Manorfield Nursery and Primary School

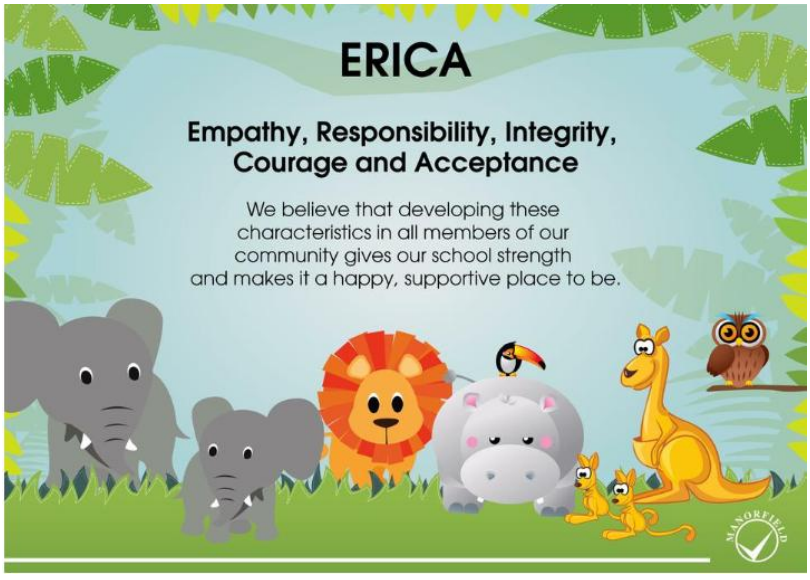
Curriculum Offer

Vision

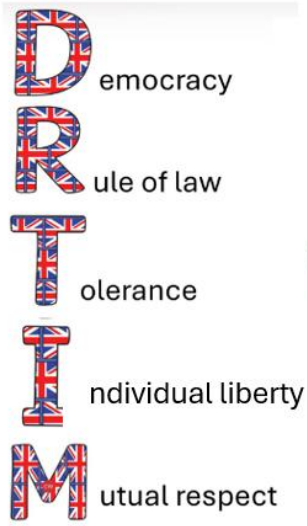


Our Values

ERICA



British Values





INTENT

Whole school

At Manorfield Primary and Nursery the curriculum is designed and planned to engage all learners so that no child is left behind due to lack of opportunity. We serve a diverse community and recognise the need to prepare children fully to thrive in their environment, for the next stage of their education and their place in the ever-changing wider world. We provide a curriculum and ethos where children feel seen and see others; a curriculum which embraces, highlights and foregrounds DEIB (Diversity, Equity, Inclusion and Belonging).

Every child is recognised as a unique individual and is provided with equitable, first hand learning experiences, which help underpin the teaching of basic skills, knowledge, retention of knowledge concepts, values and attitudes. Every child is provided with an ambitious and challenging curriculum suited to their individual needs, which builds upon prior learning.

The intent of the curriculum at Manorfield is to provide relevant and memorable linked learning opportunities where pupils are excited and engaged in authentic learning experiences, within a flexible timetable. Core and foundation subjects are mapped and interlinked to provide immersive learning opportunities across curriculum areas, building upon prior skills and knowledge. Through adaptive teaching, learning is carefully scaffolded and tailored to meet the needs of all pupils, ensuring that every child can access the curriculum, achieve success and make progress from their individual starting points. Pupils are encouraged to take risks in their learning and are not afraid to make mistakes, building resilience and developing creative and critical thinking. Our curriculum at Manorfield has been designed following the Teaching Backwards approach, and our teaching and learning principles are underpinned by educational research. Rosenshine's Principles of Instruction shape how planning builds upon prior learning, with teachers using effective strategies such as modelling, retrieval practice, questioning, scaffolded support and regular checks for understanding to enable all pupils to succeed from EYFS to Year 6.

The curriculum at Manorfield is to not only develop academic skills and knowledge, but to improve children's life chances through developing self-worth, kindness and Manorfield Manners. Manorfield is a place where individuals and our community are embraced not tolerated. Through our work on diversifying our curriculum, we are committed to building a culture of respect which aligns with both the British values and our Manorfield values. Children are proud to be part of the Manorfield community and show enthusiasm for the many opportunities they experience in and outside the classroom.

EYFS

- Provision is based upon sound early years pedagogy and principles.
- Children enjoy learning through active, playful and creative opportunities.
- High quality learning environments, both inside and outside, stimulate curiosity and independence.
- Relationships between staff, parents/carers and children, support individual learning journeys.
- Practice nurtures positive behaviour and learning dispositions.
- An ambitious curriculum is well designed and planned to develop cultural capital, and equip all children with fundamental knowledge and skills for future learning.
- An emphasis on oracy promotes communication and language development.
- A focus on phonics skills and language comprehension builds strong foundations in early reading.

