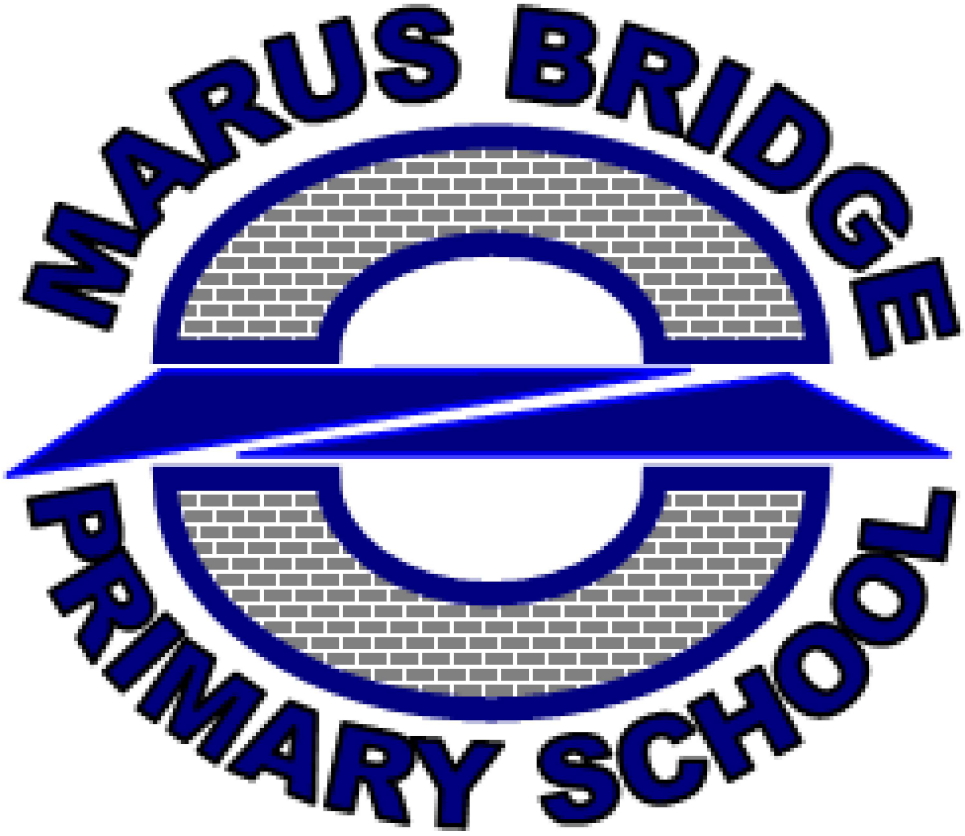
Primary Specification Policy



Wider Curriculum

The Rowan Learning Trust

MARUS BRIDGE CURRICULUM

CURRICULUM LEAD	Adele Hurst
PEDAGOGY LEAD	Adele Hurst
MATHS	Hannah Howsley
ENGLISH	Suzanne Carver Upper School Faye Holden Lower School
SCIENCE	Robyn Johnstone
HISTORY	Adele Hurst
GEOGRAPHY	Claire Boffey
COMPUTING	Victoria Woodward
ART	Lauren Foxwell
DESIGN TECH	Nicola Capstick
PSHE	Tracy Heaton
MUSIC	Paula Riley (Adele Hurst for enrichment)
SPANISH	Suzanne Carver
PE	Penny West
RE	Holly Miller Kath Hampson Jacqui Collier
SCHOOL COUNCIL	Jacqui Collier
ECO COUNCIL	Liz Bower
FOREST SCHOOL	Liz Bower and Rebecca Jones
LIBRARIES	Cherie Melling KS1 Sara Taylor KS2

Intent (Our aims, culture and ethos)

Upon leaving Marus Bridge, we want our children to have the knowledge, understanding and drive to be responsible and transformational members of a diverse and global society.

Our curriculum aims to provide all children with a broad and ambitious learning experience, enabling the acquisition of interrelated knowledge and skills whilst developing new interests and passions.

