



“Be Brave, Be Bright and Be YOU!”



**Monkway
Junior School**

Curriculum

Intent

Our curriculum is designed to reflect our vision ‘Be Brave, Be Bright, Be You’

Be Brave

Be brave enough to attempt new things
Be brave enough to make mistakes
Be brave enough to ask questions
Be brave enough to use your knowledge to help others

Be Bright

Know what you are good at
Celebrate your achievements
Always do your best
You can do anything you put your mind to

Be You

Be proud of who you are
Be proud to be part of a community
Understand not everyone is the same and celebrate our differences
Find your strengths and know what you need help with

At Monkway Junior School we aim to provide opportunities, so children leave enthusiastic learners with a thirst for lifelong learning. We are passionate about raising the aspirations of our local community and our curriculum provides opportunities for all groups of children to succeed in life now, and in the future by recognising pupil's varied life experiences. Our curriculum is a window into the wider world for some children who may have had limited experiences of the wider community.

We strive to provide a curriculum which offers life experiences to give all children an equal chance of success. We have carefully designed a curriculum which takes account of the varied backgrounds of the children in our community and strives to inspire children to become independent and proactive learners, ready to approach their future with an inquisitive and determined mind. We stretch and challenge all pupils by providing both planned opportunities and support through different forms of differentiation which may include, but is not limited to: adult support, scaffolding, pre-teaching, small group work or modified resources. Most importantly we strive to never give up on a child that walks through our doors.

It is of great importance that the children at Monkway Junior School leave prepared for the many challenges in the wider world. The spiritual, moral, social and cultural activities which run throughout our curriculum aim to make children proud to be British and celebrate the diverse society in our country.

Monkway's curriculum has been structured to show progression by identifying both end of Key Stage end points and end of year end points. The knowledge and skills in each subject has been carefully sequenced to give children opportunities to build on their previous learning. Our curriculum is planned so that pupils have multiple opportunities to deepen their understanding of subject specific concepts.

Curriculum maps have been made for each subject across each year group and are recorded as our learning journey. Subject leaders have used their knowledge and expertise gained from professional development opportunities and associations to formulate end points to ensure progression across year groups and the key stage. Subject specific vocabulary is identified and planned to ensure that this is part of the children's learning through teacher planning. Links to prior and future learning are clearly identified to ensure that all teachers are fully aware of the learning that has taken place prior and will take place in the future and they have a full understanding of where this learning fits in to the child's learning journey. Teachers use these documents to carefully plan a sequence of questions that provide opportunities for children to link past, present and future learning.

Developing strong links with the main feeder infant's school and strong links between staff in school allows children to have a learning journey which builds on learning that has taken place and what will take place in the future.

We have documentary evidence of the children's varied experiences of remote learning and used this evidence to put transitional provisions in place. Our curriculum has been adapted to ensure that gaps in pupil's knowledge have been identified and addressed so that children are able to reach the end point of the Key Stage 2 curriculum.

At Monkway Junior School we follow the requirements set out by the National Curriculum and these are identified on our learning journeys with planned opportunities for children to develop their knowledge and skills across and between subjects. Our curriculum aims to encourage independence. Our core curriculum gives the children the knowledge and skills they need to access the wider curriculum. The wider curriculum is of equal importance and we give children maximum opportunities to practise the knowledge and skills needed to excel in all subject areas. We have designed a curriculum which is accessible to all our pupils by when possible allowing first hand experiences through trips or visits to locations where they may have never been before.

Our curriculum is designed so that subject specific vocabulary is taught to allow children to access the full curriculum and read at an age appropriate level. The Monkway curriculum gives children opportunities to gain knowledge and skills that builds on their previous learning and an understanding of the knowledge and skills needed to progress. Each subject has a progression map which identifies progression towards the end points in each subject and clearly sets out the subject specific vocabulary to be taught. Teachers plan opportunities for children to revisit knowledge and skills so they can gain a deeper understanding. Every subject gives the children the opportunity to be reflective learners, identifying their own mistakes and working to correct them through perseverance.

Implementation

Monkway Junior School is located on the West coast of Cumbria close to the Lake District National Park. We are fully committed to ensuring that all children in our school have the opportunity to explore our local area so subject leaders have carefully identified opportunities within their subject to utilise and celebrate the local area which some children may not have previously been able to visit.

We have worked hard to ensure that the children at our school receive a curriculum which celebrates the diversity of the United Kingdom despite living in a mainly White British area of the country. Books, authors, artists and designers studied are from a range of cultures and backgrounds. Children have planned opportunities to visit various religious buildings and meet others of different faiths. Further developing our commitment to developing children's tolerance, respect and diversity for the varied cultures in our country.

