

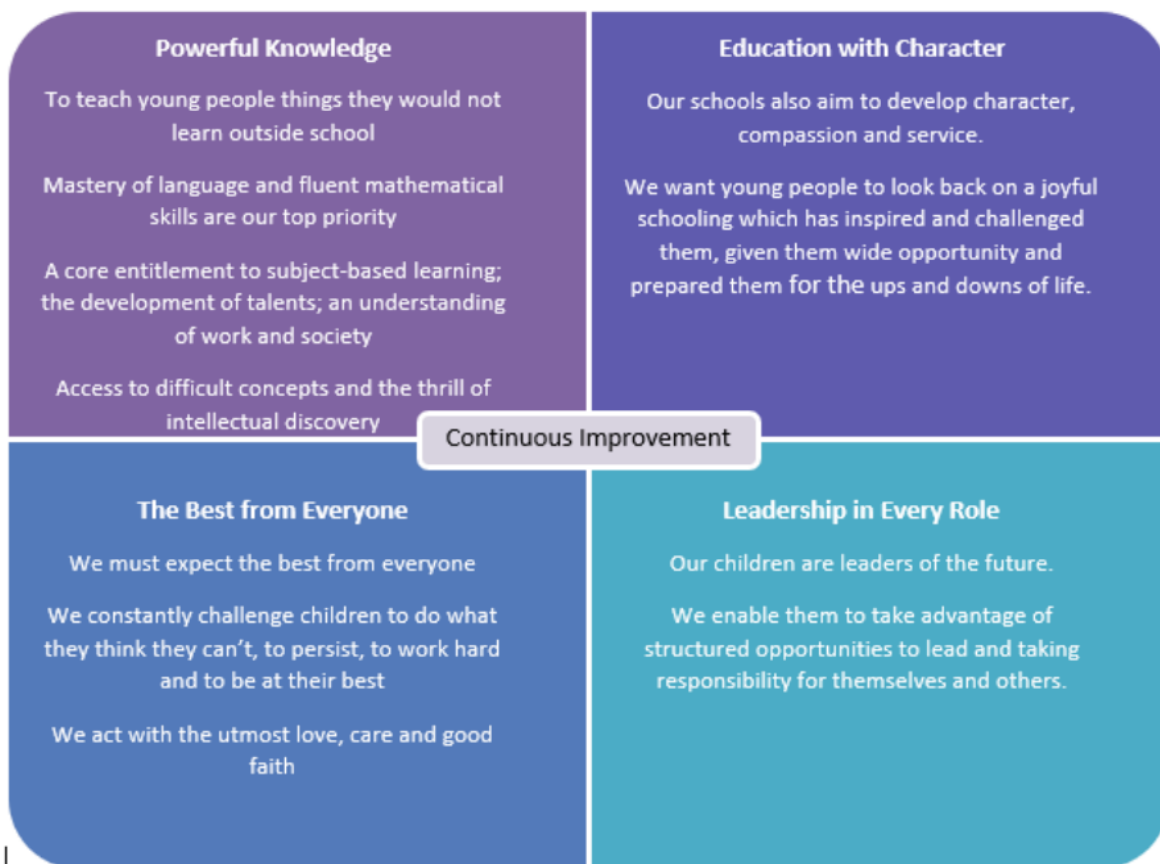
# Our Curriculum Intent

## Curriculum Intent

### What do we want our curriculum to achieve?

- Interested and engaged pupils who want to learn.
- Pupils who have developed mastery of procedural knowledge (skills) and factual knowledge.
- Pupils who can, through regular practice and review, apply their knowledge to different contexts (fluency).
- Pupils who can confidently express themselves in English, make themselves understood and understand others.
- Pupils who aspire to be the best that they can be, developing the 'Best in Everyone'.
- Create caring citizens of the future, who have a strong moral purpose and sense of social responsibility.

Our curriculum is based on the principles of the **United Learning Framework for Excellence**.



At Marlborough Road Academy we are determined that every child, regardless of background, will achieve their very best. Our aim is to provide an excellent education for all our students; an education which brings out the best in them, gives them a strong understanding of the world around them and prepares them for success in later life.

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Our curriculum is designed to provide children with the core knowledge they need for success in the next stage of education, to maximise their cognitive development, to develop the whole person and their individual talents and to allow all children to become active and economically self-sufficient citizens. We want our pupils to be both interesting and interested with strong morals, emotional intelligence and integrity.

