



Curriculum

at Malin Bridge Primary School

Updated November 2023

What is a curriculum?

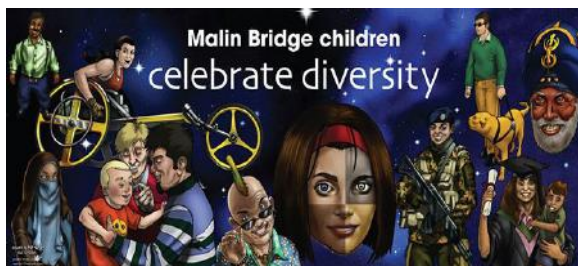
Curriculum lies at the heart of education: it determines **what children will know** and **what they will be able to go on to do**. It includes what children learn **in the classroom and beyond**.

Vision

Children are engaged in an enriched, relevant, diverse and inspiring curriculum, which meets statutory requirements whilst being personalised to the needs of the Malin Bridge community. Clear progression enables children to achieve to a high standard.

Good is not enough if it can be better and better is not enough if it can be best.

AT MALIN BRIDGE PRIMARY OUR PUPILS...



Intent

A curriculum that provides pupils with a solid foundation of knowledge as well as the opportunity to develop values such as empathy, respect and responsibility, helping them to become well-rounded individuals.

High quality outcomes that evidence the progression in skills of children.

A rigorous framework which ensures teachers can focus on *how* to teach as opposed to *what*.

Regular enrichment of the curriculum, through visits, visitors, practical activities, experiences and extended learning opportunities.

Curriculum Design

3D Approach

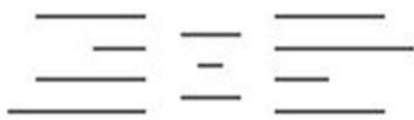
At Malin Bridge, the curriculum is **meticulously designed** and **sequenced** to ensure knowledge is firmly anchored in pupils' **long term memories**, so they are empowered to **apply** their knowledge effectively and confidently. All aspects of the curriculum have been designed with **progression** in mind, to ensure children build on existing skills and knowledge, which enables them to make links to new learning more easily. In order to provide children with opportunities to revisit previous learning, and build their long-term memories, the curriculum follows a **3D approach** (a similar approach to *spiralling*).

VERTICAL LINKS



The links within a given subject that ensure key concepts are encountered again and again. For example, the concept of 'empire' is taught through a range of different History units throughout different year groups.

HORIZONTAL LINKS



Horizontal links are made in each year group or phase to ensure purposeful links across different subjects can be made. For example, in Year 3, learning about Ancient Egypt in History and rivers in Geography.

DIAGONAL LINKS



These links join concepts across both year group and subjects. For example, pupils learn the word 'source' refers to the place where a river begins when studying rivers in Y3, but they later learn it is also a person or book that provides information for news stories or for historical research when we discuss primary and secondary sources in history.



The approach outlined above has been chosen because it aligns with principles of **cognitive science** and is specifically tailored to the **unique context and community of Malin Bridge**. It sets ambitious goals for all learners, whilst promoting inclusivity.

Foundation Subjects

Subject Stories

There are **Subject Stories** for all foundation subjects, which detail the journey pupils go on through each curriculum area during their time at Malin Bridge. They contain the **key concepts** (*substantive and disciplinary*), which are built over time, as well as how each unit fits into the 'bigger picture' of the curriculum. Finally, the subject stories also contain an agreed glossary of definitions to ensure **consistent language** is used throughout school.



ART AT MALIN BRIDGE

By the end of studying Art at Malin Bridge, children will be able to answer questions such as:

- How has **colour and value** been used to create a visually interesting piece of artwork?
- How has **colour and value** been used to affect the mood of the piece?
- How has **line and pattern** been used to create a visually interesting piece of artwork?
- How has **line and pattern** been used in your own and others' work?
- Using a range of media, how have you created **texture** and what was its intended impact?
- Using artwork studied or created, what impact does **shape and form** have on the overall piece?
- Using artwork studied or created, what impact does **space** have on the overall piece?
- Using a diverse range of artists, makers, architects and designers, what is the significance of their work?



Key Concepts	Associated vocabulary
Diversity	artist, maker, architect, designer, ethnicity, religion, sexuality, age, gender, class, able-bodied, disabled, local, national, international, culture
Colour and value	hue, shade, tint, palette, tone, primary, secondary, tertiary, contrasting, complementary, light, dark, vibrant, muted
Line and pattern	line, shape, repeating, intricate
Texture	shade, hatching, cross-hatching, pattern, tactile texture, mould, visual texture, rough, smooth, rigid
Shape and form	sculpture, 3-dimensional, real, mould, assemble, capture, shape, construct, reinforce, tool, smooth, join, pinch, texture, space, illusion, 2-dimensional
Space	positive, negative, open, closed, shallow, deep, 2-dimensional, 3-dimensional, illusion, foreground, middle ground, background



HISTORY AT MALIN BRIDGE

By the end of studying History at Malin Bridge, children will be able to answer questions such as:

- Can you place the time periods studied in **chronological** order?
- How has **power and privilege** influenced a time period you have studied?
- How has society been influenced by early civilizations?
- How has British history been affected by **continuity and change**?
- Using examples from a range of time periods, how has **bias** affected the way history has been represented?
- How has British or world history been affected by the theme of **causes and consequences**?
- Using examples from a range of time periods, how has **architecture** changed in Sheffield?