- High expectations are set for all children, including those with particular needs, to achieve the best possible outcomes.

KEY STAGE ONE

- Children have the confidence to apply basic skills to communicate their knowledge in different contexts.
- The embedding of foundation learning develops a strong core of basic skills and how to use them.
- Developmentally appropriate transitions to formalised learning ensures challenge that supports a child's progress and maturity.
- Positive learning attitudes support children to transfer skills across all contexts, developing the resilience to not be afraid of challenge.

LOWER KEY STAGE TWO

- The transition between Key Stage One and Key Stage Two embeds a toolbox of basic skills.
- Independence in formalised learning is developed and supported through engaging and creative contexts.
- Children begin to move themselves on, at the point of new learning, by reflecting and taking responsibility for progress using the learning journey.

UPPER KEY STAGE TWO

- Children have the self-discipline, confidence and motivation to take ownership of their own learning at a deeper level to overcome challenge.
- A wide-breath of knowledge, skills and concepts prepares them to succeed in readiness for the next stage of their learning.
- Children are role models within the school and wider community, becoming respectful and responsible citizens.

IMPLEMENTATION

Relationships, and secure safeguarding procedures, are the foundations that shape everything we do. Because of these relationships we support the well-being of each child, ensuring that they feel safe, happy and secure; ready to learn.

At Manorfield Primary and Nursery our child centred curriculum is designed to have explicit links between subject areas to support the transference of skills and knowledge across all learning. Our outcomes led approach uses the pedagogy of teaching backwards where the learning journey and line of enquiry caters for all learners, providing challenge and feedback towards improved outcomes; alongside a spiral approach where pupils revisit key concepts and skills with increasing in complexity.

See Appendix 1 – Year group overview

See Appendix 2 – Knowledge progressions

See Appendix 3 – Whole school overview

Curriculum is planned to be engaging and led by experiential opportunities which ensures that all pupils, in-spite of backgrounds, have access to all curriculum content. The curriculum is reviewed and evaluated to ensure relevance, interests and impact upon expected outcomes.

The curriculum is tailored to our children, using a range of credible resources, which is reflected in our hooks, curriculum weeks, linked educational visits. Bringing cultural and creative opportunities into the school enriches our broad and balanced curriculum.

At Manorfield Primary and Nursery School we ensure that the children are regularly assessed against the relevant frameworks across the breadth of the curriculum. Within the assessment policy we have a feedback section whereby we measure the assessment against end of unit learning objectives, including success criteria, next steps and verbal feedback being issued to support the learning. Teachers use AFL (assessment for learning) and adaptive teaching during lessons to ensure pupils have access to challenge within flexible grouping, resulting in learning that is pitched just above current ability levels. This results in each child receiving personalised learning and in turn increases their awareness of their next target(s).

In addition, we offer focused well - planned interventions, based upon need, implemented by a set of skilled adults, that are able to break down barriers to learning.

Staff take time to get to know each pupil and are invested in the emotional well-being of the pupils. Alongside this we use ELSA, well-being and a therapy dog to meet the emotional needs of all.

We know that positive parental engagement impacts upon pupil outcomes both academic and personal and our HSL worker provides support for families.

EYFS

We are committed to inclusive, meaningful and inspiring early childhood experiences. Learning through play underpins the delivery of the curriculum. During free flow learning children access rich indoor and outdoor learning experiences. Motivating resources and activities are available for children to self-select. Purposeful continuous provision provides opportunities for imaginative, explorative and multi-sensory learning. Enhanced provision enables children to practise and apply focus skills and learning objectives. Importantly, adults observe and extend children's learning through sensitive interactions. Next steps are shared with children at the point of learning, to maximise teaching in the moment.

Children benefit from adult-led sessions, covering areas such as phonics, mathematics, Forest School, Jigsaw and Drawing Club. Staff skilfully teach systematic, synthetic phonics, and ensure children develop essential literacy skills. Engaging daily story times, utilising a range of texts, are a key feature of practice. Early mathematics teaching comprises practical, 'hands-on' learning, and children predominantly use concrete manipulatives. Deep conceptual understanding is encouraged, enabling children to form a strong basis in number and shape, space and measure. Through a balance of child-initiated and adult-led learning, all areas of learning and development within the Early Years Foundation Stage are coherently arranged and taught.

Our provision meets the individual needs, interests and stage of development of each child. Curriculum and care practices establish consistency and progression, catering for age ranges across the early years' unit. The characteristics of effective learning are thoroughly considered, and progression within prime and specific areas of learning is carefully planned and sequenced. Learning opportunities are flexible and responsive. Planning encompasses transitions, seasons, festivals and celebrations, and themes are influenced by children's interests. Children are supported to make good or better progress; early intervention is key. Children are also challenged to further their knowledge, skills and attitudes. Ongoing assessments ensure teaching and learning opportunities are highly effective, as future planning reflects identified needs.

