

### Marsh Gibbon Church of England Primary School – Curriculum Vision and Strategy

Our Vision is “Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out ‘the best in everyone’. Our vision stands for all of us at Marsh Gibbon. Aspiring to reach challenging goals, trying something new, being resilient and celebrating achievements is what drives us forward; no matter our starting points.

The biblical text which drives our vision is Philippians 4:13 which says; How can I say ‘I can’t’ when the Bible says; ‘I can do everything through Him who gives me strength.’ This text helps our understanding that God loves us and if we work together, grow together and maintain a growth mindset, we will succeed and flourish.’

Our intent is to create a curriculum that meets this vision through promoting learning and the personal development of all children. Our curriculum provides opportunities for children to develop as independent, resilient and confident learners, with high aspirations, who know how to make a positive contribution to their community and wider society.

It has been designed to ensure that academic success, as well as physical development, well-being and mental wellness are key elements that support the development of the whole child and promotes a positive attitude to learning. It provides meaningful opportunities to promote children’s spiritual, moral, social and cultural development and prepares our pupils for the next stage of their school life and the future.

We want children to leave us being able to tackle life challenges with a growth mindset, being curious and confident in who they are.

Our aim to ensure learning is carefully sequenced so that new knowledge and skills build on what has been taught and understood before. It recognises that children will be at different stages of their learning journey and ensures that curriculum planning is tailored to individual needs.

At Marsh Gibbon, we seek to ensure the crucial deep learning of essential knowledge, skills and understanding through our curriculum design. We plan and organise our curriculum to ensure that children are not merely covering curriculum content but are achieving across a range of contexts and subjects.

We have built our vision starting with the outcomes we want for children at the end of Early Years and also detailed what we want for the, when they leave us for secondary school. From these stated outcomes, we have reviewed our provision and made changes so that we have a strategy for delivering:

- An outstanding academic curriculum which is cohesive and meaningful for all.
- A curriculum which balances the importance of the whole child alongside academic achievement.
- A curriculum in which children are active learners, taking ownership over their learning and driving themselves forward to be the best they can possibly be.

For our Early Years

<i>We want our children to be:</i>	<i>So they need to have experienced:</i>	<i>Therefore, our curriculum needs to include:</i>
Confident in relationships with their peers and adults	<ul style="list-style-type: none"> <li>• A strong relationship with staff.</li> <li>• Working with a wide range of adults, both in the school and in our wider community.</li> <li>• Opportunities to learn and play with their peers and other children in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• An explicit focus on activities that develop children’s personal, social and emotional skills.</li> <li>• A focus on developing engaging role play activities. This includes role play with adults to initiate discussions and embed a wide range of different cultural and family experiences to develop inclusive relationships.</li> <li>• Teaching children how to recognise a wide range of emotions and emotional states and develop a toolbox for self-regulation.</li> <li>• Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of children’s daily learning.</li> </ul>
Strong communicators with a wide vocabulary	<ul style="list-style-type: none"> <li>• A deep and rich variety of vocabulary and language.</li> <li>• Being read to at home and at school.</li> <li>• Wide ranging topics for discussion at home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>• A curriculum founded on exposure to a wide range of high-quality, age appropriate children’s literature.</li> <li>• Explicitly sharing and celebrating vocabulary through our daily input and environment.</li> <li>• Explicit focus on developing listening skills, helping children to listen to sounds in the environment, to adults and to each other.</li> </ul>
Physically confident and well-co-ordinated	<ul style="list-style-type: none"> <li>• Lots of outdoor and physical play to develop gross motor skills.</li> <li>• An environment where lots of fine motor skills are embedded in continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced provision based on individual needs and developing fine and gross motor skills.</li> <li>• Daily activities to develop fine and gross motor skills. For example; dough gym, funky fingers.</li> <li>• Planned PE sessions throughout the Early Years.</li> <li>• Continuous access to the outside as and when children would like to go outdoors.</li> <li>• Outdoor Learning experiences in the Early Years forest area and outdoor classroom.</li> </ul>
Readers and writers, who love books and enjoy communicating through their writing. Story-tellers.	<ul style="list-style-type: none"> <li>• A strong foundation in early phonics throughout the early years.</li> <li>• An environment that is rich in language, with a great range of books to interest and inspire children.</li> <li>• Opportunities to retell stories and to make their own up for different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore literacy and across all areas of learning, both inside and out, linked to their personal interests.</li> <li>• High quality literature to help them develop their story telling skills.</li> <li>• Focused adult-led phonics activities to ensure that all children attain the ELG in reading and writing.</li> <li>• Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation in reading and writing before moving up to Year 1.</li> </ul>
Confident with numbers and simple calculations	<ul style="list-style-type: none"> <li>• Opportunities to explore number across all areas of learning, both inside and out.</li> <li>• A strong foundation in number.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a range of concrete and visual resources to support conceptual understanding.</li> <li>• Focused adult-led activities to develop number skills.</li> <li>• Explicit teaching of number bonds and foundation skills to manipulate number, with the opportunity to practise these skills inside and out based on children’s interests.</li> </ul>