Key Concepts	Associated vocabulary
Chronology	timeline, modern era, ancient, era, BC/AD, BCE/CE, medieval, century, decade
Power and privilege	monarchy, dictator, privileges, white supremacy, government, racism, persecution, exploitation, rights, diversity
Civilization	legacy, artefact, similarities, differences, architecture, lifestyle, culture
Continuity and change	migration, immigrant, immigration, conquer, political, social, technological, similarities, differences
Representation and bias	perspective, discrimination, source analysis, similarities, differences, racism, persecution, diversity
Causes and consequences	war, peace, political, social, religious, migration, immigrant, immigration

Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge.

These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.



VICTORIANS KS1 Knowledge



AS PART OF THE **HISTORY** ASPECTS, CHILDREN WILL KNOW:

- The Victorians are the time of Queen Victoria's **reign** over Britain and the British **Empire**. Britain at the time included England, Wales, Scotland and Ireland.
- Queen Victoria ruled from 1837 - 1901 (64 years).
- People who lived in Britain during the time of Queen Victoria's reign are called Victorians.
- This was a time of huge progress and change for Britain and the people who lived there.

Queen Victoria

- Victoria became Queen in 1837 aged 18.
- Queen Victoria was liked by people in Britain.
- She married Prince Albert.
- Queen Victoria was the **monarch** of Britain and the British Empire.
- Queen Victoria kept a diary of her life and she tells us a lot of information.
- Queen Victoria died in 1901. Her son Edward VII became King.
- Before Queen Elizabeth II, Victoria was the longest reigning monarch in British history.

Technology and Industrialisation

- There were many **inventions** in the Victorian era and we still use today (the steam engine).
- These developments caused people to move from **rural** areas to urban areas to make these new things so they moved closer to the factories.
- Things have developed and continue to develop since this time. Roads - in cars - computers.
- Many of these inventions were used during the first and second world wars.

Daily Lives

- We know about the Victorian era because we have photographs, paintings and films, these are called **artefacts**.
- There was a clear rich/poor divide in Britain during this time.
- Wealthy Victorians lived in large houses and had servants who looked after them. Children went to school and had lots of toys and books.

- They lived in poverty, here and faced much **discrimination**. They were mostly Roman Catholic and many English people thought the Irish immigrants coming here were unskilled and uncultured.

AS PART OF THE **GEOGRAPHY** ASPECTS, CHILDREN WILL KNOW:

- The United Kingdom is made up of 4 **countries**: England, Scotland, Wales and Northern Ireland.
- The UK is an **island**.
- The UK is in the Northern Hemisphere, far from the **equator**.
- The UK is a small country.
- The UK is now part of the Commonwealth and the British Empire does not exist.
- The Commonwealth is a collection of 54 countries (many were part of the British Empire).
- It is optional to be part of the Commonwealth.
- Queen Elizabeth II is the head of the Commonwealth.



VICTORIAN / ERA / CHRONOLOGY / TIMELINE / MONARCHY / BRITAIN / REIGN / TECHNOLOGY / POWER / MODERN / INDUSTRY

PRE-ASSESSMENT IDEAS

- ☒ Chronological order of the following was: dinosaurs, Stone-Age, Bronze-Age, Iron-Age, Ancient Greeks, Victorians, 21st Century.
- ☒ An artefact is a man-made object that tells us about the past.
- ☒ A country is a nation with its own government, occupying a particular territory.
- ☒ The equator is an invisible line that runs around the centre of the earth and divides the northern and southern hemisphere.
- ☒ The UK is made up of four countries: England, Scotland, Wales and Northern Ireland.
- ☒ A location is rural if it is outside of a town or city, has a low population density and a low number of settlements.
- ☒ A location is urban if it is in or near a town or city.

Foundation Subjects

Skills Sheets

There are skills sheets for each foundation subject, for each phase, detailing the disciplinary knowledge. These include what a child who is attaining typically, should **be able to do by the end of their phase**. They also include the key vocabulary which children should be able to use.

