



# **Martin Primary School**

## Curriculum Policy

Reviewed and ratified by the Standards Committee: spring 2025  
Reviewed every two years

## 1.1. **Statement of intent**

At Martin Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

### The Martin Mission

At Martin Primary School, we want all our children to be happy, healthy and kind individuals and to be confident, inquisitive, resilient and ambitious learners. We want them to understand their rights and roles as global citizens and to respect themselves, other people and the world around them.

To achieve this, we provide a rich and challenging curriculum that effectively develops our children's skills and knowledge, recognises and builds on their talents and achievements and excites, inspires and challenges them to achieve their very best in a safe, supportive and nurturing environment.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

## **Links to the UN Convention on the Rights of the Child**

### **Article 6**

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

### **Article 28**

Every child has the right to a good quality education.

### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parent/carers, their own and other cultures, and the environment.

### **Article 31**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Martin Primary School achieved its Rights Respecting School (RRS) Gold level accreditation in December 2023, and we are proud that the RRS agenda underpins our school's broad and rich curriculum.

## **2. Curriculum intent**

At Martin Primary School, we have designed the curriculum with our children's learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners and we aim to ensure pupils enjoy learning and feel prepared for life after school.

At Martin Primary School we provide a rich learning environment, both inside and outside the classroom, which is conducive to high quality teaching and learning. We aim to maximise the potential of all pupils, including all different identifiable cohorts of pupils such as: disadvantaged, English as an Additional Language, summer born, SEN&D pupils and academically higher achieving pupils. This is embraced and supported at all levels in the school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum is delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

The Martin Primary Curriculum is unique to our school and is a progress model which is carefully structured and designed to make sure that every child develops knowledge, skills and understanding in all subjects as they move through the school from their first days in the Nursery to the end of Year 6. With the help of external advisors, we have identified key skills and knowledge to be taught in each year group for every subject that builds on previous learning and these have been mapped onto a whole school skills progression matrix.

Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life. We have used the excellent practice and theories embedded in early year's practice as a springboard for developing a whole school approach to teaching and learning. Through our school's curriculum we seek to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain.

Children learn best when they can see links and have reasons for learning. Our curriculum promotes purposeful learning outcomes as well as an enjoyment of learning through debate and creativity. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment. Through our approach we aim to develop resilience in our pupils, so they are willing to take risks in their learning, accepting that making mistakes is an important part of the learning process.

Another important facet of our school's curriculum is Forest School. Through our whole school engagement with Forest School provision we aim to develop personal, social and emotional skills such as self-discovery, confidence and independence. Forest School also helps improve communication skills and raise self-esteem.

### **3. School ethos and aims**

3.1. The overall aims of the curriculum are to:

- develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning
- teach pupils the basic skills of literacy, numeracy, computing and science and acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- enable pupils to be creative through art, dance, music, drama and design and technology
- enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle including oral health.
- teach pupils about their developing world, including how their environment and society have changed over time and the inter-dependence of individuals, groups and nations
- develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life and help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference
- fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE
- enable pupils to have respect for themselves and high confidence and self-esteem, and to be able to live and work co-operatively with others
- teach pupils about the importance of forming healthy relationships with friends, family and peers
- appreciate human achievements and aspirations – a sense of 'awe and wonder'.

3.2. Through the aims outlined above, pupils will benefit by:

- learning how to lead safe, healthy and fulfilling lives
- becoming critical thinkers and acquiring a wealth of knowledge and experience
- achieving to the best of their ability and being rewarded for successes
- learning how to cooperate with their peers and respect one another inside and outside the classroom.
- becoming responsible individuals who contribute to community living and the environment
- finding a sense of belonging to the school and its community
- being supported with their next stages in education and feeling prepared for life after school

### **4. Legal framework**

4.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'

- DfE (2021) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2022) 'Working together to improve school attendance'

## **5. Roles and responsibilities**

5.1. The Governing Body is responsible for:

- approving and monitoring the content of this policy
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment
- formulating a Standards Committee which assists the school with the creation and implementation of the curriculum
- ensuring the curriculum is inclusive and accessible to all.

