Marston Thorold's Charity C of E Primary School

Marston Thorold's Charity Church of England Primary School

Curriculum Policy

With Teaching and Learning and Subject Areas Appendices

Approved by:	**EHT & SLT**	**Date:**	**July 2025**
Policy Date:	**March 2022**		
Reviewed	**June 2023 & July 2025**		
Next review due by:	**July 2027**		

Vision and Values

Our vision was written in conjunction with our pupils and staff and is at the heart of curriculum design:

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

Our Central Christian text is:

'Love your neighbour as yourself.' Matthew 22:39

Our Christian Values:

Aspiration
Perseverance
Creativity
Thankfulness
Compassion
Respect

'TOGETHER IN FAITH WE ASPIRE TO ACHIEVE OUR TRUE POTENTIAL'

1. Curriculum Aims

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

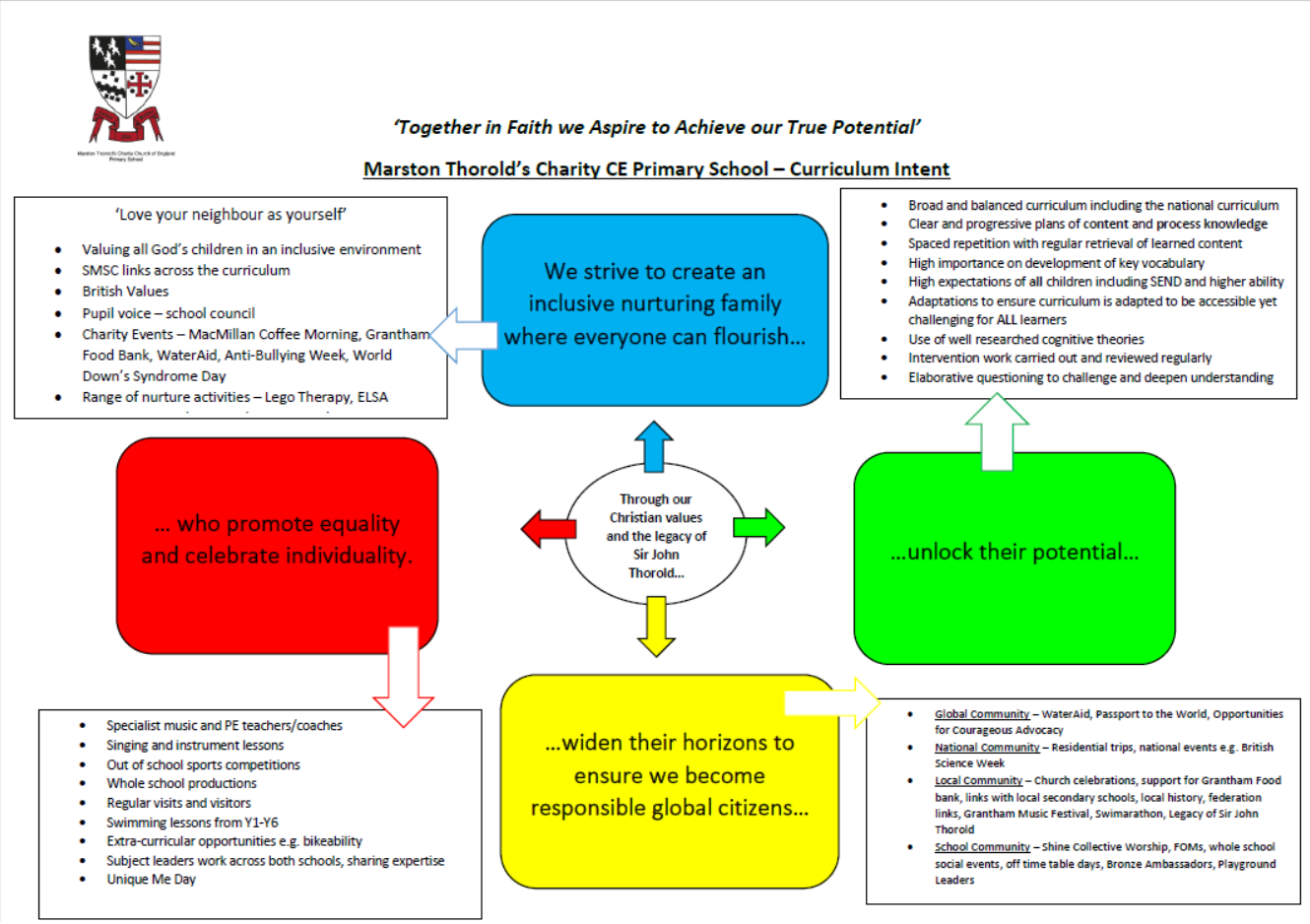
Our curriculum intends that **Through our Christian Values and the legacy of Sir John Thorold.**