KS1 ARTIST

Over KS1, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Assessing diverse range of artists, craft makers and designers artwork (including digital artists)

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Colour freely following lines using a range of colours individually creating lines as appropriate and using dots or lines to show patterns and features

Use thick and thin brushes

Use primary colours to make secondary colours

Change the tints and tones of colours by adding black or white

Create textured collages (including ceramics) using a range of materials that are cut or torn and glued

Experiment with colour, overlapping, tessellation, mosaic and collage in a range

Through making, cutting, moulding and carving use a range of materials to create sculptures using a combination of shapes that evaluate lines and features

Print using objects by pressing, rubbing or stamping to make print from the environment

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

TEXTURE	TONE	MOOD	SCULPTURE	PRIMARY	SECONDARY
LINE	COLOR	VALUE	FORM	SHAPE	TINT

LKS2 ARTIST

Over LKS2, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Assessing diverse range of artists, craft makers and designers artwork

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Use a pencil to draw lines, tone and texture through hatching and cross hatching

Use shading to show tone and features

Use a number of brush techniques as appropriate and use this knowledge to produce shapes, textures, patterns and lines

Use watercolour paint to produce textures for backgrounds then add detail

Use primary colours effectively

Change the tints and tones of colours by adding black or white

Use a range of materials to create sculptures that have a recognisable form with added texture to provide interesting detail

Print precise patterns using printing blocks to replicate patterns in natural or man-made environments

Use a basic cross stitch and back stitch

Colour fabric

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

TEXTURE	TONE	MOOD	PRIMARY	SECONDARY	VALUE
VISUAL TEXTURE	TACTILE TEXTURE	MOOD	TINT	SCULPTURE	LINE

UKS2 ARTIST

Over UKS2, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Assessing diverse range of artists, craft makers and designers artwork using visual language

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Create a colour palette based upon colours observed in the natural or built world

Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight)

Use a choice of techniques to depict movement, perspective, shadows and reflections

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines

Use the qualities of additive and subtractive paint to create visually interesting pieces

Combine colours, lines and dots to enhance the mood of a piece

Use a range of materials and tools to create sculptures that have a recognisable form, to appropriate use frameworks (such as wire or models) to provide stability and form

Choose from a range of stitching techniques

Combine previously learned techniques to create pieces

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

MOOD	VISUAL	PERSPECTIVE	TECHNIQUE	LAYERS	ELEMENT
PALETTE	VALUE	VISUAL TEXTURE	TACTILE TEXTURE	IMPLY	FOREGROUND
MOOD/ GROUND	LINE	FORM	POSITIVE SPACE	NEGATIVE SPACE	

The overview document provides teachers and support staff with an overview of all units covered across a phase, over the 2-year cycle.

CURRICULUM CYCLE KS1

YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 Skills Sheets	CIRCUS <i>Curriculum Sheet</i>	ARCHITECTURE <i>Curriculum Sheet</i>	ICE-AGE TO IRON-AGE <i>Teacher CPD</i>	STONE AGE ART	VICTORIANS <i>Teacher CPD</i>	WHERE IS MYN BRIDGE?
Primary Focus	Art	Art (Construction)	History	Art (Drawing)	History	Geography
Secondary Focus		Science	Geography	Narratives	Geography	
English Links	3 I Can Use Circles - Poetry The Smallest Showman - Description	3 Little Pigs - Narrative/ Instructions	Recount - Living History Day Stone Soup - Y1 Stone-Age Non-Chronological Reports	Stone-Age Day - Reading Stone Soup - Y1	Letters Narrative - My Own Narratives	Window - Setting Descriptions Fossil Kites
Science <i>Subject Story & History</i>	Awards	Electricity - Simple Circuits	Food Chains	Habitats & Adaptations	Humans - Senses and Hygiene	STEM
Religious Education <i>Subject Story & History</i>	Christianity - Christmas Story Does God send Christmas to each other the way? <i>Assembly 1/2</i>	Christianity - Christmas What gifts might Christmas in my town have given Jesus if he had been born here rather than in Bethlehem? <i>Assembly 1/2</i>	Judaism - Pesach Is Pesach important to Jewish children? <i>Assembly 1/2</i>	Christianity - Easter Why was Jesus welcomed like a king or celebrated by the crowds on Palm Sunday? <i>Assembly 1/2</i>	Judaism - Passover How important is it for Jewish people to do what God asks them to do? <i>Assembly 1/2</i>	Judaism - Festivals Are Rosh Hashanah and Yom Kippur important to Jewish children? <i>Assembly 1/2</i>
Physical Education <i>Subject Story & History</i> <i>Physical Games</i>	Walking & Running	Box Jumps, Jumps, Landings and Slips	Balance - Gymnastics	Throwing and Catching	Activities Ball Skills	Mathletics
Computing Reason Self	Year 1 - None Year 2 - What is a computer? (1,2,3) Algorithms and debugging (1,2,3,5)	Year 1 - Improving Photo Skills (1,3) Algorithms and debugging (1,2,3,5) Year 2 - None	Year 1 - None Year 2 - Data Handling (1,3,5) Programming 2 - Scratch (1,2,3,5)	Year 1 - Creating Media (1,2,3) Programming Basics (1,3,4,5) Year 2 - None	Year 1 - None Year 2 - Creating Media: Stop Motion (All sessions)	Year 1 - Skills Showcase Related to the Week (All sessions) Year 2 - None
Music	Nursing Rhymes & Songs A				Around the World	
Citizenship <i>Subject Story & History</i> <i>Online Safety</i>	Belonging and Identity <i>Topic 1</i> Feb, Feb, Feb, Feb	Belonging and Identity <i>Topic 2</i> Feb, Feb, Feb	Diversity and Inclusion <i>Our School Community</i> C1, F1, F2, F3, F4	The Online World <i>Online Safety</i> Oct, Oct, Oct, Oct, Oct, Oct, Oct	Health and Wellbeing <i>My Feelings</i> M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12	Health and Wellbeing <i>Staying Safe</i> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12
		SP - Every One Online PB - Staying Safe	SP - Communicating Online	PB - Keeping our computers safe CB - Passwords	LB - Choosing what to do online	

Core Skills

The school places Oracy, Reading, Writing and Maths as the key focusses of the curriculum, as we feel these provide children with the skills needed to access a wide range of learning. These core skills are developed and utilized across the curriculum.