We want our pupils to develop transferable vocabulary to provide them with the language they need to articulate the connections and knowledge they have acquired, opening the door to future learning.

Implementation (How is this achieved?)

Macro-level (subjects and topics):

On a Trust level, subject leads for each area of the curriculum have devised a set of over-arching curriculum objectives which meet the National Curriculum Standards (2014). These over-arching objectives (See Appendix 1 for example) are listed in our **'Subject Specification Policies'** and are woven into our subject **End Points Documents** (see Appendix 2 for example) which use the **overarching-objectives as a baseline, but personalises the curriculum to our school context.**

The objectives listed in each subject End Point Documents are used to deliver a series of lessons on a topic-by-topic basis. The planning/delivery of these topics can be divided into 3 distinct categories:

Developed by subject leads and class teachers	**Scheme-Assisted**	**Subjects taught by Specialists**
• Geography • History • PE • PSHE • Art	• Music (Kapow) • RE (Kapow) • DT (Kapow) • Spanish (Janet Lloyd Primary Languages Spanish) • PE (PE planning) • Science (Snap Science) • Computing (Purple Mash)	• PE (Staff from local high school – 1 out of 2 lessons per week.) • Music (Wigan Music Service in Y4)

In line with the National Curriculum (2014), the following weekly time allocations are given to each subject:

KS1	Science 100/ 120 mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 45 mins	PE 120 mins
KS2	Science 90/120mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 60 mins	PE 120 mins

Throughout each subject, knowledge is taught to be **remembered not merely encountered**. Our End Points Documents map key concepts and frames well chosen, powerful knowledge, with **transferable vocabulary.** Our approach to curriculum implementation is through **spaced retrieval practice** and plenty of **overlearning** to ensure that knowledge sticks and is deepened throughout the course of our curriculum.

To facilitate this, the following structure is applied to our delivery of each topic within every subject:

<table>
<tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr>
<tr><th>Teach A</th><th>Teach B</th><th>Teach C</th><th>Teach D</th><th>Teach E</th><th>Teach F</th></tr>
<tr><td rowspan="6"><u>Prior-learning Session</u>
Retrieve prior knowledge relating to the topic.

Look at the knowledge organiser for the topic ahead.</td><td>Prior knowledge A</td><td>Prior knowledge A</td><td>Prior knowledge A</td><td>Prior knowledge A</td><td>Prior knowledge A</td></tr>
<tr><td rowspan="5">+ New Knowledge</td><td>Prior knowledge B</td><td>Prior knowledge B</td><td>Prior knowledge B</td><td>Prior knowledge B</td></tr>
<tr><td rowspan="4">+ New Knowledge</td><td>Prior knowledge C</td><td>Prior knowledge C</td><td>Prior knowledge C</td></tr>
<tr><td rowspan="3">+ New Knowledge</td><td>Prior knowledge D</td><td>Prior knowledge D</td></tr>
<tr><td>+ New Knowledge</td><td>Prior knowledge E</td></tr>
</table>

The vocabulary selections for each topic are purposefully transferable and build upon prior knowledge. For instance, the example below shows how prior **knowledge of relevant vocabulary** is incrementally built upon on a topic-by-topic basis:

Key: **EYFS VOCAB** **KS1 VOCAB** **LKS2 VOCAB** **UKS2 VOCAB**	
Topic: Geography Y5 Investigating Coasts	Local, Beaches, physical feature, human feature, urban rural, built-up, roads, erosion, coast, bay, headland, stump, stack, cave, arch, cliff

