

Markland Hill Primary School

Curriculum Rationale



Our vision at Markland Hill is to inspire a love for learning, cultivate happiness, and foster kindness, creating a primary school where students thrive academically, creatively, socially, and emotionally. We aim to empower our students to become not only successful individuals but also caring, empathetic, and responsible citizens who make a positive impact on the world and **SHINE.**

Achieve **SUCCESS**

We want all our pupils at Markland Hill to achieve success and become life-long learners. Our dedicated staff create a nurturing environment where children have access to the highest quality curriculum and opportunities to develop personally and socially.

Our bespoke, comprehensive, progressive curriculum allows children to embed knowledge and skills whilst at the same time allowing children to try a variety of extra-curricular activities and to try new learning opportunities which will increase understanding within areas. We recognise that all children have different strengths and encourage pupils across all areas of the curriculum, and beyond, to achieve success and explore passions which will allow them to excel in the future and have a wide range of skills they can draw upon in an ever changing world. We recognise that our pupils have limitless potential and have a world of endless possibilities open to them.

Be **Happy** and kind

We want our pupils to become respectful, empathetic individuals who are concerned for society and treat everyone fairly. Through our curriculum and daily interactions, we promote a sense of belonging and encourage students to develop positive relationships built on trust, friendship, and cooperation. The whole staff team are role models for the pupils and we instil a love for others and a valuing of difference. We ensure all our pupils follow a very clear positive behaviour system which is embedded at school: – Be ready, be respectful and be safe. This ensures that there is a shared mutual respect and understanding which ensures that our staff and pupils are happy and kind. We actively engage parents and the wider community in our vision, recognising that creating a happy and kind school requires collaboration and support. We value open communication, partnership, and shared responsibility, working together to create an environment where everyone feels valued, respected, and appreciated.

Become **Independent & Resilient**

We want to empower our pupils to become independent, confident, resilient individuals, who can tackle any challenges that they may face. We foster a growth mind-set, emphasising the importance of effort, perseverance, and embracing mistakes as opportunities for growth.

Through engaging and challenging educational experiences, we empower students to become active participants in their learning journey, developing critical thinking skills, problem-solving abilities, and a love for exploration. We foster an environment where students are encouraged to face challenges with courage, adapt to new situations, and bounce back from setbacks. We teach our pupils coping strategies, emotional regulation techniques, and the importance of maintaining a positive mind-set. Through collaborative projects, teamwork, and extracurricular activities, we provide opportunities for students to develop resilience, learn from failures, and celebrate successes. Our focus on developing characteristics of learning ensures we praise and acknowledge pupils displaying great life skills and provides incentives which can motivate children to continue to foster these key skills.

Try **New Talents**

We want our pupils to develop a passion for and discover new talents. We seek to ignite a passion for exploration and self-discovery, inspiring students at Markland Hill to fearlessly pursue and develop new talents. We believe that every child possesses a unique set of abilities and interests, and we are committed to providing a nurturing environment that encourages them to embrace new experiences, discover their passions, and unlock their hidden talents.

At Markland Hill, we foster a culture of curiosity and creativity. We provide a diverse range of opportunities for students to explore different talents and interests, whether it be in academics, arts, sports, technology, or other areas. We encourage them to step out of their comfort zones, take risks, and discover the joy of trying new things.

We offer a broad, balanced and enriched curriculum that integrates a variety of subjects and activities, allowing students to develop their skills and discover new areas of interest. We provide access to resources, mentorship, and expert guidance to help students cultivate and refine their talents.

We celebrate individuality and recognise that talent can take various forms. Whether it's through creative expression, problem-solving, leadership, or other unique abilities, we value and nurture each student's talents. We provide opportunities for them to showcase their skills through performances, exhibitions, competitions, and collaborative projects, fostering a sense of pride, accomplishment, and self-confidence.

Everybody is **Somebody**

We want all our children to know they are unique and valued.

At Markland Hill our motto "Everybody is Somebody" is celebrated and embraced by all members of our community. We believe that every individual possesses inherent value, unique qualities, and the potential to make a positive impact on the world.

We foster a culture of inclusivity, respect, and appreciation for diversity. We recognise and celebrate the different backgrounds, abilities, interests, and talents that each student brings to our community. We create an environment where every student feels seen, heard, and valued for who they are.

We encourage a spirit of empathy and understanding, nurturing a sense of belonging among our students. Through meaningful connections and collaborative activities, we promote positive relationships, teamwork, and a shared responsibility for creating a supportive and inclusive community.

We want to foster inclusivity and embrace the diverse range of neurological differences that exist within the human population some of which are categorised within SEND. We will increase awareness and understanding of neurodiversity within our school, and communities by educating people about different neurotypes, such as autism, ADHD, dyslexia, and other neurological conditions, to dispel misconceptions and promote acceptance.

Our teachers and staff play a pivotal role in nurturing the belief that everybody is somebody. They serve as role models, treating each student with dignity, respect, and kindness.

CURRICULUM INTENT

We have designed an **exciting** and **'unique'** curriculum, which nurtures passions, and interests and stimulates **intellectual curiosity** and a **deep love of learning**. Our curriculum is **broad** and **exciting**; it is rooted in **our locality** and is filled with **practical experiences** to **engage** and **motivate** the children to always want to learn more. Our curriculum focusses on knowledge and skills using the national curriculum as a starting point. We have designed our curriculum so that is **ambitious, coherently planned, well sequenced** and is bespoke to the needs of our children.

