



**Marfleet**  
PRIMARY ACADEMY

# Learning Goal

Intent

**Aim:**

**To ensure all learners receive the knowledge and cultural capital they need to succeed in life. Our curriculum extends beyond the academic, technical or vocational. It provides for our wonderful children broader development, enabling them to develop and discover their interests and talents. We want our children to leave us well rounded, respectable and ready for the world!**

- It is much more than a 'curriculum' it is what we believe in as a school
- It has been built with every single Marfleet child in mind
- Its focus is on developing the 'Whole child' not just their academic ability.

## Implementation

### The Marfleet Learning Goal (MLG)

To meet MLG in each year group children need to meet ARE in all areas of the curriculum.

If a child is not going to meet MLG then the teacher must intervene – not just in core subjects! like they would in EYFS.

Personal Development is the MOST important strand and is the driving force behind the other 2 strands.

Personal development	Creative curriculum	Core
SET (social-etiquette training)	Science	Maths
ERT (emotional-regulation training)	Art and design	Reading
Enhanced curriculum	Computing (including computer science)	Writing
Theme of the week	Geography	
Roots (SRE, SEMH, PSHE)	History	
Characteristics of effective learning	Language (KS2)	
Challenge time (continuous provision)	Music	
	Design technology	
	PE	

## Personal Development Curriculum

At Marfleet, the key aims of our Personal Development curriculum is to support children to become confident, healthy, considerate, responsible people through a variety of ways of learning and guidance. As part of the MLG (Marfleet Learning Goal), all children within the school receive the following:

- SET (social-etiquette training)
- ERT (emotional-regulation training)
- Enhanced curriculum
- Theme of the week
- Roots (SRE, SEMH, PSHE)
- Characteristics of effective learning
- Challenge time (continuous provision)

### SET

SET (social etiquette training) is a daily half an hour lesson taught by teachers and the SLT through our family dining session. SET teaches the children how to hold themselves in society in a polite and respectful manner. Whilst allowing the children to become independent it also helps build social skills. Staff and older pupils are expected to model protocol to the younger children to teach them the importance of: using a knife and fork, good manners, acceptable behaviour at a dining table and starting and maintaining a meaningful conversation.

## ERT (Emotional-Regulation Training)

All children within the school including our nursery children receive daily ERT sessions in which they are taught to share their emotions, using our sliding scale and taught to develop emotional literacy through discussion and the help of emotion words as prompts. All children are also encouraged to use the class 'worry monster' to write down if necessary any worries or problems these are then picked up by the class teacher and if necessary brought to VCL where class teachers can be offered support and guidance on how best to support that child.

### Theme of the week

Theme of the week will often complement our 'Roots' curriculum and is designed to provide broader development on a range of topics. Theme of the Week is delivered for 1 hour a week to children in all classes. The weeks theme is launched on a Monday in a whole school assembly and then taught at an age appropriate level within class. We cover a wide range of topics, developing the children's knowledge and understanding of areas such as;

- British Values
- Difference in cultures
- RE & religious festivals
- SRE, PSHE, SEMH
- Equality
- Diversity
- Respectful relationships
- Online Safety.

## Enhanced curriculum

Marfleet's Enhanced curriculum has been developed to ensure all children have a range of opportunities so they can discover their talents and interests beyond the classroom. Led by Mrs Stead our Enhanced Curriculum Lead; the school strives to offer a varied but meaningful range of activities for the children to enjoy. These activities are carefully planned and monitored and all children are expected to take part in order to reach the MLG.

## Characteristics of effective learning

Based on the foundation stage principles, at marfleet we believe being a good learner is an integral part of success. In order for children to pass MLG for their year group, children of all ages must show evidence of the following:

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing to do things

All aspects of effective learning are model by class teachers and children have the opportunity to apply their skills during daily challenge time (continuous provision).

## Challenge time/Continuous provision

In order to teach our children how to become effective, independent learners the school have introduced daily challenge time. This forms only a small part of our MLG. Children must apply their skills and knowledge learnt a set amount of challenges over a two week period in order to earn 'Golden Time'. All challenges relate directly to the national curriculum and are differentiated to ensure all children are appropriately challenged.

## Example daily timetable

8:50-9:00am (challenge time)

9:00-9:15am go noodle

9:15-9:30am circle ERT

9:30-9:50am KS1 **phonics**, KS2 reading through creative curriculum

10:00am – lunch **maths** or creative curriculum (Discovering - teacher led)

12:50am-1:00pm reading

1:00-1:10p, meditation

1:10-1:45pm creative curriculum (Discovering - teacher lead)

1:45-2:45pm challenge time (applying - child led) KS1

2:00-3:00pm challenge time (applying - child led) KS2

2:45-3:00pm class read KS1

3:00-3:15pm class read

## Planning

### Creative curriculum

All creative curriculum subjects are carefully planned for by teachers and managed by the school's 'Creative curriculum' manager supported by our in school subjects specialists and trust champions. It is carefully mapped out from EYFS to year 6 ensuring there is a clear focus on both skills and knowledge progression as well as a focus on developing subject specific vocabulary.

Every two weeks children in each key stage will focus on 1 main driver taken from the 'Creative curriculum' this is explored through Discovery-teacher lead time and also through challenge time provision.

Each key stage will focus on skills progression within the same subject area across the 2 week period - this is to ensure there is a clear development of skill throughout the year groups.

In conjunction with skill development the 'Driver' based subject content ensures the curriculum is delivered in a way that allows children to transfer key knowledge to long-term memory.

The knowledge and skills based medium term planning ensure that the curriculum is sequenced so that new knowledge and skills build on what has been taught before and can work towards clearly defined end points.

Example of MTP from Spring term 2020

<https://docs.google.com/document/d/10tL7Vn5sV9RN9ShHUqxDoFmlsoh-Nzk8/edit>

Example of weekly planning from Spring term 2020

[https://docs.google.com/document/d/1a01sYmnkEHPct77IT1LuFWtrCtkM-l8nQJbC\\_mlsbel/edit](https://docs.google.com/document/d/1a01sYmnkEHPct77IT1LuFWtrCtkM-l8nQJbC_mlsbel/edit)

## Impact

The school has a variety of ways in which to monitor and measure the impact of the school curriculum. This includes:

- Daily teacher/ assistant teacher observations of children
- Termly data captures of literacy and maths
- Termly subject 'monitoring' of 'Creative Curriculum' subjects which includes books looks, learning walks etc.
- Termly assessment tracking of MLG (starting spring term 2020) including target setting for each area
- VCL tracking termly
- Teacher tracker of quality of delivery and content.
- Termly governor monitoring (starting Spring term 2020)
- Quality of subject specific content is monitored by subject leaders.e.g. feedback is based on history objective and not English objective
- Completed project work is sampled
- Pupil voice.