At Monkwear, we have prioritised that each child has their own iPad to ensure that they have a tool which can assist their access to the full curriculum by using features such as Read to me, Book Creator and Showbie to record their work.

The learning experience of all children in school is based upon our decisions to link the children's experiences with those that we provide in school through our curriculum. We make sure that the children's learning experience meets their needs by providing rich and challenging curriculum opportunities based on our understanding of their lives outside of the school day. Enrichment opportunities are identified in sequences of learning documents and have been planned into the sequence so that experiences are linked to prior and future learning that will take place.

The learning journey for each year group has been carefully sequenced the National Curriculum to make meaningful links where appropriate to allow children to have a joined up learning experience. For example in Year 4, children learn about the Roman invasion and its impact upon Britain in History and following this in Geography they learn about a region in Italy to make comparisons with the UK. Teachers use the learning journeys together with the progression maps set out for each subject to plan a sequence of learning that is made up of a series of carefully planned questions that demonstrate the learning that will take place and the subject specific vocabulary that will be taught.

Subject leaders have a rigorous monitoring schedule that forms part of their subject action plan. Subject leaders regularly look at children's work, speak to staff and pupils along with taking learning walks to gain a full understanding of how their subject is being taught. Sequences of learning are checked against progression maps along with looking at the work in children's books to ensure that what is being taught shows progression through school.

At Monkwear children receive a full curriculum where all subjects are given priority. Additional 1-1 sessions, small group work and other interventions are carefully timetabled so that children do not have significant gaps in the learning in the wider curriculum.

Lessons are structured to begin with specific planned opportunities for retrieval practice using flashback activities, low stakes quizzes (LBQ and Socrative) and warm up activities that are linked to previous learning that has taken place.

The development of vocabulary runs throughout the curriculum with the modelling of new subject specific vocabulary using knowledge organisers, displays or checklists in books. The use of the Reading Booth materials to teach whole class guided reading provides specific opportunities for all children to have exposure to high quality texts and a wealth of new vocabulary which can be used in their discussions and writing. Units are chosen carefully to reflect, where possible, learning that is taking place in other areas of the curriculum or that will take place in future lessons.

Children are stretched and challenged through planned opportunities to extend their learning throughout the curriculum by high quality questioning, appropriate feedback (verbal and written) along with 'Dive Deeper' challenges that encourage independent application of knowledge and skills.

Planning and assessment sheets have been formulated using the curriculum documents created by subject leaders and the questions from the sequences of learning. These are used as a method of formative

assessment to inform future teaching and planning. Our feedback policy gives clear information about how assessment and different methods of feedback are used to ensure that children understand where they are in their learning and what their next steps are.

Formative and summative assessments are regularly used to inform small group work, 1-1 sessions and in class support by teachers and teaching assistants.

Assessment is integral to the planning process in all subjects to ensure that workload for teachers is manageable and that assessment is a key part of teaching and learning. Our feedback policy sets out what assessment methods are to be used and how these are communicated with the children.

Impact

Children are prepared for the next stage of their education as subject leaders have ensured that there is a full coverage of the Key Stage Two curriculum that is set out in the National Curriculum. Data that is collected termly tells leaders that the curriculum is meeting the national curriculum standards and the progress that different groups of children are making.

Teachers give monitor children's work and give appropriate feedback according to the policy set out by school. This identifies what learning has taken place and the next steps. The planning and assessment sheets for each subject are used as a tool for formative assessment that can be acted upon rapidly through adapting future lessons or through identifying and targeting support to those children who need it.

Teacher assessment is used to inform subject leaders the impact of the planning, teaching and learning strategies that have been used. Teachers closely with TAs, SENCo, the Learning Mentor, the Pupil Premium lead and other members of staff to put strategies in place to ensure that all children achieve their full potential.

During dedicated subject leader monitoring time, leaders are able to carry out monitoring tasks in order to ensure curriculum coverage and develop their subject.

Subject leader action plans are based upon evidence collated from monitoring children's work, speaking to teachers and pupils and reviewing planning and assessment. This is then fed back on a 1-1 basis or through a staff meeting to share good practise and discuss next steps for each subject. Ultimately, this then impacts upon the sequence of learning and pupils' learning both short and long term.

Where applicable, data that has been collected termly is analysed and used to inform future teaching and identify groups of children or individuals in pupil progress meetings that may need additional support or challenge.