In delivering the curriculum we aim to remove barriers in order that all children are able to make progress. Learning is a change to long term memory and we want our children to know more, and remember more. We have therefore designed our curriculum so that there are opportunities for repetition and consolidation of key knowledge and skills in order that learning is embedded over time. Our curriculum design, based on our two year rolling programme, builds on prior knowledge and skills through regular review and revisiting of content and sequencing. We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

Our curriculum gives our children the opportunity to become:

	Resilient: through problem solving and critical thinking.
	Empathetic: being compassionate and supportive of others.
	Self-aware: being adaptable, driven and self-disciplined.
	Passionate: cultivating a life-long love of learning.
	Evaluative: being reflective and editing and improving to maximise learning.
	Creative: developing imagination, being innovative and original in thought.
	Teamwork: being collaborative and responsible.

CURRICULUM IMPLEMENTATION

To ensure that our bespoke Markland Hill curriculum is delivered to the highest standard, we have a clear strategic overview for curriculum implementation. Our subject leaders are experts in their field, having taken a research based approach to designing their curriculums.

High standards and expectations across school mean that all learning is effective and well planned. We ensure children are able to read with fluency and understanding so they are able to access all subject areas. This takes high priority as does the focus on knowledge and improving the children's long-term memory. We want all children to be able to remember the content taught, make links and connections, by building on prior knowledge.

Subject knowledge, skills and concepts are taught discretely in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout. We plan our lessons with clear learning objectives that lead towards the end points. Curriculum enhancements including: learning outside the classroom; concrete, real life opportunities including trips out, visitors and workshops play a pivotal role in the delivery of the Markland Hill curriculum. This inspires and engages all learner and is effective in breaking down any barriers to learning by offering additional for experiential and practical learning,

Subjects have been comprehensively planned with strategic end points. The substantive knowledge children encounter is new but may build upon prior learning. The skills children are required to use may be new or may have been previously taught and this would be an opportunity to practice and rehearse these skills. Through regular retrieval of previously learned content, children have opportunities to embed learning into long term memory.

Teachers are skilled at delivering curriculum content in both single age and mixed age classes. They ensure an appropriate pace for the lesson and decide on the right amount of content and output for each age group. This includes the teacher being aware of the children's concentration span and cognitive load. They make sure there are clear links with prior learning and build on this. In some cases, when tailoring learning to younger children in a group, pupils may be tasks may be supported with learning broken down into smaller parts or scaffolded.

Teachers plan open-ended and problem-oriented tasks. This will allows children to challenge themselves and work at their own pace. A vital component of this strategy is the teacher's use of open-ended questions to increase pupil engagement and move their learning forward. Moreover, teachers ask targeted questions appropriately to enable all children to contribute.

At Markland Hill School, we recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Teachers prioritise and establish effective formative assessment to better guide children's learning and identify their strengths, weaknesses and misconceptions. This allows the teacher to plan further activities that enable each child to progress.

Our Teaching and Learning Policy outlines specific strategies that can be used to ensure all children have access to the intended curriculum.

A typical lesson at Markland-Hill would encompass:

- Opportunities to revisit prior learning and link learning
 - A discussion around learning intentions and or success criteria
 - Live modelling
 - Use of retrieval skills such as: choral responses, quizzing using knowledge organisers and end point expectations, interaction where all children can respond using e.g. mini whiteboards or cold calling
 - Formative assessment opportunities and immediate feedback
 - Peer and self assessment
 - Technology and opportunities to be creative
- It may also include the use of manipulatives, music and dance/drama.

The excellent quality of teaching and daily formative assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. Assessment for Learning strategies are evident in all lessons and these strategies provide a clear picture of a child's level of understanding. This ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons are flexible enough to allow teachers to adapt to the needs of the children.

CURRICULUM IMPACT

The impact of our curriculum can be evidenced in the following ways:

Our children:

- are able to talk about what they are learning both currently and what they have learned, what skills they have gained and the experiences they have had.
- can talk about how they learn in different subjects and can make links between subjects and lessons.
- can talk about how their learning is part of a bigger learning journey and where it builds on their prior learning.
- make progress in their learning, regardless of their starting point.
- demonstrate exemplary learning behaviours in lessons.
- take pride in their learning including their written and creative outcomes.
- produce written and oral work that captures their increasing understanding of key concepts within subjects.
-

Our teachers:

- plan and deliver high quality lessons which are well structured and follow a clear sequence.
- work collaboratively in and across phases to ensure learning opportunities are maximised.
- demonstrate clear pedagogical understanding in all lessons.
- engage in professional development and seek ways to continually improve their knowledge and skills.
- act as effective subject leaders, driving their own subject areas to ensure best practice.
- work alongside subject leaders.

Our Governors:

- visit school regularly and give purposeful feedback to senior and subject leaders.
- comment on the creativity, dedication and relentless drive for every child to succeed and shine.
- along with other visitors, comment on the welcoming, engaging and purposeful environment and atmosphere within school.

Parents and Carers:

- provide us with positive feedback about their child's attitude towards school.
- share examples and talk to teachers about learning experiences their child has enjoyed or is looking forward to.

Senior Leadership Team:

- review and monitor learning through regular learning walks, book scrutinies, pupil voice, evidence trails.
- assess progress regularly through discussion and pupil progress meetings.
- oversee that assessment data is gathered and check progress with Core and Foundation Subject Leaders.
- are reflective practitioners and evaluate our curriculum regularly, gathering the views of all stakeholders and rigorously evaluating the impact the curriculum has on our children as learners.
- ensure precise and focussed actions within the School Development Plan drive the continual refinement of the curriculum to ensure it continues to meet the needs of all pupils.

Outcomes of National Assessments demonstrate that when children leave Markland Hill, they are very well prepared for the next stage in their education.

Markland Hill children will become successful, caring, empathetic, and responsible citizens who make a positive impact on the world and SHINE.