		<ul style="list-style-type: none"> <li>• Early identification of pupils who need additional support and provision of personalised input to help them embed a strong foundation before moving up to Year 1.</li> </ul>
Ambitious for their future, with high aspirations	<ul style="list-style-type: none"> <li>• Input from lots of different positive role models.</li> <li>• Opportunities to talk about their own dreams for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors from the local community and other inspirational people.</li> <li>• Visits from people who help us.</li> <li>• Opportunities for parents to get actively involved in learning alongside their children.</li> <li>• Learning alongside older children. For example; sharing work, World Book day.</li> <li>• Vicar coming into all year groups, not just collective worship.</li> </ul>
Aware of the wider world around them	<ul style="list-style-type: none"> <li>• A range of real learning experiences beyond their day-to-day in-school time.</li> <li>• A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips that enrich learning are at the right level for different age groups.</li> <li>• Outdoor Learning experiences.</li> <li>• Creating links with local community.</li> <li>• Learning about and celebrating festivals of many faiths and cultures.</li> <li>• Challenge stereotypes.</li> <li>• Visits from people of other faiths and cultures.</li> <li>• Resources that accurately reflect the diverse society in which we live.</li> <li>• Deep learning over a number of days or weeks rather than tokenistic one-off events.</li> </ul>
Risk-takers	<ul style="list-style-type: none"> <li>• An environment where they can identify, manage and take risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor Learning experiences</li> <li>• Adults modelling in the external environment. Shared risk assessments.</li> <li>• New experiences and trips where risk is discussed between adults and children.</li> </ul>
Great learners	<ul style="list-style-type: none"> <li>• Enquiry based learning where mistakes are used as a powerful tool for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults being role models to show how we can learn from making mistakes.</li> <li>• Focus on characteristics of effective learning through all planning.</li> </ul>
Leaders of their own learning	<ul style="list-style-type: none"> <li>• A curriculum that has been shaped with them and by them.</li> </ul>	<ul style="list-style-type: none"> <li>• The environment supports individual interests and enhances learning through child-led play.</li> <li>• In Reception, children are encouraged to choose to extend themselves beyond their initial choices, both inside and out.</li> </ul>

By the End of Key Stage Two (Year 6):

