Our Curriculum Design Statement



Mapperley Plains Primary School



"Education is everything. When children get the high quality education they deserve, it opens up a lifetime of choice & opportunity."

S. Sandberg

Inspiring learners.
Shaping futures.

'Education is not the filling of a pail, but the lighting of a fire.' WB Yeats

Our Mission is for the entire school community: to be kind, to be curious, and to be my best.



Every individual member of our community is encouraged to be kind to themselves, to each other and to our world. This is woven through daily interactions with each other, through our curriculum and is celebrated across the academic year through different events and achievement awards.

We challenge our school community to be curious as we believe curiosity is the key to learning. When we are curious about a subject, we are much more likely to remember information we have learned. It helps us ask questions and encourages us to be active about seeking information or experiences. Curious people can always find something interesting to explore.

Be my best represents the significance of us developing ourselves and learning the importance that you don't need to be **the** best at something in order to still be great at it. We aim to show our best attitudes, our best behaviour and our best learning in everything we do.

Underpinning our 'curriculum design' are our **key drivers**. These shape our curriculum, bring about the aims and values of our school, and respond to the needs of the school community. Our curriculum drivers at MPPS are: to provide a curriculum which is **relevant & memorable**, allows children to show **initiative**, celebrates **inclusivity**, develops **resilience** and demonstrates the **possibilities** available to the children.

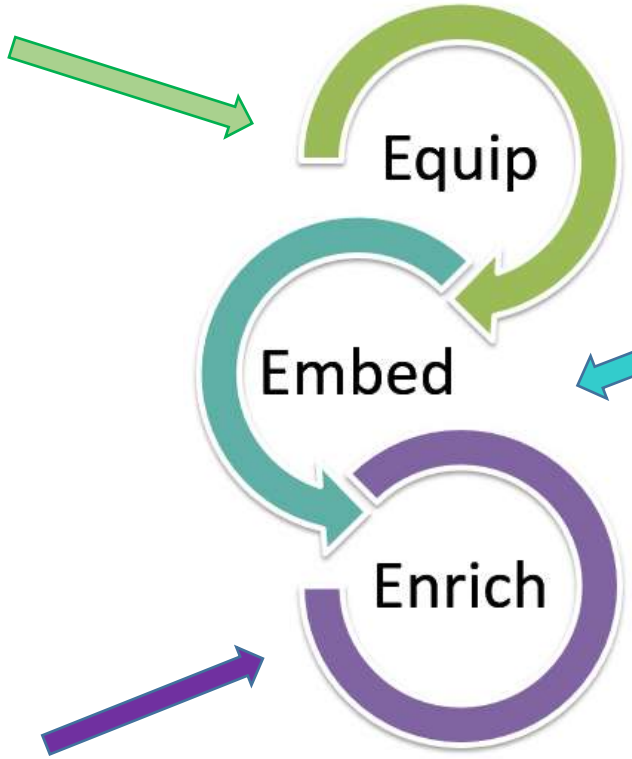
Mapperley Plains Curriculum Drivers:

#possibilities #inclusivity #initiative #resilience

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Curriculum Vision

Equipping pupils with **essential key skills, knowledge** & **values**, through **quality first teaching** which **supports** and **challenges** ALL pupils appropriately.



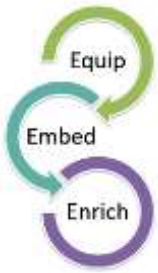
Embedding the **skills** and **knowledge** through **a well sequenced, progressive curriculum** which **excites, engages** & **challenges** ALL pupils, encouraging them to discover their **uniqueness.**

Enriching pupils' learning by providing a wealth of opportunities to **motivate, inspire,** broaden and build on pupils' **cultural capital, interests** and **aptitudes,** enhancing their knowledge, skills and understanding of the world, preparing them for future learning.

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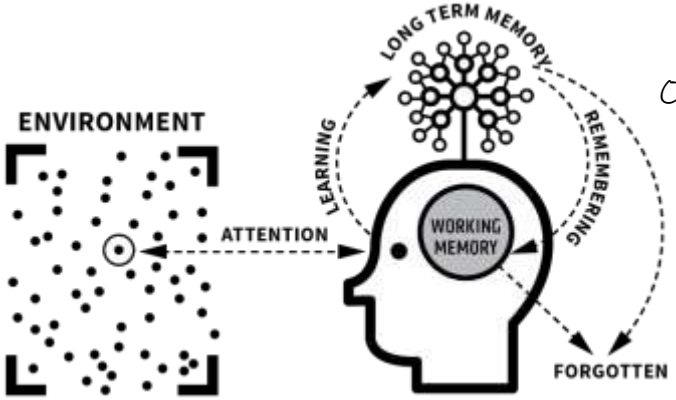


Curriculum Aims

At Mapperley Plains Primary School, our carefully constructed curriculum provides children with an ambitious high quality education. We believe that our curriculum is one that is broad and balanced and supports children in becoming well rounded, compassionate people who have a genuine love of learning.



Our aim is to ensure learning is exciting, relevant and meaningful and responds to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally and culturally. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a global society.



Our curriculum is based on two key principles:

1) Nothing has been learnt until it is in your long term memory
2) Memory is the residue of thought.

The curriculum design provides the bridge between our values and ethos and the National Curriculum.