See the English and Maths booklets for more information about teaching core skills.



Foundation Stage (FS1 and FS2)



The Foundation Stage curriculum, like the curriculum in KS1 and KS2, is built around the three school values; **celebrate diversity**, **be aspirational** and **enquire about the world**. These values have been woven through the six bespoke topics, which have been designed to lay the foundations for further learning in KS1 and beyond. Each of the six topics has a **topic story** which outlines the learning the unit will cover. It also details the ambitious vocabulary the children will be exposed to in both Nursery (2-4 year olds) and Foundation Stage (4-5 year olds).

To accompany these documents, there are also **knowledge sheets** to available for each unit, which detail the precise knowledge children will encounter. FS1 and FS2 focus on the same context for learning to provide children will time to consolidate learning and build on existing knowledge.

FS1 and FS2 example knowledge sheets for a topic on dinosaurs.



Additional FS1 and FS2 curriculum documents available on request.



Planning

Teaching staff at our school are deeply committed to ensuring the highest quality of curriculum planning and delivery. To achieve this, phases conduct three curriculum planning meetings each term, fostering a shared understanding among the team regarding the unit's intent, lesson objectives, purpose and strategies for scaffolding and stretching learners. These meetings help teachers crystallize the knowledge and skills being developed, with a clear focus on the key concepts underpinning each unit of study. Teachers utilize knowledge sheets and skills sheets as benchmarks to guide their instructional planning, with Foundation Subject Assessment Guidance aiding in the seamless sequencing of learning, ensuring that pupils progress toward end-of-year expectations.

Micro-scripts are available to assist staff in articulating how new learning integrates into the broader curriculum, emphasizing the key concepts being cultivated. We've also established a user-friendly planning template to capture essential unit details without burdening teachers with excessive paperwork. These documents effectively encapsulate the essence of each unit, ensuring that all staff members are well-prepared to deliver engaging and effective lessons. Moreover, any gaps in staff knowledge and understanding are thoughtfully addressed through tailored CPD sessions. Support staff also receive dedicated time to familiarize themselves with the curriculum documentation and receive specialized training to enhance their readiness for classroom engagement.

This approach to planning and CPD, along with the way the curriculum has been meticulously designed and sequenced, helps to close the attainment gap for disadvantaged pupils, ensuring all pupils can reach their full potential.

Available on request:

Phase curriculum meeting cycle, micro-script, curriculum intent/implement/impact model, foundation subject assessment guidance documents, planning template, CPD materials.

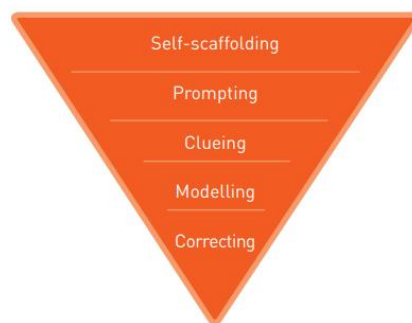


For further information about planning, please refer to the booklet

Planning Learning vs. Filling in Lesson Plans

Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. We employ a personalized approach that follows the Graduated Approach system. It consists of 4 elements: Assess, Plan, Do, Review, and enables the SEND team to make a judgement about the SEND status of a child and whether it needs to progress. A collaborative approach to planning, involving teachers, special education staff, and parents, ensure that each pupil's individual needs are comprehensively addressed, leading to a more personalized and effective educational experience. Pupils with SEND are encouraged to maintain high standards and be ambitious with their learning across all subjects. Bespoke, high-quality training is available to staff to ensure they are knowledgeable about the needs of the children they work with and how to support them.



See the **SEND** booklet for more information.

Responsive Teaching

Teachers plan for learning carefully based on needs and current levels of understanding of their pupils. They use a variety of techniques to gather assessment information in order to consolidate and expand children's knowledge. Techniques routinely used across school include:

Flexible Grouping: Organizing pupils into different groups based on their learning needs, allowing for small group work, peer tutoring, and collaborative learning.

Questioning: Encouraging critical thinking and deeper understanding by asking open-ended questions that promote discussion and exploration of ideas.

Response Cards/Whiteboards/Plickers: Using cards, whiteboards or Plickers for students to respond to questions or polls, allowing teachers to quickly gauge understanding and adjust instruction.

Exit Tickets and Hinge Questions: Answers to exit questions are used to reshape learning for the next lesson, whilst hinge questions are planned into sessions to help guide teachers in shaping that lesson, responses to these tell a teacher what the next stage of the lesson ought to be - whether to recap or move on.