<i>We want our children to be:</i>	<i>So they need to have experienced:</i>	<i>Therefore, our curriculum needs to include:</i>
Responsible global citizens who are empowered to make a difference.	<ul style="list-style-type: none"> <li>• A rich and varied introduction to the world.</li> <li>• Talking to people of different faiths and cultures.</li> <li>• Contributing to a better world – either within our community or in larger projects.</li> <li>• Making a difference to the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips that extend and enrich learning and children’s experiences.</li> <li>• Visitors from other cultures and faiths.</li> <li>• Collective worship celebrates children’s lives from other faiths and cultures.</li> <li>• Working with other schools from contrasting locations, both in the UK and around the world.</li> <li>• Time to share and discuss current affairs.</li> <li>• Opportunities to connect with the local community.</li> <li>• Getting involved with local and national events. For example; ‘Children in Need’, World Book Day’, Anti-bullying week.</li> <li>• Helping others around us – local and wider.</li> </ul>
Safe, both physically and online.	<ul style="list-style-type: none"> <li>• Opportunities to take risks.</li> <li>• Open discussion about risks and threats, both physical and online.</li> <li>• Care for their emotional wellbeing as well as academic success.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical enquiry-based Science lessons taught planned for each year group.</li> <li>• A long term PSHE plan that ensures physical, mental and online safety are fully covered and deeply understood – specific enquiry-based projects are used to share pupils’ learning.</li> <li>• Relationships and sex education integrated in PSHE in every year group through the school.</li> <li>• Opportunities to talk to anyone they feel confident with.</li> <li>• Team time to build strong relationships and discuss issues.</li> <li>• Opportunities to take risks – physical, class-based.</li> <li>• Forest School for FS/KS1.</li> <li>• Residential trips planned with a real purpose – why are the children going? What opportunities will they be exposed to and how will this build them as an individual?</li> <li>• Ensure their whole being is catered for – mental and physical. Are they ready for the challenges of secondary school?</li> <li>• Mindfulness integrated into the curriculum.</li> <li>• Explicit teaching of e-Safety and introduce pupils to social media before they use it themselves.</li> </ul>
Planners and organisers who are information literate.	<ul style="list-style-type: none"> <li>• Managing their own projects – from planning to delivery and review.</li> <li>• Working individually and collaboratively.</li> <li>• Working with children in different year groups towards a shared outcome.</li> <li>• Opportunities for pupil led planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry based learning with opportunities for pupils to lead.</li> <li>• Homework projects with teacher planning input.</li> <li>• Explicit teaching of different ways of capturing and sharing information within the context of their personal projects. Communication literacy framework developed across the school.</li> <li>• A wide range of research opportunities – online, books, trips etc...</li> <li>• Opportunities to conduct original research – what new things can they learn?</li> <li>• Local, real projects that will impact our local environment. Making them key people in the community.</li> <li>• Explicitly teaching information literacy skills in all year groups, with an agreed framework that is progressive and developmental.</li> <li>• Having access to age-appropriate research.</li> </ul>