5.2. The Senior Leadership Team is responsible for:

- devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the subject teams
- ensuring the curriculum is inclusive and accessible to all
- assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- receiving reports on the progress and attainment of pupils and reporting these results to the Governing Body
- making any necessary adjustments to the curriculum where required
- keeping up-to-date with any relevant statutory updates and taking action where required
- creating and maintaining an up-to-date curriculum intent statement
- ensuring the curriculum is created in accordance with this policy
- updating and maintaining this policy.

5.3. Teachers are responsible for:

- implementing this policy consistently throughout their practices
- ensuring lesson plans are reflective of the school's curriculum
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content
- creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher
- creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required
- collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all
- working closely with the SENCO and TAs to ensure those in need receive additional support in lessons
- ensuring academically higher achieving pupils are given additional, more challenging work to celebrate their talents
- celebrating all pupils' academic achievements
- reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved
- monitoring the progress of all pupils and reporting on this to the SSLT
- working to close the attainment gap between academically more and less able pupils.

5.4. Curriculum teams are responsible for:

- providing strategic leadership and direction to their team

- supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- monitoring pupil progress within the department and reporting on this to the headteacher
- providing efficient resource management for their department
- ensuring the curriculum is inclusive and accessible to all
- ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

5.5. The SENCO is responsible for:

- collaborating with the SSLT and teachers to ensure the curriculum is accessible to all
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## **6. Early Years Foundation Stage (see also EYFS Policy)**

Our curriculum in the Nursery and Reception classes is governed by the statutory framework for the Early Years Foundation Stage (EYFS) 2021. We believe that every child has a right to fulfil their potential and we need to ensure that children complete the EYFS ready to benefit fully from the opportunities ahead of them.

There are seven areas of learning and development that shape our educational provision in our EYFS, which can be broken down into prime areas and specific areas.

The three prime areas are:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

### 5.1 Nursery (ages 3 to 4)

The Nursery provides a happy and stimulating introduction to school life. It is a fully integrated part of the school, giving children the opportunity to benefit from the extensive range of facilities and specialist teaching available. The Nursery is very well resourced and our teachers and support staff make sure that each child receives access to a full and varied range of learning opportunities.

The Nursery Curriculum encourages the development of the whole child. Emphasis is placed on enhancing basic pre-school skills at this formative age.

### 5.2 Reception

The Reception classes provide a stimulating, challenging environment in which children are excited to begin to develop the skills they will need for school and future life. Children have access to both the indoor and outdoor classrooms, learning

through imaginative hands-on activities, relevant to their interests and in readiness for their 'next steps'. They are encouraged to take risks as well as to develop creativity and critical thinking, following their own investigations. Phonics is introduced using a synthetic scheme (Essential Letters and Sounds) which continues throughout Key Stage 1, and beyond if required. Emphasis is placed on ensuring the children are ready for Year One, whilst continuing to develop the whole child and to foster a love of learning.

## **7. Key Stages 1 & 2**

From Year 1 to Year 6 our curriculum consists of:

- The National Curriculum 2014 (Key stage 1 and 2 framework document)
- The wider school curriculum – incorporating Forest School and our Rights Respecting ethos
- Barnet's agreed syllabus for Religious Education (RE) Parents may exercise their right of withdrawal from religious worship and instruction
- A PSHE and RSE curriculum
- A foreign language (Spanish)

### **6.1 Subjects covered**

In Key Stages 1 and 2 the following subjects are taught: English; Mathematics; Science; Art and design; Computing; Design and technology; Foreign Language (Spanish); Geography; History; Music; Physical Education (PE).

Religious Education (RE), using the Barnet Agreed Syllabus, is also taught.