RoundRobin

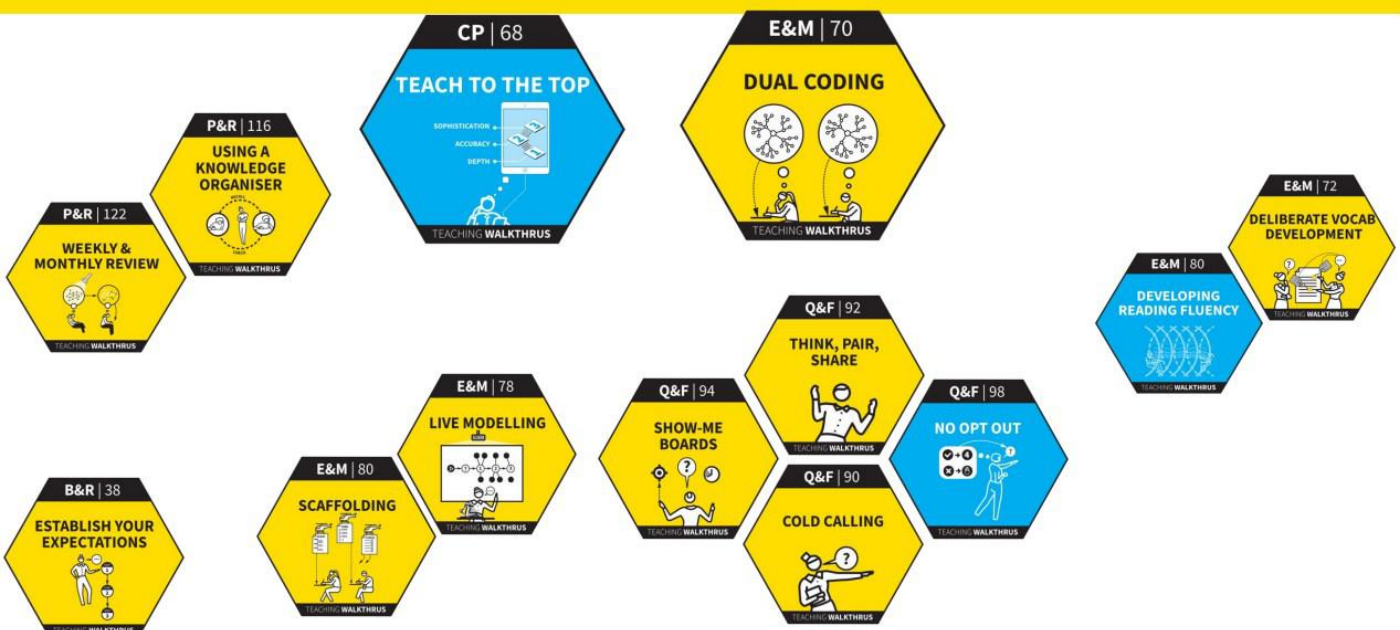


Kagan Structures and Walkthrus: Teachers use a variety of techniques to ensure all pupils are active participants in their own learning. Each phase has an agreed set of Kagan structures to support collaborative work, and teachers have a set of Walkthrus to implement evidence-based research into the classroom.



TEACHING
WALKTHRUS

Malin Bridge Walkthrus





Spaced Retrieval

Spaced retrieval is a powerful strategy that forms the basis of **effective learning** at all levels. Our foundation subject retrieval flipcharts, meticulously designed to span content from Early Years through to Year 6, exemplify this approach. Through the practice of **interleaving**, where topics and concepts are deliberately mixed and revisited over time, pupils are provided with opportunities to consistently engage with and reinforce their understanding of subjects. This method isn't just about passing tests; it's about **fostering deep comprehension** and ensuring that **knowledge is retained in long-term memory**. By revisiting and recalling information at spaced intervals, pupils build stronger cognitive connections, making the information more readily accessible when they need it most.

At Malin Bridge, we use a variety of resources to help deliver effective retrieval practice, including: retrieval flipcharts, recap stickers, knowledge organiser recaps, mini quizzes, partner recap tasks and last lesson/last week/last unit/last year reviews.



EYFS Dinosaurs	Key Concepts			
KS1 Ice-Age to Iron-Age	KS1 Victorians	KS1 Great Fire of London	KS1 The Brilliance of Bread	KS1 Ancient Greece
LKS2 Ancient Egypt	LKS2 Kingdom of Benin	LKS2 Invaders and Settlers	LKS2 Tudor England	
UKS2 First Nations	UKS2 North America	UKS2 Identity & Inequality	UKS2 Islamic Empire	UKS2 The Romans

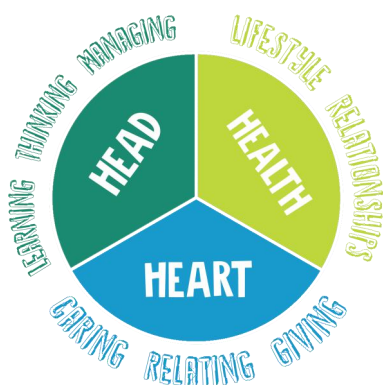


Enrichment

We are immensely proud of the enrichment opportunities at Malin Bridge; they provide unique learning opportunities to **develop key skills**, create **lasting memories**, forge **positive community links**, **engage pupils** and provide a real **purpose for learning**.