The design of our wider curriculum is based on the research findings of cognitive science. By the time learners have left Marlborough Road Academy, they will have mastered a range of both **substantive and disciplinary knowledge** through repeated low stakes quizzing; opportunities to deliberately practise and apply what they have learned through careful planning for progression and depth. Our curriculum is progressive and builds towards identified end points. We recognise that progression and coherence in teaching and learning needs to flow effectively from Nursery to Year 6. We ensure that pupils master core content through identifying and revisiting key knowledge. We sequence the curriculum to allow for gradual development of **vertical concepts** – the ‘big ideas’ – to provide firm foundations for KS3 and KS4. Our curriculum is designed to prevent common misconceptions that are often formed at an early age and prove problematic at the later stages of pupils’ education and is customised to meet the local needs of our learners.

### Our curriculum assumes the following:

**Entitlement** - All our pupils have the right to learn what is in the Marlborough Road Academy curriculum.

**Coherence:** Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

**Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil's revisit prior learning and apply their understanding in new contexts.

**Representation:** All pupils are able to see themselves reflected positively in our curriculum; we want our curriculum to open up new worlds – to expose children to beliefs, people, places and values that they would not otherwise encounter and also to the voices of people whose voices have not always been heard.

**Education with character:** Our ‘hidden’ curriculum teaches our young people about creativity and resilience as well as providing them with opportunities to learn about teamwork, to care and to serve, to overcome difficulties and to manage themselves and their feelings. The children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.

**Vocabulary and Cultural Literacy** - the curriculum has a core focus on vocabulary development within and across subjects. Our curriculum gives pupils access to the ‘best that has been thought and said’.

**Subject-Based Learning** - The curriculum incorporates the rigour of subject substantive knowledge. Therefore, it is based on individual subject learning. Links across subjects are made where appropriate, but the curriculum is planned so that it doesn’t sacrifice subject identity and progression for cross curricular links.

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**Subject Content** - The overall content of individual subjects is structured as a narrative over time. Individual lessons build into coherent units of work which in turn, contribute to the overall content arc. Some year groups at Marlborough Road are 1.5 form entry and so planning for these year groups works on a two year rotation: Cycle A and Cycle B. In the curriculum for these year groups knowledge builds within and across each cycle, so that pupils develop the same substantive and disciplinary knowledge by the end of each cycle, as they do in single age year groups. Teachers pre-teach required ideas to younger pupils who are in their first year of the two-year cycle, and stretch older pupils who are in their second year to link knowledge to previous learning. Maths is taught in single age groups throughout the school, as is Science in K.S 1.

**Cultural Capital** – Cultural Capital is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens which will enable them to interact with others leading to meaningful qualifications that will open up doors to paths in later life.

At Marlborough Road Academy there are around 47 languages spoken, 50 ethnicities and a range of religions and cultures represented. We celebrate this diversity and aim to develop the ‘Best in Everyone’. Through an exciting, creative and relevant curriculum, we place an emphasis on achieving the highest standards possible for all pupils. We celebrate the diverse backgrounds of our pupils and provide them with stimulating learning opportunities, both inside and outside the classroom. The curriculum has been constructed in partnership with subject specialists and is regularly reviewed for continued impact. In all subjects, pupils are taught well, so that they know and remember more.

### Powerful Knowledge

Children strive for academic excellence through a knowledge rich, subject based curriculum that teaches them to develop lively and enquiring minds, which critique and question. Pupils are expected to work hard, try their best and not to give up when faced with a challenge. At Marlborough Road Academy, we develop the understanding that persistence and tenacity result in success. The curriculum enables all pupils to develop the necessary powerful knowledge and skills to confidently and successfully move onto the next stage of their learning.

Whenever possible, we provide pupils with practical learning experiences. This is particularly important at Marlborough Road Academy, as many of our pupils are new to English. With this in mind, developing language and communication skills across all areas of learning is a key part of our curriculum and spoken English is at the heart of this. It is vital that our pupils learn English quickly so that they can access curriculum content and develop powerful knowledge. The curriculum has a focus on building vocabulary and explaining the meaning of words in context, modelling Standard English, oral rehearsal and repetition and review and practice. ‘Read Write Inc’ is taught throughout the school and there is a focus on early reading. Pupils are supported, according to their needs, through effective scaffolding to ensure that they can access all aspects of the curriculum and achieve their full potential. More able pupils are supported to deepen their knowledge and understanding around a topic.