- **We strive to create an inclusive, nurturing family where everyone can flourish**
  - *We aim to provide a broad, balanced curriculum with a wide variety of experiences which nurture the talents of our children to become creative, enquiring learners and effective communicators who aspire for excellence*
- **…Unlock their potential and widen their horizons**
  - *We aim to develop confident, resilient, curious, independent and knowledgeable children through a coherent, structured curriculum which builds on prior learning so that individuals are challenged to reach their true potential and ready for the next stage in their education.*
- **Faith inspires all that we do…**
  - *We aim to foster happy and healthy children within a safe environment that are given the help they need to learn, grow and achieve as much as they possibly can in an atmosphere which nourishes a healthy body and mind. Through their*

learning about the Christian faith, they develop the values of thankfulness, respect, compassion, perseverance, creativeness and aspiration.

- **Ensuring we become responsible global citizens who promote equality and celebrate individuality**
    - *We aim to help our children aware of their role within the communities in which they belong, to be responsible for the choices they make and to foster an understanding of their importance as global citizens and their ability to make a difference.*
- Support pupils' spiritual, moral, social and cultural development
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Our Curriculum Intent



2. 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 Maintained Schools Governance Guidance

3. Roles and Responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the executive headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Executive Headteacher

The executive headteacher (Elaine Bedford) is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Curriculum Lead

The Curriculum Leader (Amy Richardson) maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders review their curriculum and assessment to ensure that pupils' learning becomes increasingly more challenging as they move through the

year groups, and to maintain an overview of standards within their subject. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs. See 'Subject Leader Handbook' for further information on the role of the subject leader.

Curriculum **SENCO**	Amy Richardson**	**Teaching and Learning**	Nicola Woolerton
EYFS	Kelly Matthews	**Maths**	Ian Woolerton
Phonics		**Science**	Cathy Liversidge
Reading/Writing	Kelly Matthews/Amy Richardson**	**RE** **PSHE/RSE**	Ian Woolerton
Computing	Emily McKee	**PE**	Sophie Lamb
History	Amy Richardson	**Art**	Nicola Woolerton
Geography		**Design and Technology**	
French	Sophie Lamb	**Music**	Martha O'Brien

**Amy Richardson is on Maternity Leave from Sept '25. SENCo will be Kelly Matthews; Writing Co-ordinator will be Ian Woolerton)

Class Teachers

Class Teachers have the final responsibility to produce class specific, medium-term planning for their pupils. They can adapt the learning activities to meet the Learning Challenge to suit their classes/individuals and their preferences to ensure maximum progress for their classes. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes learning that help children: develop into responsible local and global citizens; develop as independent, creative and resilient individuals; reach their true potential and develop as unique, well-rounded individuals.

Support Staff

Support staff should actively help in delivering lessons by adapting learning tasks for individuals they are working with to ensure they can access these. They should liaise with the teacher on the progress of individual or groups of pupils and discuss future adaptations. They should use effective marking and feedback as required. They should demonstrate high expectations and celebrate achievements, asking questions and clarifying tasks when necessary. They should provide support for other members of the class than their designated pupil where possible.

4. Organisation and Planning

- Our curriculum is knowledge based and vocabulary rich; it is coherently and sequentially planned in discreet subjects with carefully considered knowledge to meet the needs of our children. Our curriculum has been specifically designed to help children to know more and remember more.
- When designing each subject, our aims were at the forefront of the planning. Each subject aims to help children: develop into responsible local and global citizens;

develop as independent, creative and resilient individuals; reach their true potential and develop as unique, well-rounded individuals.

- Where links can be made that enable connected learning and a deeper focus on the content, these are explored, planned for and form part of our curriculum design. However, our focus is to deliver each individual subject effectively with a clear focus on well-chosen knowledge which enables children to become fully immersed in each subject. We want children to fully embody each subject and have the opportunity to learn content specific knowledge in depth and have a strong understanding that will enable them to independently make links across the curriculum. For example, in history, we want children to truly understand what is means to be a historian and become a historian during their lessons.
- Our curriculum has a clear focus on encouraging children to independently link their learning. This is supported though our 'Builds On' and 'Future Learning' at the start of lessons; our use of Working Walls; retrieval practices and knowledge recaps. Each lesson begins with the teacher and children working collaboratively to link their new learning back to prior learning and forward to what they are going to learn in the future. There is also a focus on linking each lesson to our vision which helps children build a big picture of learning.
- We have carefully designed out curriculum to suit the local needs of our school and children.
- Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- Each subject has a curriculum overview and a knowledge progression. The knowledge progression clearly identifies the types of knowledge in each subject and the specific knowledge covered in each unit for each year group. It has been planned to ensure that knowledge is sequential and is increasingly challenging, allowing children to build schemas, know more and remember more.
- Curriculum leaders have clearly planned 'Builds On' and 'Future Learning' which enables teachers and children to link their learning, helping enabling knowledge to move into long term memory.
- Knowledge is at the heart of our curriculum. Each subject has carefully planned content knowledge and process knowledge. Content knowledge is 'what' the children are learning; it is the specific, factual content for the subjects, which must be connected into a careful sequence. Process knowledge is the action taken within a particular subject to gain knowledge; it is knowing how to, as opposed to knowing what. For example, in history, this includes historical enquiry and in science, this includes working scientifically.
- The two-year cycle has been carefully considered and planned for to ensure that learning remains sequential and builds on year on year for each and every child. For example, in history, whilst all children are taught the same content knowledge, the process knowledge is differentiated into individual year groups to allow for progression, challenge and support.
- Medium term plans are written for each unit of work. They include learning challenges, knowledge covered each lesson, key vocabulary, resources, and activities with differentiation identified.
- Knowledge organisers form part of our knowledge rich curriculum. Each unit in history, geography, science or RE has a tailor-made organiser that includes the key knowledge