When planning any learning, teachers will consider and identify how they plan to engage children in their learning. This may take a wide variety of forms for example through an educational visit, visitors into school or theme linked activity days. Teachers also make use of subject expertise to engage children, such as through weekly choir master sessions with a music specialist. Teachers also identify how the learning is to be demonstrated or shared. Again, this can take many forms, from putting on an event for parents/carers, sharing learning with designated partner classes, sharing learning and photos through Instagram, undertaking an investigation question to demonstrate application of skills, presenting learning through drama or various ICT and whole school communication with parents/carers via social media. We strive to give the children a real sense of purpose to their learning.

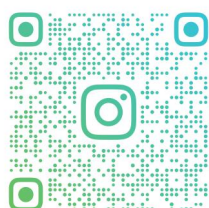
All enrichment activities are planned with a focus on skill development. Skills are grouped under the headings **Head**, **Heart** and **Health**, which support children in becoming well-rounded individuals.



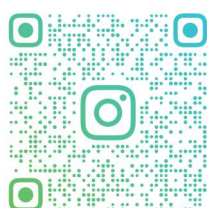
www.instagram.com/malinbridgeprimaryschool



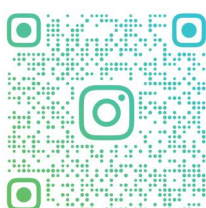
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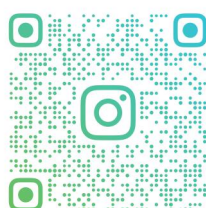
MBPSSTEPPING_STONES



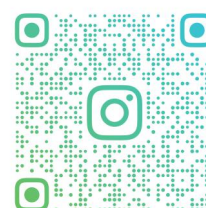
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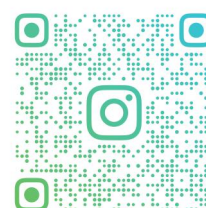
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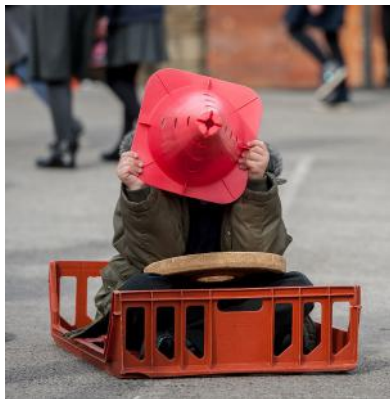
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MBPSLK2



MBPSUK2



Personal Development

Personal development is exceptional at Malin Bridge; it is at the core of our curriculum. We believe in equipping our students with essential life skills, and fostering their confidence, resilience and independence. Through various aspects of the curriculum, both inside the classroom and beyond, pupils learn about how to maintain a healthy and active lifestyle (*keeping both physically and mentally healthy*), how to develop and maintain healthy relationships, as well as the importance of the fundamental British values. This holistic approach is evident through various initiatives across school including: the citizenship and RE curriculum offer, residential trips in Y2, Y4 and Y6; the development of a leadership and coaching model in PE; delivering high-quality swimming lessons; the introduction of Balanceability® and Bikeability®; school council elections, extra-curricular clubs and financial education sessions with HSBC bank.

Beyond the classroom, SMSC and Development of Character are the focus of school assemblies and the behaviour policy throughout school. Pupils' behaviour and attitudes are developed through dedicated citizenship lessons, assemblies and at break times. Pastoral support for pupils is strong, class teachers and support staff have a deep understanding of the pupils they work with and are skilled in addressing issues which arise. They are further supported by the curriculum support team, SEND team, safeguarding team and wider school leadership to ensure pupils feel safe, happy and involved in the school so they can perform to their full potential.

Other initiatives which contribute to pupils' personal development include the Healthy Minds project, CBT therapy sessions, Green Team and the Holiday activities and food programme (HAF Project), which provided 120 hours of support to vulnerable pupils over the summer holiday.



Behaviour Curriculum

Vision

A high-quality behaviour curriculum encourages **exemplary behaviour** and promotes **productive learning**. Children at Malin Bridge are encouraged to make **good choices**, **build positive relationships** and **accept responsibility for their behaviour**. Encouragement, praise and rewards underpin our three school rules and children are taught how to develop as responsible members of society.



Our Rules

Listen and join in.

**Care for everybody
and everything in
our school.**

Try hard.



How we teach behaviour

We take a whole school approach to ensuring high standards and expectations of good behaviour permeate through school, we regard behaviour as a subject, teaching the subject content to the children, providing examples, modelling and feedback.

Teachers and support staff ensure their own behaviour is a model to pupils and look to always exemplify expectations. Whole staff training is delivered to teachers and support staff to ensure there is consistency in approach and variations in approach, specific to age and stages of the children, is shared through phase leader handbooks. This sharing of information creates consistency and ensures there is fidelity in the implementation, with monitoring undertaken by school leaders to provide quality assurance.

