculum. Governing bodies are required to make a curriculum policy statement which is regularly reviewed and made available to parents. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and expected to behave.

## Values

We value:

- respect for different views within and across cultures
- the spiritual, moral, intellectual, social and physical development of students
- the fairness and honesty
- increasing independence in learning
- co-operation

Our values underpin the aims of our **mastery curriculum**

## Aims

We aim to:

- provide learning opportunities so that students how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- enable all students to learn and develop skills to the best of their ability, to be creative and to develop their own thinking.
- promote a positive attitude towards learning, so that students enjoy coming to school, and acquiring a solid basis for lifelong learning.
- ensure that all students develop and use high quality functional skills, including literacy, numeracy, science and ICT

## Planning

For each key stage, we plan our **mastery curriculum** in three phases, long, medium and short term.

- i) Long term – incorporates all the statutory key stage requirements within termly/topic plans and whenever relevant identifies effective homework opportunities.
- ii) Medium term – includes differentiated learning objectives that must be linked to the **new** curriculum, suggested teaching strategies, explicit

contributions to the development of literacy, numeracy, ICT, SMSC and assessment opportunities to use as indicators of in year progress and the use of assessment to inform T&L ( summative and formative assessment).

- iii) Short term - (written by teachers on a weekly or daily basis for each lesson), sets out suitably differentiated learning objectives and identifies the resources and activities needed for each ability group.

## Organisation

Time allocation in hours

|                            | Year 5 | Year 6 | Year 7 | Year 8 |
|----------------------------|--------|--------|--------|--------|
| <b>Core Subjects</b>       |        |        |        |        |
| English                    | 6      | 6      | 5      | 5      |
| Mathematics                | 6      | 6      | 5      | 5      |
| Science                    | 3      | 3      | 3      | 3      |
| ICT                        | 1      | 1      | 1      | 1      |
| <b>Foundation Subjects</b> |        |        |        |        |
| Art                        | 1      | 1      | 1      | 1      |
| Design & Technology        | 1      | 1      | 1      | 1      |
| French                     | 1      | 1      | 2      | 2      |
| Geography                  | 1      | 1      | 1      | 1      |
| History                    | 1      | 1      | 2      | 2      |
| Life Studies               | 1      | 1      | 1      | 1      |
| Music                      | 1      | 1      | 1      | 1      |
| Physical Education         | 2      | 2      | 2      | 2      |

### Notes

- *Ability groupings – Students are setted for English and Mathematics in all years except year 5 maths where banding is present and for French in year 8 only. In all other subjects, students learn in mixed ability groups. Provision for the more able is embedded through differentiation in all classes including sets*
- *Extra-curricular activities enrich the learning experience of our students.*
- *Life Studies encompasses a wide range of learning that includes the study of; personal, health, citizenship(promoting British values), spiritual, moral, social, cultural, religious and safeguarding education. The latter addresses issues of forced marriage, radicalisation, FGM and internet safety.*
- *Intervention – Underperforming students receive additional targeted support until their performance reaches age related expectations. This can be provided in or out of the classroom or by the teacher or a member of the intervention team.*

## **Monitoring and review**

- Our Governing Body's Achievement Committee is responsible for monitoring the way the school **mastery curriculum** is implemented. This committee reviews performance of each subject on a termly basis using assessment data collected over the year.
- A named Governor has responsibility for each faculty and liaises with the faculty leader, monitoring closely the way the school teaches in these faculties, in its biannual cycle of review and development. Governors have scheduled biannual visits to see their faculty in action.

## **New Assessment system**

A new assessment system has been used from September 2017 which enables our school to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to use the system to report regularly to parents. This is a package known as target tracker.