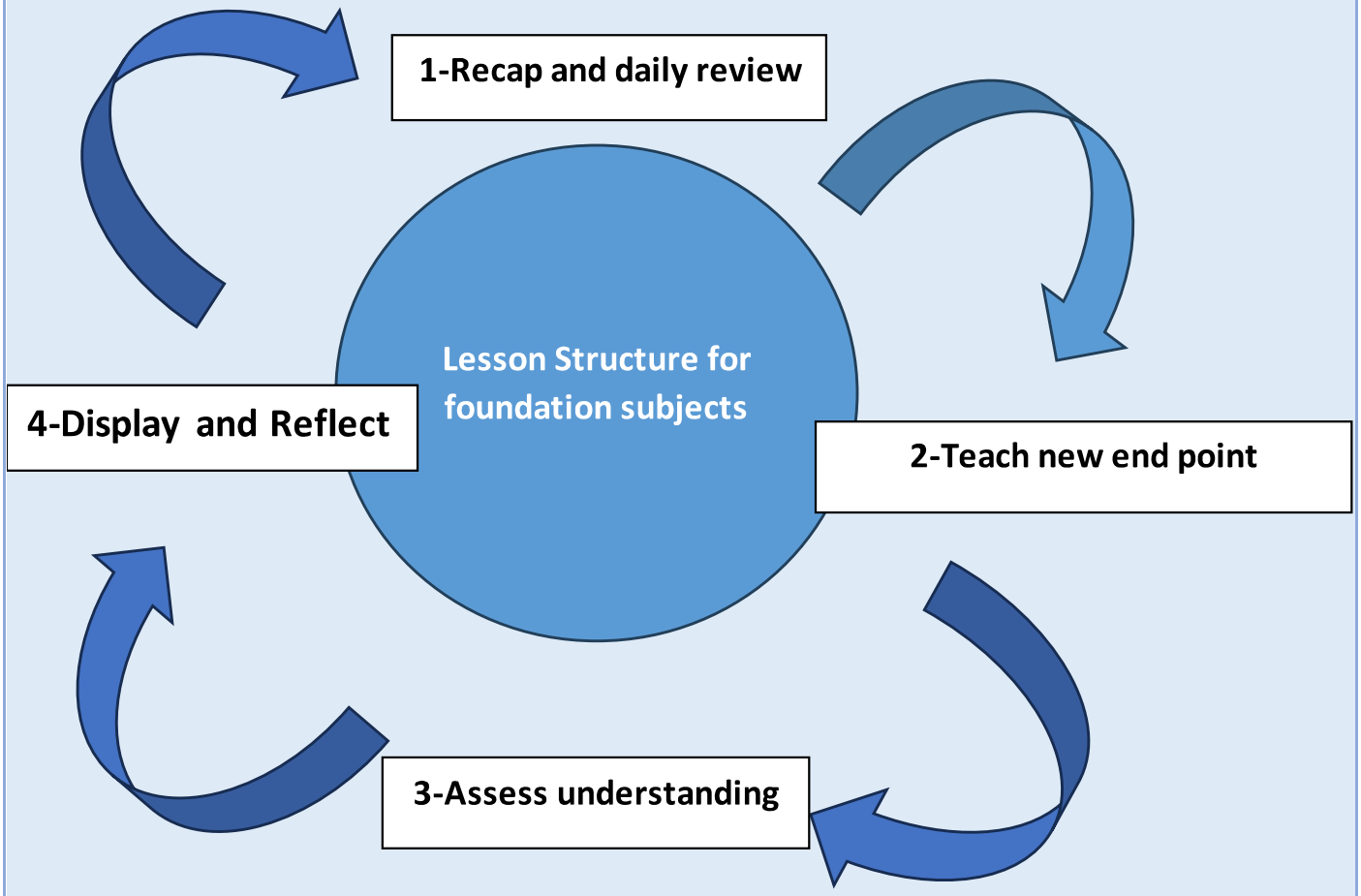
For our pupils with SEND, teachers adapt their lessons accordingly using the **SEND Toolkit** (see Appendix 3).

Micro-level (lesson-by-lesson):

The Marus Bridge 10
This document sets out our approach to teaching and learning. We have written it following reading a wide range of research evidence, including Rosenshine, Ofsted Research Reports and Visible Learning. The pedagogy and metacognition strands underpin how lessons are delivered across all subjects. (See Appendix 4)

Lesson structure for foundation subjects
On a lesson-by-lesson basis, the following structure is followed.