that all children should learn during that unit. The knowledge organiser is used continually throughout units of work. They act as an aid in lessons (specially for key vocabulary and content knowledge), an assessment tool and a tool for knowledge recap and recall.

- Working Walls are used to display and reference our 'learning journey' within each subject. Enquiry questions, key vocabulary, learning concepts and knowledge are added to the wall after each session and referenced when reminding children of prior learning. They build up during the term in order for pupil to answer the enquiry question (in Foundation subjects).
- Working Walls in English reflect the focus on audience and purpose for the particular unit of work.
- We recognise and celebrate the importance of a vocabulary rich curriculum. We recognise that the concepts and big ideas of each subject, unit and lesson are generally unlocked with a solid understanding of subject specific, tier three vocabulary. They are the gateways into the individual subjects. If we want pupils to know more and remember more, it is worth spending time teaching vocabulary, talking about vocabulary, and showing vocabulary in lots of different contexts. This is why key vocabulary is carefully planned for in each subject and is prominent on our knowledge organisers and in our classrooms.
- We used a range of resources to support with the teaching of our curriculum. These include (but are not limited to) KAPOW, Singup and Purple Mash. Whilst we use resources to support the teaching of our curriculum, we focus on choosing aspects of these adapting any resources to suit the needs of out pupils. The use and adaptation of resources are carefully planned as part of our curriculum design to ensure that our curriculum is personal to our school and meets the need of our school community.
- Foundation Subjects are under review currently. History and Art curriculum have been completed with the aim of improving Assessment for Learning through reducing content knowledge but ensuring key knowledge is more embedded. Music and RE curriculums are due for review by July 2025 and February 2026 respectively.
- See our EYFS policy for information on how our early years curriculum is delivered.

Following the National Curriculum, legislation and guidance for maintained schools, our curriculum includes:

- Relationships and Sex Education. See our RSE policy for information of our intent, implementation and impact.
- Spiritual, moral, social and cultural development. There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum. See our SMSC Policy and Progression for further information.
- British values are woven throughout our curriculum with an additional focus day or half day each year. They are also a specific focus in our PSHE curriculum.

5. Inclusion and Adaptation

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are working at a greater depth

The strategies we will use to do this include:

- Ensuring quality first teaching at all times
- Using support staff effectively to provide extra support
- Working with our SEN Co-ordinator (SENCo – Amy Richardson), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing writing frames and word banks
- Using our Whole School Provision Map
- Using our Curriculum Scaffolds to support learning in all subject areas
- Using, adapting and utilising the support plans of children with SEND

6. Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with subject leaders
- Joint monitoring with subject leaders
- Pupil voice
- Meetings with SLT
- Attending staff meetings/CPD

Subject leaders are given management time to effectively monitor their subject and their curriculum. They monitor the way their subject is taught throughout the school by:

- Book and planning scrutinies
- Learning Walks
- Pupil voice
- Staff voice
- Lesson observations
- Data analysis
- Moderation of work within the federation and beyond
- Feedback from parents/carers
- Learning environment scrutiny

After monitoring, the Curriculum Lead, SLT and subject leaders evaluate the monitoring with a focus on:

- What does our evidence tell us?
- Are standards high enough?
- Could children achieve more?
- How can the quality of learning be improved?
- What is happening in teaching which is resulting in the observed outcomes?
- Are resources being used to the best effect?

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by Curriculum Lead. At every review, the policy will be shared with the full governing board.

7. Governor Links

Whilst many subjects have specific governors allocated, a curriculum working party is prevalent in monitoring the curriculum, including Lucy Jones.

Appendix A to Curriculum Policy

Teaching and Learning

Guidelines for effective teaching and learning

At Marston Thorold's Primary School, we pride ourselves on keeping up to date with current research and best practice in teaching and learning so we have a clear, current understanding of how learning takes place and promotes the enjoyment of learning knowledge for lifelong learning. To do this, we engage with a variety of external providers including, but limited to, the LEARN teaching centre, LEAD teaching hub and the EEF.