We provide parents with information about what and how children learn. We do this through a variety of means, including parent workshops, themed teaching and learning days and weekly/fortnightly year group updates. We provide details about teaching methods and how to

support learning at home, such as reading and number. Children's progress and attainment is shared via meetings, reports, and Tapestry; an online learning journal. The importance of parent partnership is recognised and parental contributions are valued.

Staff training is prioritised and early years professional development is tailored. Subject and pedagogical knowledge is developed, thus leading to improvements in the curriculum. Monitoring systems focus on the quality of teaching, and support is given to staff at all levels to raise standards. Furthermore, systems and procedures, such as data analysis, self-evaluations and action plans enhance strong values, policies and practice.

FOREST SCHOOL -

Forest School is planned in for every year group from EYFS to Year 6. Sessions take place in the Forest School area within the school site, utilising the large field. We are well-equipped with a purpose built shed, campfire and den areas, and physical development features. Sessions take place in different weather conditions, across all seasons.

Knowledge and skills are built through practical application. Children experience the elements first-hand and explore the natural environment. A learner-centred pedagogical approach is used to respond to the needs, interests and well-being of pupils. Learners participate in activities such as whittling, environmental art and conservation projects. Children are challenged and supported to take risks, for example when using bushcraft tools. Confidence, resilience and creativity are fostered and the holistic development of each individual is promoted.

PHONICS

Read, Write Inc. Phonics is implemented at the end of Pre-School, in Reception and Key Stage One to develop early reading and writing skills. Consistent teaching and regular assessment, alongside focused resources, enables children to secure fundamental skills. Pupils also focus on handwriting and spelling. Children are expected to complete this programme by the end of the Autumn Term in Year 2, with opportunities for individual pupils to continue on an intervention basis where need requires.

As children transition into Key Stage 2 they are supported with their acquisition of phonics by continuing Read, Write Inc then progressing into Fresh Start – which is the Key Stage Two alternative to Read, write, Inc. This ensures the consistency in the teaching and learning of phonics and early reading skills.

Read Write Inc. Fresh Start teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step.

READING

Reading has a high priority around the school and all pupils are encouraged, through positive reinforcement, to read on a regular basis to build stamina and understanding of language. A vibrant library and access to a varied choice of high quality and classic texts supports the enjoyment and importance of reading. Each class has a collection of 10 recommended reads based on the Windows and Mirrors book list.

The reading curriculum is carefully planned, using 'Talk For Reading', Guided Reading and Whole Class Reading, to ensure that all reading skills are taught sequentially and support fluency in order to build confidence and enjoyment in reading. Explicit links to other subject areas, where possible, ensures that pupils read for different purposes across all subject areas. The development of schemas

support pupil acquisition of new and ambitious vocabulary, that they can then use for improved comprehension and engagement in texts.

Early reading skills are developed through talk for writing and a clear and consistent approach to the teaching and learning of phonics to develop reading skills, alongside a more holistic approach to reading books and engaging with contexts that are rich in language.

Reading sessions are tailored around the needs of each cohort and each pupil with a focus on comprehension, reading skills and development of vocabulary. The teaching of reading is timetabled daily and is protected to ensure consistency and importance.

WRITING

Our formal writing journey begins in pre-school with the implementation of Scribble Club. In Reception, we use Drawing Club to inspire early writing. It encourages children to draw stories, connecting sounds to letters and building writing skills in a fun, engaging way. This approach helps develop confidence and creativity in young writers. Many of the components of Drawing Club are backed by evidence – story telling, modelled writing, scaffolding, vocabulary development and fine motor skills. Drawing Club is extended into Year 1, followed by Curious Quests.

From here, we have developed a unique Writing Journey from Year 1 to 6, based on a skills-focused model that combines Talk for Writing and teaching backwards. This ensures every child has the opportunity to build strong writing skills. Our whole-school writing curriculum covers fiction, non-fiction, and poetry, with each unit connected to the Learning Theme and supported by high-quality class texts, including classic literature.

The Writing Journey begins with an engaging Hook lesson to spark curiosity, followed by experiences that ensure no child is left behind. A focus on developing rich vocabulary through Tier words helps children communicate effectively and creatively. In Years 1-4, children learn story maps and complete imitation tasks to internalize new vocabulary and sentence structures. All year groups have access to high-quality WAGOLLS (What A Good One Looks Like) for clear model texts, and texts are 'boxed up' to show the layout and sequence of different writing styles. Skills lessons focus on grammar and punctuation, with sentence construction taught progressively from simple to compound and complex structures. The Writing Journey ends with an innovation task, where children apply their skills in an extended piece of writing, followed by editing and improvement based on feedback.