1. Recap main learning (end point) and vocab from previous sessions. Refer to working walls. If first session make links with prior knowledge. *Assessment opportunity and new vocabulary introduced.*
2. Set up the new learning for the lesson, WALT shared (from End Point document), Teach, explore, investigate. All the time modelling the new vocabulary. *Use 3 step approach I do, we do, you do. Ensure modelling, shared work, practical activities, allow children time to talk and discuss. (Rosenshine principles)*
3. Demonstrate progress towards the WALT/end point. *Written outcome, quiz, orally, post its? Assessment opportunity 2*
4. Add new learning to the working wall for knowledge retention and support. Children to reflect upon their understanding of the end point *Include new vocab and key knowledge from end points document.*



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Impact

The vast majority of (how many? – why do we aim for 80%? Is this a DfE statistic?) pupils achieve the expected standard in a range of subjects. We check all judgements carefully and support each other to be consistent.

How is learning assessed in the wider curriculum?
Children are assessed against the End Point questions are assessed as following:

PKS	Children have not been exposed to the full curriculum due to a significant SEND.
WTS	Children can't answer 80% of the questions listed in the End Point document for this subject.
EXP	Children answer over 80% of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.

Low stakes testing methods include:

- Quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activity
- Knowledge Review Week activities
- At the end of each unit, children complete a written test based on the End Points for that topic. This is used to inform teacher judgement.

When is learning assessed in the wider curriculum?
We assess children's growing knowledge in every lesson on a formative level and at two points in the year (Spring 1, Summer 2) on a summative level.

How to we monitor this impact?
Each academic year, every subject is audited by the subject-lead through conducting pupil interviews, completing book-looks, lesson observations and chatting with staff and analysing data. Teachers receive personal feedback from audits to ensure continuous reflective practice. Subject leaders then identify strengths and targets to work towards over a 12-month period which feeds into annual subject action plans. Any target year

Appendix 1

Example over-arching objectives from the Key Spec Policy for History:

	Objectives
KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.
KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Local history study Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Appendix 2:

Year 4	End points / questions	Key Vocabulary
Egyptians	• Explain the temporal connectivity between the Egyptians and the Romans/Iron Age civilisations. (Which civilisation was around at the same time as the Egyptians? When/how did the Egyptian period end?)  • Understand the Egyptian hierarchy and how life would be different for people at different levels within this system. (Who ruled within Ancient Egypt? How did the lives scribes/nobles differ to that of slaves/farmers?)  • Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip])  • Know who Tutankhamun and Cleopatra were and why they are so well-known. (Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.])  • Understand why the building of the pyramids was so revolutionary. (Why are the pyramids so impressive? How did the Egyptians build them? For what purpose? What tools did they use? How was the Nile relevant?)  **Disciplinary Outcome 5:** Understand how artefacts have helped historians to build a picture of the past. **Disciplinary Outcome 6:** Understand the merit of archaeology.	materials, improvements, wealthy/wealth, man-made, technology, chronological, monarch, ancient, BC / AD, architecture, artefact, civilisation, invention, mummification, pharaoh, tomb, pyramids, temporal, revolutionary, rule, amulet, hierarchy **Key Figures:** Tutankhamun Cleopatra
The Dark Ages (Vikings and Anglo-Saxons)	End points / questions • Understand the chronology of the Dark Ages and how it got its name. (Who arrived in Britain first? When? How did they arrive? [touch on longboats] Why is it called the Dark Ages? [lack of written record])  • Understand daily life for the majority of Anglo Saxons. (How does the Anglo-Saxon way of life mirror that of the Bronze/Iron Age? Were men and women treated equally? [women could own land]) 	travel, monarch, voyage, Resolution, warriors, Danelaw, invade, conquer, settle, raid, revolt/rebellion, conflict, period **Key Figures:** Alfred the Great Athelstan

	• Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?)  • What impact did Alfred the Great and his grandson Athelstan have on Britain during the Saxon Period? (How did England change after Alfred's resolution with the Vikings? Why was Athelstan considered king of all England? [link to invasion and settlement] Did kings fight during the Saxon period? Where they warriors?)  • Understand the conflict between the Saxons and the Vikings. (How did they manage to live alongside one another? Who was in charge? What was Danelaw? Who held the power?)  **Disciplinary Outcome 6:** Understand the merit of archaeology. (due to lack of written record of the Dark Ages)	
Normans	End points / questions • Develop a mental timeline from the Stone Age until the end of the Norman period. (Can you order these historical periods? Which ones were BC/AD? Which ones span the longest amount of time? Why did some overlap?)  • Know what life was like in the 1060's (What was daily life like for the Saxons/Vikings? How did that differ from the Normans? What was life like for women vs men? [Normans did not allow Saxon women to own land unless they married a Norman])  • Explain the story of the Battle of Hastings and what led to it. (How did the Normans win the Battle of Hastings? What happened during the battle? Why did the Normans want to invade Britain?)  • Who was William the Conqueror and how did he establish power and control? (Why did William build castles? How did deal with revolts from the Viking north? What was the Domesday book? Why did William introduce it?)  • Explain what the Bayeux Tapestry is. (What can we learn from the Bayeux Tapestry about the Norman Conquest?)  **Disciplinary Outcome 2:** Know that historians build a picture of the past using historical sources. **Disciplinary Outcome 3:** Understand the significance of who/where sources come from.	resilience, monarch, Conquer, Hastings, castle, cavalry, feud, Bayeaux tapestry, Domesday Book, revolt/rebellion, power, control, BC/AD, conflict, period, battle **Key Figures:** William the Conqueror

	Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past.	

Appendix 3:

Marus Bridge SEND Toolkit for the Wider Curriculum

Non-Negotiable Adaptions
(should be considered in **EVERY** lesson):

1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)

2) **Concentrate on the content**, not the task

3) Link to **prior-knowledge**

4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)

5) **Model activities** (I do – we do- you do)

6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions

(Select where appropriate for each subject/lesson):

Visual Aids Provide images to explain vocab/concepts rather than wordy definitions	**Key Vocabulary Banks** Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.	**Continuous Provision** Provide an alternative hands-on activity for the children to access.	**Pre-Teaching** Could a member of staff/a volunteer give some input before the lesson?
Mixed Ability Groups/Pairs Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.	**Print Longer WALTS** Depending on individual needs, this may help some SEND children to reduce cognitive load.	**Adapted Knowledge Organiser** Reduce the vocabulary and provide visuals.	**Differentiated Texts** If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload
Provide Additional Adult Support	**Provide Additional Brain Breaks**	**Simplified Recording Methods** Such as a reduced table in science, or a partially completed bar chart	**Differentiated Research Sources**
Consider Timings of Interventions Ensure that children do not miss a whole unit/input for intervention.	**Reduce Distractions** (In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)	**Adapt the Apparatus** Eg – provide larger equipment in PE etc…	**Individual Interests** Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in History

Appendix 4:

The Marus Bridge 10

Features of Highly Effective Teaching and Learning

Pedagogy	Metacognition	Key Skills	Ethos, Relationships and Behaviour
1) Learning Sticks 2) Assessments Inform Teaching 3) Context is Key 4) Engaging and Enjoyable Lessons	5) Teach the Children how to Learn	6) Prioritise English & Maths Skills 7) Extend Vocabulary	8) Reciprocal Relationships and emotional intelligence 9) Positive and Prepared 10) Model Grit & Determination