When designing our Teaching and Learning, ethos and environment, we utilised the EEF's Teaching and Learning Toolkit to ensure our approach is evidence based and effective.

This includes the use of:

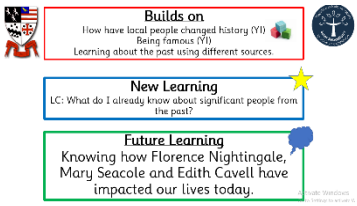
- **Feedback** – "Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning."
- **Collaborative Learning Approaches -** A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates
- **Phonics** - Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds.
- **One to one tuition** - One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.
- **Teaching Assistant Interventions**
- **Small group tuition**

Optimum Learning Environment

At Marston Thorold's Primary School, we have devised our learning environment and lessons based on Rosenshine's 10 Principles of Instruction.



1. **Review Learning at the start** - As our cognitive load is quite small, if we don't review previous learning, then us trying to remember old information will get in the way of us trying to learn new information. We begin each lesson with a recap of previously learnt learning. Each of our curriculum areas has planned 'Builds On' learning to help teachers facilitate this process. We use our 'Context for Learning' slide to support this process.



2. Present new material in small steps – Cognitive Load Theory explains how our working memory has a limited capacity. So, if students are presented with too much information at once, the brain suffers from something known as overload. This causes the learning process to slow down or even stop since the brain can no longer process all the information being presented at that one time. To ensure this doesn't happen, teachers plan lessons to introduce new material in small, managable steps. Our detaied knowledge progressions aid this progress.
3. Ask lots of good questions - Engaging in effective questioning techniques is one of the most powerful tools a teacher can use to enhance student learning and encourage them to explore a topic in more depth.
4. Provide models and working examples - Providing a way for students to make connections and links within their learning not only enhances their memory recall, but also allows them to understand new information quickly.
5. Practice using the new materials - This principle highlights the importance of providing students with enough time to ask questions, practise retrieval, or get the help they need. It's not enough for a student to learn information once, they have to keep rehearsing it through summarising, evaluating, or applying this knowledge. For example, each lesson begins with a knowledge recap using knowledge organisers as a tool to facilitate this.
6. Check for understanding – We take intermittent periods throughout the lesson to stop and gauge whether students are understanding the learning material. This can be done by asking students to summarise the information, asking questions about the material, what their opinion is, or asking them to make a presentation.
7. Obtain a high success rate - Rosenshine believed that teachers should be obtaining high success rates from their students during classroom instruction. By having high success rates for tasks set during lesson time, students will perform better when practising alone as a result.
8. Provide scaffolding and support - When introducing students to more complex material, Rosenshine suggests utilising scaffolding in your lessons. Scaffolding is when teachers facilitate students' gradual mastery of a concept or skill by gradually reducing teacher assistance. There is a shift of responsibility over the learning process from the teacher to the student. The temporary support it provides helps students reach higher levels of skill acquisition and comprehension that would have not been possible without assistance. Each of subjects has a scaffold guide to facilitate teachers to do this.
9. Encourage independent practice - Although scaffolding is important, our students should also be able to complete tasks independently and take responsibility for their own learning. Developing independent learners is important as it helps students to stay motivated and improve their academic performance. For example, each Maths lesson ends with 'Independent Practice' to allow children the opportunity to independently apply their acquired knowledge from the earlier, more scaffolded and guided parts of the lesson.
10. Weekly and monthly review - The final principle is an extension of the first, but involves spacing out reviews of previous learning over weekly and monthly timeframes. This combination of spacing and retrieval is a strategy called successive relearning which involves spacing out the use of retrieval practice techniques on several occasions over time, until a certain level of mastery has been achieved. For example, our pupils use mind maps in their History, Geography and RE lessons to review learning at the beginning and end of a topic. In Maths, pupils complete regular reviews to check understanding and help learning enter the long-term memory. In Foundation subjects,

children record a minimum of two Knowledge Recaps in their books for each topic to review and revise key learning.

1. Learning Environment

When pupils are at school, learning will take place in our classrooms, outdoor spaces, school hall and any other suitable learning environment within the school grounds.

These spaces will be kept safe, clean, tidy and ready for pupils to use them.