In addition to our three school rules we have behaviour expectations that apply to both learning and social times, and to peers and school adults, and the children are rewarded for demonstrating these, along with the school rules through Class Dojo, which is set up in every classroom.



Our Expectations

 Listening	 Contributing	 Persevering	 Helping	 Caring
Following instructions. Looking at the person talking and making eye contact. Sitting in a chair correctly. Sitting on the floor correctly. Not fiddling.	Always ready to try answering a question. Sharing ideas when asked too. Not interrupting others' contributions.	Trying harder if it is difficult. Being pleased to get feedback. Making multiple attempts if needed.	Looking to support others if they are struggling. Helping in the classroom and school when asked.	Treating others kindly and respectfully. Keeping the classroom and school tidy. Looking after the environment and school's resources.

Behaviour Guidance available upon request.

Assessment and Monitoring

Each term, class teachers assess every child's behaviour and attitudes using behaviour descriptors on a four point assessment scale. In order for children to be 'meeting expectations' they must fulfil all of the criteria listed and to be 'exceeding' they must have firstly met all of the criteria on the 'meeting expectations' list.

Our behaviour tracking focuses on each child's, 'engagement in learning', 'relationships with school staff' and 'relationships with other children'. Children who are identified as having behaviour that is less than expected in any category are a focus for class teachers, who will be able to articulate how they are supporting the child to address any issues. Phase Leaders will be aware of these children and will support teachers in deciding if a behaviour and attitudes support plan is required so the child can meet behaviour expectations.

To ensure we have fidelity in our behaviour curriculum, school leaders undertake monitoring of behaviour each half term. Behaviour tracking scores provides quantitative data that can be analysed and this will generate monitoring questions that leaders can investigate for school improvement and inform stakeholders on the quality of education, provision and support. In addition to this, we seek the views of other stakeholders to support effective decision making and develop our understanding. Staff voice is understood through surveys and through communication between staff and school leaders during break and social times. We complete annual parent and carer questionnaires and seek their feedback through end of year school reports. We also complete exit questionnaires with Year 6 parents/carers and pupils.

Behaviour Tracking at Malin Bridge

Behaviour Score	1	2	3	4
Behaviour descriptor	Causing significant Concern (Rarely follows the school rules)	Less than Expected (Regularly does not follow the school rules the majority of the time)	Meeting Expectations (Following the school rules the majority of the time)	Exceeding Expectations (Following the school rules the all of the time)
Engagement in Learning	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Joins in with learning. Responds positively to challenges. Responds to feedback positively. If distracted can get back on task quickly.	Never distracted from learning. Challenges themselves. Seeks feedback and is relentless in trying to improve.
Relationships with School Staff	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Follows instructions quickly. Displays good manners consistently. Is respectful to all adults.	Always displays impeccable manners. Is trusted by adults to act as a role model to others.
Relationships with Other Children	Is not fulfilling any of the meeting expectations criteria.	Is not fulfilling some of the meeting expectations criteria.	Does not intentionally distract other children. Treats other children kindly. Is able to resolve conflict and friendship issues with regular success. Can work well as part of a team.	Is a role model for other children during lessons. Supports other children in solving friendship and conflict issues. Works well in a team and if needed can lead a team well.

Above are the descriptors used for behaviour tracking. This information is shared at Parents' Evening and included in annual reports to parents and carers.

Inclusion and additional needs

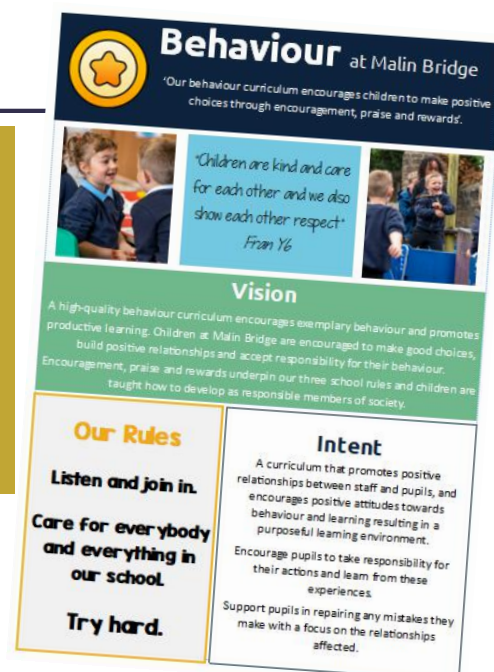
At Malin Bridge we work hard to create a school environment where everyone feels welcome and valued. When supporting pupils' behaviour we look to ensure that every child receives the support that they need, recognising their starting points, barriers, circumstances and conditions.

