Marden Bridge Middle School

Empowering Minds Inspiring Futures

Curriculum Policy

2026

Approved by FFS&S Governor Committee	
Name:	Mr J Newport
Position	Headteacher
Signed:	J Newport
Date:	6/10/2026
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1. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2. Curriculum Intent

The National Curriculum provides us with a framework for the content to deliver in each discrete subject area. As a school, however, we hold a set of core academic values through which we deliver these distinct disciplines. Our curriculum seeks to:

- Enable pupils to learn and retain **knowledge, understand concepts** and **acquire skills,** and be able to apply these where appropriate;
- Deliver the disciplinary knowledge in a way that embeds **progression**, building on prior learning and enabling greater depth of understanding.
- Foster a love of reading in all pupils, developing their **literacy** skills, and enabling them to become confident readers and proficient writers;
- Develop pupils' **numeracy** skills, making them confident with number manipulations and preparing them for economic confidence in later life;
- Support pupils in building their **Cultural Capital,** through targeted **Careers** guidance, **Creativity** opportunities and developing their moral compass through **social, moral, spiritual and cultural** opportunities.

As a middle school we are bridging the gap between key stage 2 and 3, and our curriculum progression maps are explicitly designed to reflect the escalation of challenge and expected outcomes from pupils as they develop into secondary aged pupils. The curriculum offer is broad and balanced.

3. Curriculum Implementation

Each department designs and maintains its own progression map, sharing how knowledge and skills are delivered progressively across all four year groups. These are vertically integrated, balanced and rigorous maps of learning over four years at Marden Bridge, and are accompanied by the following planning documentation:

i) Long term plans are submitted by Faculty Leaders each September with the planned sequence of learning, published on the school website.

ii) Medium term plans are created by subject specialists, and include adaptive learning objectives that are linked to the curriculum, suggested teaching strategies, explicit contributions to the development of literacy, numeracy, SMSC and creativity. Assessment opportunities are clearly indicated as markers of in year progress, using both summative and formative methods as applicable.

iii) Short term planning (by teachers on a weekly or daily basis for each lesson) sets out suitably adaptive 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**
Core Subjects				
English	6	6	5	5
Mathematics	6	6	5	5
Science	3	3	3	3
ICT	1	1	1	1
Foundation Subjects				
Art	1	1	1	1
Design & Technology	1	1	1	1
French	1	1	2	1
German				1
Geography	1	1	1	1
History (& Citizenship at KS3)	1	1	2	2
Life Studies	1	1	1	1
Music	1	1	1	1
Physical Education	2	2	2	2

Notes

- *Ability groupings*
    - *English lessons are taught in mixed ability groupings with specialist provision for those pupils with significantly lower attainment.*
    - *Mathematics is taught in bands, with a top set and a bottom set spaced out between 4 mixed ability groups.*
    - *All other subjects are taught in mixed ability groupings.*
    - *Provision for the more able is embedded through adaptive teaching in all classes including sets*
- *Extra-curricular activities enrich the learning experience of our students.*
- *Swimming is delivered in yr5 in line with PE curriculum documentation.*
- *Masterclass/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.*

4. Curriculum Impact

- Faculty Leaders assess the impact of their planned curriculum through learning walks (held termly) and their own work scrutinies, focusing on non-specialist teaching where applicable. They attend Pupil Progress Meetings held after each data capture, where the faculty leader presents, to the headteacher, the impact of the curriculum from a data and evidential basis.
- Senior Leadership curriculum monitoring occurs throughout the year, following a pre-published calendar of formal appraisal cycles, lesson observations and work scrutinies. These tools are accompanied by discretionary Headteacher drop ins where appropriate.
- 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.
- Our Governing Body's Teaching and Leadership Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews performance of each subject on a termly basis using assessment data collected over the year.