They will be arranged to promote learning through having:

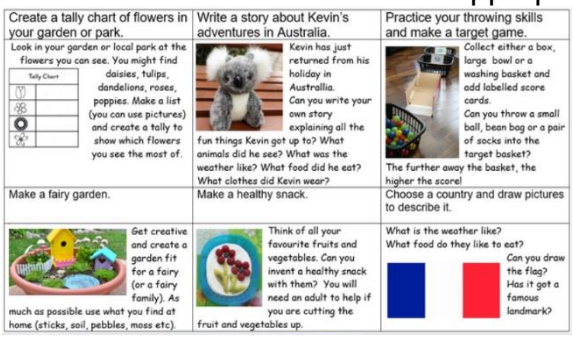
- Working walls that are continually added to and adapting to reflect the children's current learning and act as a learning aid. These are in line with subject specific expectations.
- Key vocabulary displayed throughout the classroom
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Clear, tidy work spaces

2. Homework

Homework will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All homework will be made available in project journals and on the class pages of the school website.

Homework comes in the form of a 'Homework Grid' where children are asked to complete one task each fortnight. The tasks are varied and aim to be appropriate for all learners.



Any necessary equipment or resources will be provided, loaned or made accessible, if requested.

3. Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

See Marking and Feedback Policy for further information on this area

At Marston Thorold's, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.

- Involving all staff, pupils and parents in the assessment process.
- Regularly monitoring progress.
- Through our Shine worships we acknowledge achievement
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and to unlock their potential. It is also necessary to provide a framework to inform future adaptations and is used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class, or whole-school level. This will include:

- Live marking including verbal feedback
- Questioning
- identification of focus groups
- Knowledge retrieval practices
- Effective deployment of support staff

We will track pupils' progress using a combination of formative and summative assessment. Summative assessments take place three times per year and help to inform teacher judgements. These assessments feed into termly Progress Dialogues.

We will report to parents three times a year including two parents' evenings and a written report to parents at the end of the school year. Our reports to parents will include all assessment outcomes from statutory assessments. The statutory assessments we carry out in school are:

- EYFS baseline
- Phonics screening in Year 1
- KS1 SATs in Year 2
- Multiplication check in Year 4
- KS2 SATs in Year 6

See Appendix B for detail about different subject areas

4. Remote Education

As a last resort, Remote Education will be offered where:

- · School is closed or there are restrictions on attendance;
- · Individual cases where a pupil is unable to attend school but is able to learn;

Every effort will be made to ensure pupils can attend school. In exceptional circumstances where this is not possible, this could be due to short-term infectious illnesses, preparing for or recovering from operations or injuries or where there is a mental health issue. The provision of remote education will be considered on a case by case basis and is used as part of a plan to reintegrate back into school. School will work with the Local Authority where it is clear that a child will be away from school for 15 school days or more and ensure Google Classrooms or other another alternative is in place for them to continue to access the curriculum.

Where remote education is used for individuals, agreements will be made with the parents to find a suitable alternative to face-to-face education as appropriate to the child's individual needs, age and ability. This will be regularly reviewed with the aim to return to face-to-face education as soon as possible. The provision of paper resources or the loan of laptops or iPads will be considered where appropriate.

Remote education provided will be equivalent in length to the core teaching time pupils would receive in school where possible while being mindful of the individual needs and circumstances of the pupil and their families.

Where remote education is provided at the last minute for a day when schools cannot provide face-to-face education, the school website will be used to provide learning for pupils.

5. Review

This policy will be reviewed every two years by SLT. At every review, the policy will be shared with the full governing board.

6. Links with Other Policies

This policy links with the following policies and procedures:

- Behaviour Policy
- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- SEN/SEND Policy and Information Report
- Marking and Feedback Policy
- Equality Information and Objectives

Appendix B Subject Areas

We are currently reviewing our Foundation/RE/Science curriculum, one subject at a time to provide more focused Key Knowledge for each curriculum area and to ensure Assessment for Learning is effectively employed. Each subject leader is leading their subject area following a similar strategy to the History curriculum however, all staff are involved in structuring their subject area with the leader responsible for ensuring progression is maintained from EYFS to Year 6.

English

At Marston Thorold's Primary School, our English curriculum is carefully designed to develop a genuine passion for reading and writing among all pupils. It is underpinned by a commitment to inclusivity, diversity, ensuring all children reach their potential and aiming to nurture each child's academic, emotional, and spiritual growth.

Our curriculum uses a wide range of diverse and high-quality texts to reflect different cultures and perspectives. We aim to broaden pupils' horizons, enrich their vocabulary, and build cultural capital. Classrooms are language-rich environments where pupils are immersed in literature that supports the development of imagination, creativity, and resilience.

- **Writing** is structured through text-led learning journeys, with clear end goals linked to audience and purpose, and aligned to a whole-school progression. Writing is structured in six week blocks around a key text with grammar objectives included in the teaching progression.
- **Spelling** is taught daily in EYFS/KS1 through the *Little Wandle Letters and Sounds* programme, and at least three times weekly in KS2, supplemented by statutory word lists.
- **Handwriting** is taught consistently across the school in accordance with our policy, and integrated with phonics and spelling instruction.
- **Reading** instruction begins with *Little Wandle* in EYFS and KS1, with focused group sessions on decoding, prosody, and comprehension. From Year 2 onward, pupils transition to fluency groups and Whole Class Reading in KS2, supported by the Accelerated Reader programme.