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We believe that values underpin everything we do. They help us to form our attitudes, guide the choices we make and influence our behaviours. The whole staff team, governors, families and children are involved in promoting life values and recognising when others are living the values. We feel that there are too many values to just identify a select few. Values are delivered through our 'Mapperley Mission' and rules, as well as our daily interactions with the community.



Our curriculum is designed to allow each one of our learners to:

- Achieve the best possible academic standards, regardless of ability
- Develop skills and personal qualities for lifelong learning, preparing children to make an active contribution to society
- Explore real world experiences, so that children can see the relevance their learning has in the real world
- Become mentally and emotionally happy and resilient citizens, ready for the challenges of the 21st Century.

We have designed our curriculum with the following in mind:

- How children learn and remember – we recognise that progress means knowing more and remembering more and so we want our children to know more and remember more as a result of their time with us at MPPS

- Careful thought to the knowledge we want our learners to leave MPPS with, in every curriculum area

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• What our children need to succeed in life – we want our learners to have the ability to make aspirational choices and experience success beyond their time at MPPS.

Our curriculum has been designed in accordance with the Early Years Foundation Stage Curriculum and the Primary National Curriculum, ensuring the content and expectations of our own curriculum meet statutory requirements. Our curriculum also incorporates other experiences and opportunities which best meet the needs of the children in our school.

The full range of core and foundation subjects have been carefully mapped out across school in progression documents, so that knowledge, understanding, skills and concepts build over time. As a result of this, our aim is for all children to leave MPPS having mastered a wide range of concepts and skills and gained the knowledge that gives them a love of learning, prepares them for their next steps and develops an understanding of the world in which they live.

Children are also provided with opportunities to enrich and enhance their learning by offering a range of other experiences. These include things such as forest schools, residential visits, extra-curricular sports, arts, music clubs, taking part in music and drama activities, music lessons, Spanish lessons etc.



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Equip
Embed
Enrich

Curriculum Delivery



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As a school, we follow our Progression Maps in each curriculum area, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills are taught across all year groups. We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both substantive (the factual knowledge for each subject) and disciplinary knowledge (the action taken within a subject to gain knowledge e.g. geographical fieldwork and map work).



We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning e.g. 'Why is Brazil in the news again?' or 'Why is the earth so awesome?'

To excite the children and 'hook' them into their learning experiences, every classroom environment has a display and associated resources which reflect the theme that the children are learning about. The 'Learning Journey' display is developed throughout the theme, displaying the learning which has taken place, including work samples, vocabulary, key knowledge learned, photographs etc.



Each theme starts with an Entry Point. Parents are often involved with such events which could involve them coming into school or support children at home with research.

Children engage in memorable experiences to enhance their learning, and further develop their knowledge and understanding. This could be a visit to a place, a visitor into school or a practical activity or experience led by school staff. Examples

include 'Big Bus Tour', Brackenhurst trip, Residential to Boggle Hole, visit from Dog's Trust, theatre trip, link with Nottingham Playhouse.

To ensure that children see a relevance and a purpose to their learning, we plan for learning to build towards an authentic outcome at the end of the term. This is an opportunity for children to showcase their learning to a wider audience, for example through an exhibition to parents or the school community or similar.



Quality texts are integral to our curriculum approach in all phases; we value reading enormously and understand the importance part it plays in enabling children to access to the wider curriculum. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. Quality texts are chosen in English as the basis for the teaching of our bespoke 'writing sequence'. We ensure as far as possible that the texts chosen as the driver for English link to the termly theme. During the term, children will experience a range of different genres.

Quality first teaching which is sequenced and shows clear progression is central to our curriculum. The use of curriculum progression documents and planning formats supports this approach with children building knowledge, skills and concepts over time – both within the year group curriculum, but also building on, and making connections with, prior knowledge from other years in school.



As part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year.

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Developing the use of the correct vocabulary in subjects is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stakes mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.

Evidence based research, such as that of Rosenshine's Principles is used to support us in our drive to ensure Quality First Teaching takes place in every classroom every day.



Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system.

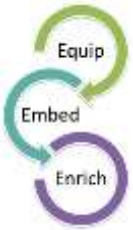
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In core subjects, staff work in teams to ensure there is collective responsibility for the curriculum. This means that a team of staff are responsible for the action planning, resourcing, monitoring and evaluation of their curriculum area throughout the year.



Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: planning analysis, learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders

We have high expectations for the quality of teaching across school at MPPS. We ensure that continued improvement is the focus of Quality Assurance Plan by focusing on how staff can share good practice between each other, what areas for improvement they have and what high quality CPD can be provided to support their improvement.



Curriculum Expectations

As a result of our well planned and implemented curriculum, we would expect the impact to be that:

*Our children show kindness, compassion, empathy and courage

*Our children demonstrate a passion and thirst for learning

*Our children achieve well – all making good progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2

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*Our children have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21st Century. They are able to make connections between key knowledge and concepts, demonstrating that they know more and remember more as a result of their time with us

*Our children have access to a wide and varied curriculum, enabling each of them to excel as individuals and be the best they can be

*Our children have high aspirations for the future and know that these can be realised with hard work and determination

*Our children are mentally and emotionally happy and resilient learners

*Our families work in partnership with us to ensure their child's journey at MPPS is a positive one and prepares them to contribute positively to the world in which they live.

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