The development of spoken English and reading is drawn into all areas of learning. Carefully selected texts are used in English to support the factual knowledge learned in subject specific lessons. Writing threads through all subjects, drawing on subject specific vocabulary. In English it supports the development of grammatically accurate, carefully structures pieces in a range of genre and ensures that basic skills are secure. Writing across the curriculum provides pupils with the opportunity to apply disciplinary knowledge, for example to write in science for a scientific purpose. As far as possible, the

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curriculum is linked to the local area so that pupils gain an understanding of how what they have learned links to where they live.

The curriculum in Maths is taught via the scheme 'Maths No Problem', which incorporates the DFE 'Ready To Progress' materials. Subject specific language is detailed for each unit and there is a clear progression within each lesson from guided to independent practice. There is strong focus on the use of concrete manipulatives to develop the understanding of mathematical concepts and opportunities for the deepening of this understanding.

Curriculum information is also shared with parents at the start of each term.

### Education with Character

At Marlborough Road Academy, the curriculum develops pupils' learning in a range of contexts, both on and off site. Trips, visits and visitors therefore form a crucial part of our approach to learning. We are committed to ensuring that learning extends beyond the National Curriculum and includes direct instruction around our core values:

Honesty, Responsibility, Respect, Resilience, Ambition and Pride.

This is achieved through a comprehensive programme of 'Learning at Lunchtime', where children experience rich and varied learning opportunities in a variety of well-planned contexts. These opportunities create young people who are open to new challenges and willing to have a go: a key skill for life. Pupils are encouraged to think for themselves, solve problems, take risks, work as part of a team and to develop the understanding that learning is fun. We encourage children to set high standards of personal achievement and to be the best person that they can be. This programme provides opportunities for all pupils to develop their leadership skills.

Other values taught include the Fundamental British Values of:

'Democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'

These are embedded into the curriculum and addressed discretely through assemblies and themed weeks, with the aim that our pupils become responsible, tolerant and respectful young people as they move forward into the next stage of their lives and education.

We also ensure that all pupils within the school have a voice that is listened to. We actively promote our School Council which is elected through a democratic process and we regularly survey children's opinions and ensure that these are carefully considered when making decisions.

Our behaviour policy reflects our values and is embedded in our curriculum. It is centred around Education with Character and treating others with respect and kindness; our 3 simple rules apply to every member of our school community.

Choose Kind, Work Hard, Be Safe.

As part of the behaviour system, pupils are encouraged to develop the intrinsic motivation to behave well and to treat others appropriately. This includes learning from mistakes and pupils are invited to take part in restorative conversations, to encourage them to be reflective and to identify how they might do things differently in the future. Restorative actions, determined by the pupils in consultation with adults, are used to repair damaged relationships.

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Marlborough Road Academy offers a variety of extra-curricular activities involving children from across school to provide opportunities for pupils to develop talents and skills in a wide range of areas. Partnerships are developed and nurtured to boost pupils' cultural capital. Pupils work alongside their peers in other schools e.g. Pupil Leadership Project, Salford Big Sing, sporting leagues and competitions and with external providers such as Chethams School of Music. The Pupil Charter spells out a broad range of experiences pupils will engage with during their time at Marlborough Road Academy.

We value the spiritual and moral development of all pupils as well their intellectual, cultural and physical growth. Our curriculum develops resilience, cooperation and respect for others, with an emphasis on communication and teamwork. We support and nurture all pupils to grow into positive, responsible members of their community, who can work together with a diverse range of people, and who are tolerant of others. At Marlborough Road Academy we believe that it is crucial that young people understand their local community and have designed our curriculum to ensure that they have opportunities to learn not just about its historical and geographical importance, but also about the rich cultural heritage that they are a part of in Salford, Greater Manchester and the North West. Pupils are encouraged to develop their sense of commitment, compassion and service through fundraising and other events, designed to 'give back' to the local community e.g. singing at the local care home. A pupil wellbeing committee is in place and school hosts Place2Be counsellors and trained key workers to support pupils' mental health.

Through the PHSE curriculum, pupils are taught that they will face barriers and challenges, however, it is how they respond to these challenges that will build their character further and help them achieve their goals. Resilience is a large part of our everyday learning; we expect children to make mistakes and encourage them to use these as the next step of their journey. The Resilience Doughnut involves each pupil in evaluation of their strengths and areas for development. These are dedicated sessions which happen twice a year. The Highway Heroes programme helps pupils to develop an understanding of how to address problems that they come across in everyday life.