Provision is adapted to meet the needs of all learners, including those with SEND, through targeted interventions and pre-teaching where appropriate.

Writing is assessed termly against locally agreed criteria with regular whole staff moderations used to ensure this is accurate. Comparative Judgements is used annually by each year group as a check. Adaptations are made to ensure all children are making good progress and marking and feedback supports short term progress. Reading is assessed from Year 2 using Accelerated Reader Star Assessments and using Little Wandle for Reception and Year 1. NFER tests are used annually. Spelling tests are given weekly and focus on Active Spelling from Year 2 upwards. The spelling of Common Exception Words is a focus during feedback in books.

Maths

Mathematics at Marston Thorold's Primary School is designed to inspire curiosity, confidence and to unlock potential and widen horizons. Guided by our Christian values—such as aspiration, perseverance and creativity—we aim for every child to become a fluent and independent mathematician who can reason logically, solve problems with resilience and understand the relevance of maths in everyday life.

Our curriculum is carefully structured to build knowledge step by step, following a mastery approach rooted in the National Curriculum. Lessons are delivered daily, inclusive to all learners, and draw on a balance of concrete, pictorial and abstract methods to deepen understanding.

Teachers promote high-quality mathematical talk, support rapid intervention, and offer rich challenges to extend learning. The impact of this approach is seen in children's growing ability to explain their thinking clearly, use accurate vocabulary, and apply their knowledge in a variety of contexts. Learning is visible in classrooms through purposeful displays, well-presented books and confident pupil voice. Through careful monitoring and high expectations, we ensure every child achieves their potential, unlocking mathematical understanding that not only prepares them for future learning but empowers them to become reflective, capable citizens in a wider world.

Art and Design

Our Art and Design curriculum is designed to widen pupils' horizons and unlock their creative potential by exposing them to a diverse range of artists, cultures and artistic styles. Our curriculum focuses on four main areas: drawing, painting and mixed media, craft and sculpture. Throughout these areas they deepen their knowledge by being exposed to a range of artists from all around the world. We celebrate individuality by encouraging each child to express their unique perspective and voice through various styles and techniques. Through hands-on exploration and creative freedom, pupils gain confidence in their artistic abilities. Assessment in Art is embedded in thoughtful reflection, with children evaluating their own work and their peers through written annotations in their sketchbooks and verbal reflections in class discussions. This process nurtures a self-awareness and is developing our pupils as critical thinkers. Alongside reflections and evaluations, we assess the pupils on specific skills within each unit. We have thoughtfully planned the knowledge that is taught and assess this at the end of unit with a final piece of art.

Music

Our music curriculum is designed to nurture an inclusive and inspiring environment where every child can flourish creatively and confidently, aligning with our Christian values of creativity, aspiration and perseverance. We aim to lay strong musical foundations by providing enjoyable, hands-on learning experiences that foster self-expression and support emotional well-being. Each child's musical development is assessed across five key areas:

- **Listening and Evaluating**
- **Creating Sound** *(Key Stage 1)*
- **Composing and Improvising**
- **Performing: Singing and Playing**
- **Notation**

Progress is measured through ongoing reflection against the planned learning outcomes in each area. Assessment methods include teacher observations, evidence from class participation and performance, pupil discussions about their learning, and self-evaluation activities. This holistic approach ensures that both the creative and technical aspects of musical development are captured and nurtured. Every child is given opportunities to sing, play and explore instruments, listen to different music styles and evaluate their learning, while developing their musical knowledge and celebrating their individual talents. By offering a rich variety of musical activities both within and beyond the classroom, we help children understand their role within a wider community, encouraging them to become responsible global citizens who value equality, diversity, and the joy of shared creativity.

Computing

The computing curriculum is high quality, well thought out and planned to demonstrate progression. Coverage of computer science, digital literacy and information technology is achieved via discreet computing lessons. Digital literacy lessons are spread throughout the year and are supported by engagement with Safer Internet Day. This enables all pupils to become responsible global citizens and to use technology safely. Computer science is mainly taught using Purple Mash for continuity. However, other coding platforms, such as Scratch and Scratch Junior, are included alongside this to encourage creativity and to prepare the pupils for the next stage in their education. Information technology lessons use Microsoft software so that pupils are confident users of Word, Excel and PowerPoint before reaching the end of their primary school years. This knowledge is embedded in the wider curriculum as opportunities are given to use this technology when producing work in other subjects. Assessment of digital literacy is achieved through pupil voice. Computer science is assessed using judgements on Purple Mash. Information technology units involve creating a final document using the software that can be assessed. Our curriculum will unlock the potential of our pupils by giving them the life-skills needed to become competent, confident and knowledgeable users of technology.

