



The New Marston Curriculum



Intent Implementation Impact

At New Marston, we aim to ensure that our students learn deeply through our newly-constructed ambitious curriculum, designed to give all learners, particularly those in receipt of pupil premium, those from challenging backgrounds and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Our intent is to incorporate a wide breadth of study and our pupils will have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. This is in line with our School Vision, which is articulated thus:

Through a rich, challenging and ambitious curriculum, we prepare our children to contribute actively and positively to their wider world. We help them to aim higher, reach further and shine brighter

Our curriculum is designed to meet both the unique needs of our demographic and our context. We are a richly diverse and inclusive school, taking pupils from all parts of the world, with over 30 first languages spoken and a large proportion of EAL pupils (approx 50%). We have 24% pupils registered as SEN and 20% receiving the pupil premium and we have a large proportion of parents in higher professional jobs, such as doctors and academics. Our curriculum is designed to meet all needs and promote cultural capital, a growth mindset and thirst for learning, which we believe to be a moral imperative. Being within Oxford City, we benefit from a rich cultural, historical and geographical context, which we draw from to enhance the learning experiences for children. **All of these opportunities have been planned into our curriculum.**

Curriculum Intent

1. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our school values. They are used to ensure that we give our students appropriate and ambitious opportunities.
2. Our curriculum reflects our vision and has the same academic, technical and vocational ambitions for all learners. Where this is not practical – for example, for some learners with high levels of SEND – our curriculum is designed to meet their needs, whilst remaining ambitious. Our ‘Nurture Room’ is designed to facilitate pupils with mental health needs in accessing the curriculum and our Hearing Base enables deaf pupils to access the full curriculum.
3. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community. This helps the children to understand and articulate both the values of our school and British values. Our curriculum is enriched through purposeful experiences that both consolidates learning and develops and refines personal characteristics, including a growth mindset.
4. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
5. Our Curriculum breadth is shaped by our school context, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
6. Our curriculum distinguishes between subject topics (specific aspects of subjects taught, including knowledge and vocabulary) and Core Concepts (Progression of skills).
7. Core concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. This allows pupils to return to the same concepts over and over and gradually build a depth of understanding in them.
8. For each of the Core Concepts, the procedural and semantic knowledge students need to understand is mapped vertically. This progression model plans in the continual review of previously taught content, with the aim of pupils embedding learning by the end of each key stage, ready to move on to the next stage of learning.

9. Knowledge categories in each subject give pupils a way of expressing their understanding of the Core Concepts.

10. Knowledge Organisers are currently being produced, to support pupils in relating each topic to previously studied topics and to form strong, meaningful schema.

11. Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

12. Within each key stage, it is our expectation that students gradually progress in their procedural fluency and semantic strength over time. During the year, we use formative assessment and verbal recaps of prior learning, which will assess what knowledge pupils have retained according to three cognitive domains: basic, advancing and deep understanding.

13. Our Maths curriculum is organised using the WRMaths scheme of learning, which blocks the fundamental basics (place value and calculation strategies) at the start of each year and then provides intra-curricular continuous provision to review, link and apply this learning in different maths areas so that deeper learning is embedded over time.

Implementation

14. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- *Learning is most effective with spaced repetition*
- *Interweaving helps pupils to discriminate between topics and aids long-term retention.*
- *Retrieval of previously learned content is frequent and regular which increases both storage and retrieval strength.*

15. In addition to the three principles above, we also understand that learning is invisible in the short term and that sustained mastery takes time.

16. Our content is subject specific. We make extracurricular links, where appropriate, to strengthen schema.

Impact

17. Because learning is a change to long term memory, it is impossible to see impact in the short term.

18. We do, however, use probabilistic assessment. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

19. We use a range of procedures to assess impact, recognising the high value of formative assessment and high quality questioning, and formal assessments. In reading and maths, we use PIRA and PUMA tests. In writing, we use 'No more marking', which is an online platform which facilitates comparative judgement of pupil's writing against 500+ schools nationally. We use RWI assessments to regularly check progress in phonics and regroup as needed.

EYFS

Children in our Nursery and Reception follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS Curriculum has seven main areas of learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

We are ambitious for our children and encourage learning at every opportunity. A practical, playful approach to learning, based on the needs and interests of all our children, is delivered through topic-based planning and the developmental needs of our children. We teach children individually, in small groups, in classes, and in whole cohorts. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

The “Characteristics of Effective Learning” are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Resources are easily accessible, developing children’s ability to access the curriculum independently. This enables us to meet the unique needs of our richly diverse pupils.

Our children in Year 1 receive an Early Years approach in the Autumn term. Based on formal and formative assessment, the learning becomes more structured when the children are ready, both academically, socially and emotionally.

A model of New Marston’s curriculum