We believe that successful learning depends on a positive partnership between home, school and the wider community and we regularly raise money for local and national charities throughout the school year. This gives children a sense of responsibility and moral purpose. We hold themed events, such as our Aspiration Week, an afternoon tea for parents/grandparents and termly sharing events, which allow children to develop the ability and confidence to speak and perform in front of others and to understand that, with determination, their dreams can be realised.

### Leadership in Every Role

We are committed to ensuring that every child reaches their full potential, and with this in mind, provide opportunities for children to learn leadership skills and an understanding of responsibility.

Each class elects a school councillor, who attends regular School Council meetings. Selected Y6 pupils form the Pupil Leadership Team, who are linked with a member of the LGB. Pupils have the opportunity to apply, and be interviewed, for jobs within school. They can either decide to be 'paid' each week or to save their 'earnings' for a reward trip at the end of the school year. Children are responsible for planning this trip. These jobs include Eco Warriors, librarians, dental hygienists, computing champions, gardeners and dining hall assistants. They are encouraged to develop an understanding of the importance of prudence and saving, as well as the need to make a commitment to an endeavour.

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Children have the opportunity to be trained as Sports and Play Leaders and are expected to act as role models for behaviour and to support others in developing their skills and abilities. They work alongside adults at playtimes and are responsible for the equipment and organisation of activities in their respective zone of the playground. School Prefects are positive role models for high standards of behaviour and encourage other pupils to do the same.

## Curriculum Implementation

### How Do We Deliver Our Curriculum?

All lessons at Marlborough Road Academy are crafted around Rosenshine's Ten Principals of Instruction:

#### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

#### 02 NEW MATERIAL IN SMALL STEPS



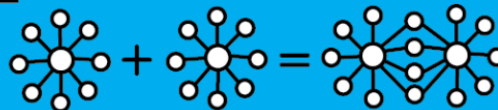
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

#### 03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

#### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

#### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

#### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

#### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

#### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

#### 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

#### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

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### For each curriculum subject, teachers plan the following:

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils/International new arrivals at the early stages of learning English.
- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and the correct definition, that all children must master.
- A cycle of lessons for each subject, which carefully plans for progression and depth.
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory.
- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions and the vertical concept the area of learning falls within.

Following Rosenshine's Principles of Instruction, retrieval practices are embedded across the curriculum as a teaching tool to ensure children know and remember more. We also use this teaching tool as a method of assessment.

Daily/Weekly retrieval practices are used every lesson to review prior learning. This may be done through a paired/Kagan discussion. Reviews are also be used throughout the lesson as a mini plenary or as an exit task. This is embedded practice throughout school and demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions within the moment feedback.

Spaced retrieval is used in a similar way to the daily and weekly tasks however a longer period of time is left before asking children to recall knowledge. Post Learning quizzes are used at the end of the unit. The purpose of these quizzes is to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.

SEND children are assessed in the same way however their barriers are removed. For example, if a child's specific needs relate to writing, they may have a scribe/multiple choice to help them answer the same questions as the other children. Additional time may be given; breaks and smaller TLC groups used for testing which is our everyday practice for children with identified needs. Children working 2 years or more below their chronological age are tracked using our A2E progress tracker and next steps planned for bespoke provision or small group sessions. This helps SEND pupils achieve in line with their personalised trajectory from their starting points. Our curriculum is ambitious and challenging for all children

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## Cooperative Learning:

At Marlborough Road we believe in the importance of co-operative learning and use Kagan structures to enable this. Children work in groups of four, comprising a mix of ability, gender and ethnicities. They work as a co-operative team to complete tasks and are given plenty of opportunity to explain their thinking and understanding to each other. The structures are used to ensure that all children fully participate in their learning all the time in a supportive and safe environment. Groups are changed every half term to ensure that pupils learn to both work with a wide range of children and how to effectively work in different teams. This develops tolerance of others and an awareness of other people's needs

## Impact

### How Do We Know That Our Curriculum Is Effective?

**Formative assessments** are used as an ongoing assessment tool. These opportunities throughout the lesson allow teachers to identify gaps in knowledge, misconceptions and where knowledge may not be embedded.

Teachers use in the moment feedback and adaptations to plan to address these as they arise. Our curriculum is both ambitious and challenging.

Pupil Conferencing alongside scrutiny of pupils' work provides information to practitioners around the depth of understanding they have and gaps to be filled.

**Summative assessments** are used termly in reading, writing and maths to make sure that subsequent teaching addresses any gaps in pupils' learning

**If children are able to keep up with the demands of their lessons, they will make progress**