Geography

Assessment in geography is designed to support and enhance pupils' learning by systematically identifying their prior knowledge, monitoring progress, and addressing any gaps in understanding. Rooted in our Christian values and inclusive ethos, this approach ensures that all pupils are nurtured to flourish and unlock their full potential as curious and capable geographers.

A key feature of assessment in geography includes the strategic use of 'mind maps'—conducted both before and after the study of each geographical unit. Prior to the unit, pupils are encouraged to independently record everything they know about the topic. This not only gives teachers insight into existing knowledge and misconceptions but also allows pupils to feel seen and valued for their unique starting points, celebrating individuality. Following the unit, a second mind map enables pupils and teachers to reflect on the knowledge gained and retained, offering a clear and meaningful measure of personal and collective progress.

In addition to mind maps, knowledge recaps are regularly embedded throughout lessons. These include quizzes, questioning, and low-stakes retrieval activities that revisit key learning from previous lessons, weeks, and year groups. This consistent reinforcement supports long-term retention and inclusive participation, while providing teachers with an ongoing formative tool to assess how well knowledge has been secured over time.

Assessment outcomes are systematically used to identify learning gaps and guide teaching. Where necessary, lessons are adapted and targeted support is planned, ensuring that misconceptions are promptly addressed. This responsive and cyclical process not only raises academic standards, but also supports our wider vision of developing responsible global citizens who value diversity, promote equality, and approach the world with compassion and confidence.

History

Through our history curriculum, we aim to provide all children with the key content and process knowledge to enable them to widen their horizons through understanding the past of Britain and the wider world. We work to ensure that every child is ready for the next stage in their education by nurturing their historical enquiry skills and chronological understanding. We want all children to be able to pose their own historically valid questions, analyse critically and make connections.

To achieve this, we have a carefully sequenced, progressive curriculum in place that builds up from EYFS to Y6; the order is logical and helps children to build a chronological narrative. All classrooms have a school agreed timeline that is built on through the year groups. This includes worldwide, national and local significant events that link to our personalised school curriculum. Each unit of work is underpinned by carefully planned content knowledge, chronological knowledge and process knowledge: the three are interwoven to provide all children with highly effective history teaching so they can unlock their full potential. We understand the importance of historical skills and have a real focus on using sources and artefacts to bring this process knowledge to life. Working walls (in the form of learning journeys that build up each week) and relevant historical vocabulary further enhance our curriculum offer. We have thought carefully about our historical themes, individuals and concepts explored to ensure that we help children become responsible global citizens who promote equality and celebrate individuality.

We know that our curriculum is successful because of our school agreed assessment process. At the end of each unit of work, children engage in self-reflection against key knowledge drawn from the curriculum. A well-planned assessment activity is also completed that matches the assessment criteria from the self-reflection. Together, these help to form our teacher's assessment judgements. Furthermore, we use regular knowledge recaps as both an assessment tool and as a metacognitive strategy to help ensure that the sticky knowledge children are being taught is entering their long-term memory.

Design and Technology

Our Design and Technology (DT) curriculum is closely aligned with our school vision and values, supporting pupils to flourish, unlock their potential, and widen their horizons. Rooted in our Christian ethos, DT encourages children to become innovative thinkers and responsible global citizens. Through a structured process of research, planning, designing, making, and evaluating, pupils develop practical skills and critical thinking across key areas such as structures, mechanisms, electrical systems, food, and digital communication. We celebrate these practical skills through showcasing pupils' work around school and with our wider school community. The curriculum promotes *creativity* and *aspiration* as children bring their ideas to life, DT at our school nurtures individuality, encourages curiosity, and prepares children to make meaningful contributions to the world around them.

Our Design and Technology (DT) curriculum is closely aligned with our school vision and values, supporting pupils to flourish, unlock their potential, and widen their horizons. Rooted in our Christian ethos, DT encourages children to become innovative thinkers and responsible global citizens. Through a structured process of research, planning, designing, making, and evaluating, pupils develop practical skills and critical thinking across key areas such as structures, mechanisms, electrical systems, food, and digital communication. We celebrate these practical skills through showcasing pupils' work around school and with our wider school community. The curriculum promotes creativity and aspiration as children bring their ideas to life, DT at our school nurtures individuality, encourages curiosity, and prepares children to make meaningful contributions to the world around them.

