

Marsh Green Primary School

Curriculum Policy

2025-26



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Core purpose

At Marsh Green we see our role as educators in developing an enthusiasm for life-long learning. Through the learning experiences we provide, we aim to ensure that all children develop the skills, knowledge and understanding necessary for a successful future. We believe that the Marsh Green learning environment helps children to lead happy and aspirational lives.

This policy should be read in conjunction with the school's Teaching and Learning policy.

Core Values

Our school curriculum is underpinned by our core Marsh Green values: engagement, aspiration, resilience, creativity, care, pride and reflection. This means that, through the delivery of the school curriculum, we aim to create the conditions for children to:

- Be happy, cheerful and well-balanced.
- Be enthusiastic and eager to put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, sincerity and personal responsibility, on which to base their own behaviour.
- Behave in a dignified and acceptable way and learn to take responsibility for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others.
- Develop non-discriminatory attitudes.

Curriculum Definition

The Marsh Green Primary School Curriculum comprises all learning and other experiences, planned for our pupils. It is based on the statutory framework for the Early Years Foundation Stage and the National Curriculum for England (including provision for the teaching of Religious Education and Personal, Social, Health and Economic Education, including the statutory Relationships and Health Education curriculum.)

Our school curriculum is:

- Learned by pupils and embedded in their values, knowledge, understanding, skills, attitudes and behaviour.
- Modelled, intentionally and unintentionally, through the attitudes and behaviours of all members of the school community.
- Inclusive and provides progression and continuity, matched to individual pupils' needs.
- Broad, balanced, relevant, challenging and flexible.
- Actively promoting the spiritual, moral, cultural, social, mental and physical development of pupils.

Curriculum Aims

Our aim is that all children should:

- Learn to become adaptable, solving problems in a variety of situations both working independently and as members of a team.
Listen, read and convey their meaning accurately and appropriately through speech and writing, for a variety of purposes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop an enquiring mind and scientific, enterprising approach to problems.
- Have an opportunity to solve problems, using technological skills.
- Be capable of communicating their knowledge through various art forms, including art/craft, music, dance and drama, acquiring appropriate techniques to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage.
- Be aware of other times and places, recognising the links there are between family, local, national and international communities.
- Have some knowledge of the beliefs of the major world religions and worldviews.
- Develop agility, co-ordination and confidence, in and through physical movement.
- Know how to apply the basic principles of health, hygiene and safety, including online safety.
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources.

Curriculum Entitlement

Our school curriculum is designed to build on the knowledge and experience that pupils bring to school. In order for all pupils to access a quality school curriculum, we will:

- Plan and organise a range of interactive learning opportunities to engage and develop the whole child and enable pupils to make connections between different aspects of their learning.
- Plan for learning opportunities outside the classroom, before, during and after school hours, to enhance and extend children's experiences.
- Use real life and first hand experiences to develop children's knowledge and understanding of the world.
- Act as role models, inspiring learning through enthusiasm, professional expertise and by using innovative approaches and ideas.
- Encourage risk-taking, enquiry and experimentation and create an environment in which children and adults are challenged to question and investigate.
- Use high quality texts which engage children and raise achievement in reading and writing.
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We also ensure that each pupil has an entitlement to a curriculum which:

- Enables them to feel confident, valued and successful and to respect themselves and others as life-long learners.
- Enables them to work and learn together in a high quality teaching and learning environment.
- Is broad, balanced, flexible, inclusive, challenging and well-planned.
- Is matched to individual need.
- Provides the context for in-depth learning.
- Enables pupils to make a significant contribution to the school community and the wider world.
- Provides continuity that is effective and provides successful transition (home-school, preschool-school, class-class, school-school).

Curriculum Design

Mathematics

At Marsh Green Primary School, we teach Mathematics using Power Maths, which is a whole-class, textbook-based mastery scheme.

Power Maths is based on a small-steps approach, which means the concepts are broken down, so children can acquire a deeper, long-term, secure and adaptable understanding.

Power Maths has been designed to support and challenge all pupils and is built on the belief that everyone can learn Mathematics successfully, by building number fluency, confidence and understanding, step by step.

By adopting a Concrete-Pictorial-Abstract approach to learning, Power Maths allows children to tackle concepts in a tangible and accessible way. All ideas are built on previous knowledge and pupils have lots of opportunity to recognise the relationships between different topics.

English

At Marsh Green Primary School, we have designed a diverse English curriculum that provides pupils with rich and varied learning opportunities that help them to become confident and enthusiastic learners and communicators.

The English curriculum is focused around both planned teaching sequences using quality texts, and pupil engagement in related 'Big Writing Missions' over the school year. It is designed to promote a high standard of language and literacy, by equipping our pupils with a strong command of both the spoken and written word.

The English curriculum helps to develop pupils' love of literature through reading for enjoyment, the building of their own vocabulary through the study of language and structure of various texts, their ability to convey meaning through a range of genres, as well as their ability to recognise successes and edit, review, and make improvements.

Our English curriculum also encourages pupils to write in a range of genres and for different purposes. We provide a range and diversity of exciting writing opportunities, related to both quality texts and creative 'Big Writing Missions', all of which result in engaging, exciting and purposeful practice.

By articulating ideas before writing, our pupils can also focus more on their planning, drafting, proof reading, editing and ultimately their writing composition.

Science

At Marsh Green Primary School, we teach Science using the Plan Bee scheme.

We recognise the importance of Science in every aspect of daily life and give prominence to increasing pupils' knowledge and understanding of our world and to developing their proficiency in key scientific disciplinary skills.

We aim to develop the natural curiosity of pupils, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Pupils have weekly lessons in KS1 and KS2 and further cultural capital opportunities are provided, linked to the Science curriculum, such as visits to the Science Museum and local nature centres.

Other Subjects

Other subjects are taught using various schemes of work, as follows:

Subject	Scheme of Work
Art and Design Design Technology Geography History	Plan Bee
Computing	National Centre for Computing Education (Teach Computing)
Music	Charanga
PSHE	Collins My Life
Religious Education	SACRE Agreed Syllabus

Additional enrichment of the curriculum is provided through timetabled specialist teaching in PE, dance and drama and through our engagement with a range of specialist providers and initiatives. Examples of enrichment activities and partnership have included:

- Partnership with The Paul Hamlyn Trust, in the delivery of the 'The Story of Me' oracy skills project.
- Participation in the Barbican Teacher Lab project, funded by the City of London Corporation, which focuses on the development of oracy skills through history initially and with the potential to be used across our school curriculum.
- Partnership with the Royal Ballet School in the delivery of the Primary Steps ballet programme in Year 3 and the creation of Primary Steps pupil ambassadors.
- In-school workshops, such as road safety, NSPCC safeguarding and pupil health and wellbeing workshops.
- Theme week and theme day activities, such as Anti-Bullying Week, Hello Yellow Young Minds Awareness Day and Children in Need Day activities.
- A wide variety of extra-curricular activities, including termly talent shows, the School Choir, a diverse range of clubs, such as the science club, dance club, the Lego club and opportunities for children to manage their own clubs.

Curriculum Scrutiny

Subject leaders have a responsibility to ensure that there is coverage of the Programmes of Study in the National Curriculum in each subject and that continuity and progression is embedded into each subject and year group.

Year teams plan together on a weekly basis and phase leaders ensure equality of opportunity, continuity and progression across the curriculum, as well as checking for breadth, balance and challenge for all pupils.