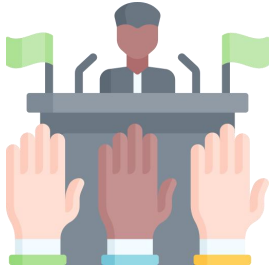
Some children may not meet behaviour expectations because of additional needs and these children will be known to the SEND team and members of the Core Leadership Team. We focus on the progress these children make and recognise that for children with significant additional needs, the behaviour descriptors may not be attainable in the same way as for others. In this circumstance, our focus is always on providing the support that each individual requires in order to succeed.

For children with additional needs, the school's expectations ensures that children with additional needs do make progress. By using these as learning targets, the expectations for the children are not being lowered, but may be a focus on how they are achieved, for example, with additional support or scaffolds.



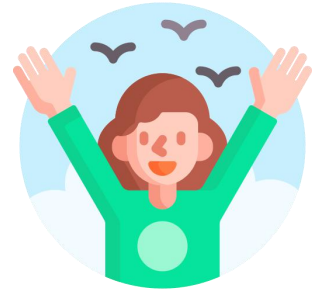
Please see the Behaviour booklet for more information.





British Values

Pupils learn about the fundamental British values through a mixture of dedicated lessons, usually as part of the Citizenship offer, and through other parts of the curriculum where meaningful links can be made. For example, learning about tolerance and respect as part of the UKS2 History topic on *Identity and Inequality*. Pupils can talk confidently about the importance of the values, and why we are lucky to live in Britain today.



Learning Environment

As a school we use communal areas to share and celebrate learning and what has been going on in and out of school. A display plan is used to ensure boards are changed appropriately and that the learning of all children in school is celebrated. Within classrooms, displays will be used to **celebrate** and **support learning**. These are regularly updated to ensure they are relevant to the current unit of work. Ensuring the environment is organised contributes to pupil attainment.



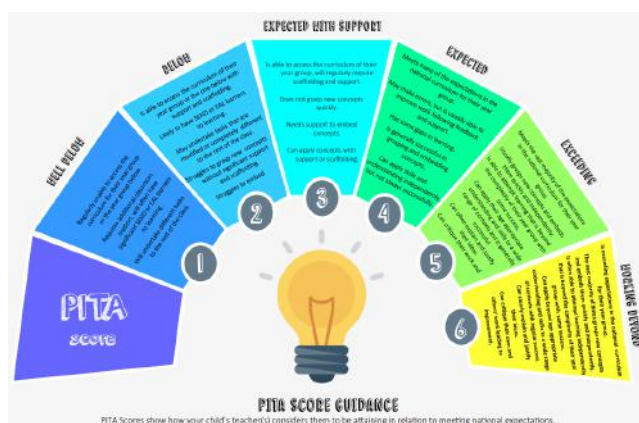
Vocabulary

At Malin Bridge Primary, we have placed language acquisition and comprehension at the heart of the curriculum. Within our curriculum progression documents, there are key words in each subject that have been identified as those which children will be able to confidently use at the end of a phase. Alongside these words there will be other key words included in learning journeys and individual lessons, which signifies the importance in learning them to the children. Time will be spent during lessons exploring language with teachers identifying vocabulary that may not be familiar to children and ensuring their meaning is understood. The subject story documents contain a glossary for each foundation subject with agreed definitions for key words. This is to enable children to embed key vocabulary so they can use it confidently and consistently.



Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. **Foundation Subject Assessment Guidance** sheets provide additional clarity about the end of year expectations. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. Please see the image below for more details. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

See Responsive Teaching section for more detail.





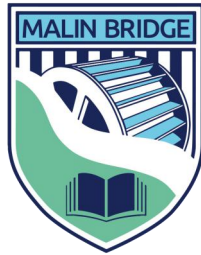
Exceptionality

The curriculum at Malin Bridge Primary School is exceptional for several reasons. Firstly, it takes pride in its **commitment to diversity**, seamlessly weaving it throughout various subjects and across the entire school. This approach ensures that pupils gain a broad understanding of different cultures and perspectives, preparing them to thrive in an increasingly interconnected world. Secondly, the school's curriculum is both **ambitious and balanced**. It challenges pupils academically, motivating them to reach their full potential, while also emphasizing the creation of lasting memories and personal development. This dual focus ensures that pupils not only excel academically but also grow as well-rounded individuals. The **logical and well-structured nature** of the curriculum is another remarkable feature. It's designed with careful consideration of cognitive load and working memory, facilitating effective learning and helping pupils build on their prior knowledge. Furthermore, the curriculum is deeply **rooted in research** and **tailored to the specific needs of the Malin Bridge community**. This custom approach ensures that the education provided is not only relevant but also responsive to the unique challenges and opportunities that pupils encounter. Lastly, Malin Bridge Primary School's curriculum plays a crucial role in shaping pupils into socially aware and compassionate individuals who excel not only academically but also in their ability to contribute positively to society.

In essence, the school's curriculum harmoniously combines **academic excellence** with a **strong sense of social responsibility**, offering pupils a well-rounded education that thoroughly equips them to navigate life's complexities and seize its opportunities.

Appendices (available on request)

Overview documents, Foundation Subject booklets, SEND booklet, Core Subject booklets, Skills Sheets, Knowledge Sheets, Behaviour Policy



Malin Bridge Primary School

Chorus Education Trust