Physical Education

At Marston Thorold's Charity CE School, our vision for Physical Education is rooted in our Christian values and commitment to nurturing confident, resilient, and healthy individuals. Our intent is to ensure all children develop physically and mentally, fostering healthy minds and bodies through active participation in a broad range of physical activities. We aim to widen pupils' horizons by promoting curiosity, independence, creativity, and leadership, while encouraging fair play, sportsmanship, and a lifelong commitment to health and well-being. This is implemented through high-quality, inclusive PE lessons taught for a minimum of two hours each week, where pupils engage in varied, enjoyable sports that build foundational

skills, positive attitudes, and teamwork. Lessons are tailored to meet individual needs, with adaptations, challenges, and targeted support—including for children with SEND—to ensure all learners succeed. The impact of our approach is reflected in pupils' physical development, growing confidence, and positive attitudes towards physical activity. Progress is carefully assessed through pupil voice, performance tracking, and regular moderation across our federation, ensuring all children are equipped for lifelong physical health and are prepared for the next stage of their education as active, reflective, and responsible individuals.

PSHE

At our school, the teaching of PSHE is guided by our vision: *Through our Christian values, we strive to create an inclusive, nurturing community where everyone can flourish, unlock their potential and widen their horizons.* Using the Kapow Primary PSHE scheme, our intent is to provide a high-quality, fully inclusive curriculum that equips children with the knowledge, understanding, and emotional literacy they need to develop into confident, respectful, and responsible citizens. Our approach nurtures self-belief, emotional wellbeing, and a strong sense of identity, rooted in our Christian ethos.

PSHE is delivered through Kapow's carefully sequenced units, covering key themes including *Family & Relationships, Health & Wellbeing, Safety & the Changing Body (RSE), Citizenship and Economic Wellbeing*. Lessons are interactive, age-appropriate, and designed to promote discussion, reflection, and empathy. Spirituality is woven throughout as children explore who they are, their connections with others, and how they respond to the world around them. The curriculum enables pupils to appreciate diversity, understand consent and safety, manage emotions, and consider how they can make positive contributions to their communities and the wider world.

The impact of our PSHE teaching is visible in the way children behave, interact and make decisions. They flourish in a safe and nurturing environment where values such as kindness, respect, and responsibility are lived out. Pupils develop the confidence to speak openly, celebrate individuality, and grow into thoughtful, resilient individuals—ready to engage with the wider world as responsible global citizens who promote equality and live with purpose and compassion.

RE

Religious Education (R.E.) at our school is rooted in our Christian vision: *Through our Christian values, we strive to create an inclusive, nurturing community where everyone can flourish, unlock their potential and widen their horizons.* Guided by the Lincolnshire Agreed Syllabus and the Understanding Christianity resource, our intent is to provide a rich, balanced and engaging curriculum that encourages all pupils to explore faith, belief and big questions about life. R.E. plays a vital role in helping children reflect on their own values and beliefs, develop respect for others, and grow as responsible global citizens who promote equality and celebrate individuality.

Through carefully sequenced lessons, high-quality resources and meaningful discussion, children learn about Christianity and a range of world religions and non-religious worldviews. The implementation of our RE curriculum enables pupils to build a strong theological foundation by exploring core concepts, making links across texts and themes, and applying their learning to everyday life. Learning is inclusive, reflective and challenging, supporting all pupils in developing their knowledge, vocabulary and spiritual awareness.

The impact of this approach is seen in pupils who are thoughtful, compassionate and articulate about their beliefs and the beliefs of others. They demonstrate curiosity, respect, and a developing understanding of the diverse world around them. As a result, our children flourish both academically and personally, empowered to live out our school's values and make a positive contribution to their communities and the wider world.

French

At Marston Thorold's Primary School the teaching of French reflects our Christian vision: *"Together in faith we aspire to achieve our true potential."* Rooted in the legacy of Sir John Thorold and underpinned by our core values—aspiration, compassion, creativity, perseverance, respect and thankfulness—our language curriculum is designed to open children's eyes to the wider world, promote understanding of different cultures, and support each pupil in becoming a responsible and confident global citizen. We believe that learning a modern foreign language is not only an academic skill but a vital part of nurturing faith-filled, outward-looking individuals who embrace difference and celebrate individuality.

Our French curriculum is carefully sequenced and inclusive, building progressively from Year 3 to Year 6 using the *Primary Languages* programme. Lessons focus on developing key skills in listening, speaking, reading and writing, while also encouraging curiosity, collaboration and creativity. Vocabulary and grammar are taught in meaningful contexts, supported through songs, stories, games, and practical tasks. High expectations in both discussion and written work ensure all children are challenged appropriately, including those with SEND, who benefit from adapted resources, pre-teaching and scaffolded support. Questioning and repetition are used effectively to deepen understanding, with regular opportunities for pupils to revisit and apply what they have learned.

The impact of our French teaching is seen in pupils' growing confidence and enthusiasm for learning another language. Children leave Key Stage 2 able to communicate ideas in French with increasing fluency, accuracy and purpose. Through their learning, they develop a greater respect for other cultures and an appreciation of how language connects people across the globe. Progress is monitored through pupil voice, book scrutiny and assessment against national expectations. Ultimately, our pupils are not only well-prepared for the next stage of language learning, but also equipped with the mindset and values to thrive in a diverse and ever-changing world.