	<ul style="list-style-type: none"> <li>Information literacy – knowing where to find and evaluate the information that they need. Independent research</li> </ul>	<ul style="list-style-type: none"> <li>Access to a wide range of rich texts in every area of the curriculum.</li> <li>Integration of online research alongside book research, with explicit teaching of what data can be trusted.</li> </ul>
Leaders	<ul style="list-style-type: none"> <li>Contributing to and leading a team.</li> <li>Talking to leaders in different walks of life.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative tasks in all areas of learning.</li> <li>Mentoring and growing how to lead.</li> <li>Challenges that give pupils the opportunity to decide when teamwork or independent work is appropriate.</li> <li>Qualities of a good leader.</li> <li>Explicitly teach active listening skills.</li> <li>Celebrate pupils' achievements outside school.</li> </ul>
Brave – where they are happy to stand up for what they believe in	<ul style="list-style-type: none"> <li>Democracy in action.</li> <li>Debates about challenging subjects and current affairs.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for children to become teams, School Council and playleaders and their views shared publicly. For example in the newsletter, on the website.</li> <li>Public speaking opportunities through drama, debates and presentations.</li> <li>Access to music – instruments and singing to share with others.</li> <li>Widen access to different sports and physical/adventurous challenges.</li> <li>Opportunities to perform in a wider setting – joining in with local events and the community.</li> <li>Class assemblies where children manage the content that they present.</li> <li>A curriculum based on big ideas and questions that help pupils get involved in the complexities of modern-day life challenging stereotypes.</li> </ul>
Curious learners who are inspired and leaders of their own learning	<ul style="list-style-type: none"> <li>Creating their own lines of enquiry and asking questions that deepen their learning.</li> <li>A curriculum that has been shaped with them and by them</li> <li>Having a wide range of experiences that excite and engage learners.</li> </ul>	<ul style="list-style-type: none"> <li>Enquiry based learning opportunities that are developed in each class.</li> <li>Time for pupils to contribute their ideas to a unit and planning is changed to follow their lines of enquiry.</li> <li>Individual, original research – based on class learning and their own interests.</li> <li>Allow children time within units to explore own interests and opportunities.</li> <li>Explicitly teach learning to learn skills and independence, so that they can take their own learning forwards.</li> <li>Challenge ideas and question others respectfully</li> <li>Give children the opportunity to showcase their learning using different media.</li> <li>Having a broad and balanced curriculum.</li> <li>A lot of experiences of new places – virtual and real.</li> <li>A focus on the arts – having a range of experiences with this.</li> </ul>
Problem solvers	<ul style="list-style-type: none"> <li>Problem solving across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Embed the enquiry-based learning and critical thinking across the whole curriculum.</li> <li>Giving opportunities for the teacher to step down and children to step up and learn for themselves.</li> <li>Coding and robotics opportunities – bug fixing, Lego day - developing projects to solve real problems.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop learning opportunities that have a real purpose and help solve real-world problems.</li> <li>• Projects for the local community.</li> </ul>
Reflective learners	<ul style="list-style-type: none"> <li>• Understand their strengths and their weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Specific focus on learning skills.</li> <li>• Targets that focus on learning skills as well as academic.</li> <li>• Pupil-led assessment practices embedded throughout curriculum.</li> <li>• Celebrating both successes and mistakes – their attitude over their outcome.</li> <li>• Help children deal with stress – management techniques etc.</li> </ul>
Kind and compassionate human beings	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• How to manage relationship with peers and adults.</li> <li>• Acceptance of all</li> </ul>	<ul style="list-style-type: none"> <li>• Values based education</li> <li>• Strong PSHE curriculum which focuses on relationships.</li> <li>• Restorative justice across the whole school.</li> <li>• Play leaders.</li> <li>• Building great, lifelong relationships.</li> <li>• Self-regulation</li> <li>• Ambitious, with high aspirations for their future</li> <li>• Experience a wide range of people doing different careers, hobbies, adventures.</li> <li>• Develop a wide range of interests.</li> <li>• Having a lot of people</li> </ul>
Ambitious, with high aspirations for their future	<ul style="list-style-type: none"> <li>• Experience a wide range of people doing different careers, hobbies, adventures.</li> <li>• Develop a wide range of interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Having a lot of people in to share their experiences.</li> <li>• Aspirational assemblies – led by both adults and children will eventually share their interests.</li> <li>• Year 5/6 careers day.</li> <li>• Sport-opportunities to join in different games and activities and competitions.</li> <li>• Access to a wide range of after school enrichment clubs.</li> <li>• Festivals and competitions – sporting, musical etc...</li> </ul>
Ready for secondary school, confident as readers, writers and mathematicians.	<ul style="list-style-type: none"> <li>• High quality teaching</li> <li>• High quality curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Access to quality teaching and learning opportunities.</li> <li>• Carefully planned lessons to take small steps and build on learning.</li> <li>• A wide range of literature to be shared and to become passionate about.</li> <li>• Using high quality text and Maths Mastery to shape the learning in class. Integrate formal aspects of learning, for example; spelling and punctuation, into context.</li> <li>• Making purposeful links into the expedition.</li> </ul>
Fantastic communicators	<ul style="list-style-type: none"> <li>• Fluent expression of ideas using a complex and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit focus on vocabulary in every lesson</li> <li>• Displays that celebrate new language across the curriculum</li> <li>• Literacy warm up games</li> <li>• High quality texts.</li> </ul>