



Mountbatten Primary School

Curriculum Policy



1	Summary	Curriculum			
2	Responsible person	Jamie Wegg			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	Autumn 2023 – Governing board.			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Subject policies			
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1 Aims and objectives

The aims of our school curriculum are designed to have clear impact on the pupils at Mountbatten Primary School:

- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to enable all children to learn and develop skills and knowledge to the best of their ability;
- to enable all pupils to be able to read, write and use Maths skills which will help them in later life;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's and particularly Hull's cultural heritage;
- to enable children to be positive citizens in society, within their community and the wider world;
- to enable children to have an awareness of their own spiritual development and moral understanding;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to provide opportunities for our children to be aspirational, believe in themselves and be resilient.

2 Intent

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.



3 Implementations

The implantation of the whole school curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Schemes of work
- STP
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers/challenges
- Assessment
- Teacher subject knowledge
- Resources

At Mountbatten we plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. Development Matters in the EYFS is used for all children across FS1 and FS2.

Phonics is taught using Little Wandle Letters and Sounds revised and is taught daily from FS1 up to Year 1; and for those in Year 2 who require catch up. Reading is taught from FS2, using phonically decodable books matched to Phonics teaching. In Year 1, Reading takes the form of 3-reads through Little Wandle. In Year 2 and KS2, Guided Reading takes the form of whole class reading using a quality text. Writing is taught using a text-based approach with a focus on different genres.

Maths is taught daily in FS1 using planning and resources from the White Rose Maths Hub. Daily lessons take place from Reception up to Year 6, following the Maths No Problem curriculum. Additional Maths learning takes place with mastering number in Reception, KS1, Y3 and Y5, discrete times tables sessions providing opportunities to develop knowledge and skills.

In some subjects, schemes of learning are used to support teachers with their planning to ensure a clear progression of knowledge and skills. Religious Education is taught through the Hull and East Riding Agreed syllabus; PSHE is taught through Jigsaw; PE is taught through Primary; Computing is taught through Purple Mash; Music is taught through Charanga and MFL through Language Angels.

4 Long term planning

The school has a long term plan which identifies which topics will be covered each half term for each subject and year group. We have reviewed our long-term plan to ensure coverage across both Key Stages is broad and balanced.



5 Medium term planning

Medium term planning for subjects includes clear learning objectives taken from the National Curriculum, RE syllabus or Jigsaw. All medium term plans are written at the beginning of a year to ensure a balanced and broad curriculum is offered.

Each year group produces a half termly medium term plan, which is checked by subject leaders and SLT to ensure that the learning has an appropriate sequence and enables pupils to build on prior knowledge and skills. These are written to show the learning objectives for each week in each subject, using the curriculum knowledge documents for Geography/History and Science.

6 Schemes of work

Schemes of work has been developed for geography, history, RE, art and DT. Subject leaders have developed these with class teachers. They are used to ensure that key knowledge is taught. These are reviewed regularly to maximise impact.

7 Short term planning

All teachers are expected to use the schools short term planning formats that include the learning objective, the teaching focus, assessment steps, groups and next steps. It is an expectation that all teachers will plan and prepare lessons, ensuring that all resources are available at the start of a lesson.

8 Impact

The Mountbatten Primary School curriculum is designed to have clear impact:

- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
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9 EYFS

At Mountbatten Primary School we facilitate pupils to take part in activities that are of interest to them, with the adults enhancing these activities.

Play underpins our delivery of the Early Years curriculum. Through play our children become active learners, explore and develop learning experiences which helps them to make sense of the world. They practice and build up ideas, and learn how to manage feelings and resolve conflicts. They are given the space to explore and discover, to take risks and make mistakes within a safe and secure environment. We nurture a sense of curiosity by encouraging children to ask questions, reflect and problem solve on their own and with others. Practitioners create an environment which is child focused which challenges, motivates and encourages learning through first-hand experiences.

Phonics and Maths are taught daily in the EYFS setting, with a daily English session which is used as an opportunity to read to the pupils.

All practitioners are responsible and contribute to the assessment of learning for all children through recorded observations. The school uses Tapestry to record observations, linking to ages and stages. Observations are used to plan the next steps of learning for all children.

10 Monitoring and assessment

The school has robust assessment procedures and across a school academic year we have 3 data collection points when the assessment coordinator will collect data and review pupil progress with individual teachers. The progress made by the children is monitored to ensure each child is making progress and achieves their individual targets. Interventions will be put in place for those children who are not achieving expected progress.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy, review timetables and meet regularly with subject leaders. All subject leaders present an end of year report to governors and a termly report to senior leaders.

The senior leadership team are responsible for the day-to-day organisation of the curriculum and through moderation, monitoring and self-evaluation SLT leaders ensure the National Curriculum is taught effectively across the school.

Subject coordinators in our school are expected to lead, support, monitor and raise attainment and progress for their subject. Subject coordinators will have a clear understanding of how well their subject is taught across the school, attainment, progress and future developments. Through LTP, MTP and STP subject coordinators will ensure all children are given the opportunity to a broad and balanced curriculum.