Feature of Effective Teaching	What might this look like? How is this achieved?
1. Learning Sticks	➢ Daily Review (Each lesson begins with a revision of relevant previous learning. Children actively engage in this process.) ➢ Use of down time (Use tidy-up times etc... to give verbal reminders of previous learning. For example – go around the boards.) ➢ Knowledge Organisers (Use for all foundation subjects and refer back to it within each topic) ➢ Morning work promotes recall in maths/English (Such as 5 maths problems or sentence work) ➢ Prior learning (Quality time is spent reviewing elements previous topics which link to new ones. Possibly a whole lesson. Eg – Recap Y3/4 Animals Including Humans before moving on to Y5 life cycles.) ➢ Models displayed on the WW (Flip chart paper is used to keep a record of teaching to refer back to throughout the year.) ➢ Feedback (Most feedback is given verbally in lessons. Any feedback following the lesson is timely and actionable.) ➢ Visuals (Where appropriate, visuals are used to aid recall. This could be in the form of concept mapping or photographs/videos.) ➢ I do, we do, you do (Model and guide work and allow independence once the concept is fully understood.) ➢ Knowledge Review Week (Brings old material back into the working memory. Focus on consolidation, not problem solving unless very securely already in the LTM.)
2. Assessments inform teaching	➢ Questioning (Teachers know their pupils well and tailors their questioning to suit individual needs.) ➢ Challenge (Every child feels challenged, regardless of ability. Use Rosenshine's 80% success rate as a guide.) ➢ Misconceptions (Use whiteboards or shared practise to identify misconceptions before children work independently to avoid misconceptions being rehearsed and entering the long-term memory.)

	➢ **Prior Learning** (Build on from what the children already know and don't hesitate to go back if there are gaps. In maths, groups should be fluid and change depending on prior learning for each individual topic.) ➢ **Fluid Groupings** (There is flexibility in grouping to account for children grasping a particular concept quicker than expected or visa-versa. Teacher change groupings lesson by lesson based on observation and marking.) ➢ **Differentiation** (Individual needs are accounted for in ever lesson – either by outcome, models, questioning etc… Children with SEND have their needs met through liaising with the SENDCo and actioning any recommendations. Use SEND Toolkit for the foundation subjects.)
3. Context is Key	➢ **The Big Picture** (Teachers know the context of each topic in reference to the wider MB curriculum. They explicitly make links between current topics and topics from previous years. They also make links to the wider world, such as current news etc…) ➢ **End points** (Teachers have an understanding of how each topic contributes to subject end points.) ➢ **Why are we learning this?** (Teachers communicate why a topic is important. How it links to our world and how it might help them in the future.) ➢ **Build the Schema** (Through making links, children are able to organise the new information by linking it to things that they already know. This helps with sticky learning too!) ➢ **Visuals (dual coding)** (When making links, visuals are used/revisited to aid recall.)
4. Engaging and Enjoyable	➢ **Excitement and Passion** (Teachers portray a genuine interest in every subject area which is tangible to the children. Unique and creative 'hooks' are frequently used to excite and motivate pupils.) ➢ **Creativity is celebrated** (teacher strive for a creative climate within their classroom. Lower ability learners are supported in such lesson as they may find openendedness particularly challenging.) ➢ **Shared Practice** (Children use whiteboards/talking partners/books to actively engage with adult-led teaching. They are as busy as we are – if not more so. This leads on to independent practice once understood.)

	➢ Peer/Group work (Children are regularly given the opportunity to feedback, discuss and collaborate with one another.) ➢ Instructor v Facilitator (Teachers know when to lead the learning and when to step back and observe – offering scaffolds and addressing arising misconceptions.)
5. Teach them how to Learn	➢ Children Know their Personal Targets (Where appropriate, children select their level of challenge with understanding of their own ability. They can discuss their strengths and areas they need to work on.) ➢ Thought Tracking (Teachers give a verbal narrative of their thought process when modelling work. Children are also encouraged to give the same verbal narratives to their partners/ the teacher when circulating.) ➢ Independence (Children are encouraged to access resources and support independently.) ➢ Self and peer-assessment (Steps to success are used – particularly in writing. Children also collaborate in lessons to support one another's learning.) ➢ Note taking/mind mapping (Children are exposed to a range of different study skills and are encouraged to use them independently. Allow children to elaborate and organise their learning themselves.)

LEARN

ENJOY

ACHIEVE

The Rowan Learning Trust

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.