#### **6.1.1 English:**

- taught as a separate subject: usually five lessons per week
- opportunities for extended writing across the curriculum which has a purposeful outcome
- guided reading and phonics (KS1) are taught daily
- spelling and handwriting

#### **6.1.2 Mathematics**

- taught as a separate subject: usually five lessons per week
- opportunities to apply mathematical skills across the curriculum, particularly in Science
- teachers refer to the year by year breakdown (Martin Primary Ladders of learning), and the National Centre for Excellence in Teaching Mathematics (NCETM) in conjunction with White Rose
- the bar model method is used to help children visualise mathematical concepts and to solve problems.

#### **6.1.3 Science**

- included in yearly curriculum topics
- teachers use the Primary Curriculum document to identify 'non-negotiables'.

#### **6.1.4 Computing**

- linked to core subjects and topic
- discrete computing skills taught in dedicated lessons e.g. coding
- dedicated time focused on online safety

#### **6.1.5 Foundation Subjects (Geography, History, Art, D.T.)**

- included in yearly curriculum topics
- progression of foundation subjects linked to key skills and knowledge.

#### 6.1.6 PE

- taught as a separate subject but topic links made where appropriate.
- teaching is informed by the scheme Get Set 4 PE

#### 6.1.7 Spanish (Modern Foreign Language: MFL)

- taught as a separate subject by specialist teachers and class teachers from Year 1 onwards
- teaching from Y1 - Y4 is informed by Language Angels
- Y5 and Y6 are taught by a specialist Spanish Teacher

#### 6.1.8 Music

- taught as a separate subject by a specialist teacher

#### 6.1.9 PHSE/ RSE

- The school follows the Jigsaw scheme of work
- Sex education in Year 6 is taught following the Christopher Winter Scheme
- See also PSHE/ RSE policy

#### 6.1.10 RE

- taught as a separate subject, adhering to the Barnet Agreed Syllabus.

### 6.1 Planning

Staff ensure that **planning** meets the needs of all pupils and is ambitious with no limits or barriers to achievement. Work is carefully scaffolded upwards to ensure that all children are challenged with well-planned and stimulating learning activities across the curriculum that build on previous learning. Starting points are carefully identified and specific support is put in place which is appropriate and carefully targeted to ensure that all children can achieve to the very best of their abilities. Staff are ambitious for every child, regardless of their background, previous experiences and needs, and ensure that all the children have high expectations of their own achievement. In their planning teachers in each year group are mindful of end of year or end of key stage expectations.

There are three parts to planning:

- long term: these plans show an overview of topics covered in each year group. They give a broad outline for each year group and show progression and continuity between topics taught in a cross curricular way across school.
- medium term: these plans are written by subject leaders. They set out the key objectives for each topic. They also identify the key skills, knowledge and vocabulary that must be covered when teaching the topic. Every teacher has a folder that includes the whole Martin Primary School Curriculum for each subject area across the school so that they know the learning their children have already received and the learning that will follow. Relevant links are made to other subjects and planned for.
- weekly: these break down the objectives into weekly achievable targets and activities.

## **8. Organisation**

The school's curriculum is delivered over 190 days and will be delivered equally throughout the school week. Each school day is split into two sessions and pupils will receive at least one break (lunch).

Lessons use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic. Teachers will plan lessons which are challenging for all pupils. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Disadvantaged pupils and those with SEND and EAL will receive additional support, where appropriate – this will include dedicated time with TAs and access to specialist resources and equipment where required. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Teachers will ensure that there are provisions in place for more academically able pupils

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help

Teachers will ensure that children work in mixed ability groups as much as possible and will ensure that there are cross-curricular links across the school.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

8.11 Opportunities are taken to enrich the curriculum through:

- the use of the school grounds e.g. the science/pond area and orchard
- visitors to the school, including artists, craftspeople, actors, musicians
- use of the locality e.g. Coldfall Woods, Highgate Cemetery
- educational visits and workshops: at least one per term
- special whole school days or weeks
- Forest School learning

## **9. Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum. The SENDCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCO.

## **10. Extra-curricular activities**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development. Extra-curricular trips and activities occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Educational Visits Policy.