Handwriting is a movement and memory activity, requiring explicit teaching. As a school our aims in teaching handwriting are that pupils will:

- Be motivated to write and enjoy writing
- Experience consistency in learning and teaching across the Nursery and School
- Understand the importance of presentation in order to communicate meaning clearly
- Develop a consistent cursive handwriting style from Year Two

MATHS -

At Manorfield, our curriculum intent in mathematics is strategically designed to cultivate a robust understanding of number and calculation among all pupils. We adopt a comprehensive calculation policy that not only ensures consistency in teaching approaches but also facilitates the effective embedding of formal written methods across all year groups. This framework enables staff to provide the necessary support for each child's mathematical journey.

Our curriculum allows pupils to deepen their mathematical understanding through the application of fluency, problem-solving, and reasoning skills. We believe that a strong foundation in the four key areas of calculation—addition, subtraction, multiplication, and division—is essential, as this underpins learning in all other areas of mathematics. By prioritising these foundational elements, we ensure that pupils are well-prepared to tackle more complex concepts in later stages.

Mental mathematics holds significant importance within our curriculum at Manorfield. We focus on equipping all pupils with the skills to confidently recall and retrieve essential number facts, which enhances their overall number sense and boosts their confidence in tackling mathematical challenges. Additionally, we enrich our curriculum by incorporating mastery opportunities within our lines of enquiry, thereby providing every pupil with appropriate levels of challenge and encouraging them to engage deeply with mathematical concepts.

SCIENCE/DT

At Manorfield, our Science curriculum is designed to ignite curiosity, cultivate critical thinking, and foster a profound understanding of the natural world. We strive to equip pupils with the essential knowledge and skills necessary for exploring scientific concepts, developing practical abilities, and applying their learning to real-world situations.

The intent of our science curriculum places a significant emphasis on the development of both substantive knowledge, which encompasses the essential facts and information retained by pupils, and disciplinary knowledge, which includes the vital skills of scientific enquiry. Lessons are structured around thematic units of study, facilitating connections across various subjects. Teachers are afforded the flexibility to block science lessons for immersive experiences or deliver them sequentially, thereby supporting learning themes, reading, and writing. This adaptability promotes increased engagement and relevance to our pupils.

We actively integrate practical work to enhance the learning experience, provide opportunities for STEM enrichment activities, and ensure all students encounter a broad, engaging, and challenging curriculum. To elevate the profile of science, we involve pupils through educational visits, workshops, and guest speakers, offering first-hand experiences. Our teaching strategy follows a coherent sequence of knowledge and skills, ensuring a progressive build on prior learning while fostering a comprehensive understanding of science's impacts on their future.

COMPUTING and ONLINE SAFETY -

A curriculum which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum. Through this curriculum children's knowledge of computing will deepen so they can creatively apply their learning across the curriculum in a personalised and accessible way. Each year group has access to laptops and ipads which are updated in-line with a budget cycle. Our online safety scheme, ensures children's safety in the digital world, addressing online risks and promoting safe online practices. Concerns about Internet safety are reported using CPOMS.

LEARNING THEME/CREATIVE ARTS

Curriculum units are specifically linked to ensure that pupils are able to focus on thematic units and therefore make explicit links between subject areas. Learning theme is designed, planned and taught using the pedagogy of teaching backwards with frequent opportunities for investigations and first-hand experiences. Lessons are question led and ensure that there is a focus on disciplinary and

substantive knowledge and skills alongside developing attitudes to support learning. Educational visits support the acquisition of knowledge, which is then linked, where possible, to reading and writing. Standards in reading and writing are maintained across core and foundation subjects. Solo-Taxonomy is the approach used to differentiate tasks; enabling all children to be challenged and extended through deepening their thinking based on their knowledge as opposed to their writing or reading ability.

The creative arts link to an aspect of the curriculum. Art, music, dance and drama all have a high priority in school and are all valued subject areas. We don't just have time for the arts, we make time for the arts. Our links with DELIGHT and the award of the Platinum Arts Mark further demonstrate our commitment to the arts and enrich our curriculum offer.

PHYSICAL EDUCATION -

Pupils are given a well-rounded introduction to a variety of sports at Manorfield through a comprehensive PE curriculum that develops the children technically, physically, psychologically and socially. PE is supported by a wide range of lunch and after school clubs that allow children to further enhance their sport specific skills and improve their game understanding.

Fixtures and tournaments for a variety of sports are arranged for KS1 and KS2 across each term to give pupils the opportunity to put their knowledge, skills and attitudes to the test in varying competitive conditions.

RE -

At Manorfield, our RE curriculum follows the Surrey Agreed Syllabus 2023-2028. Each year group celebrates the diversity of the school community through the development of their knowledge through the study of the following religions:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Humanism

By engaging with thematic units, children will use their knowledge so that they can develop the skills to make reasoned, informed and creative links to religious and moral issues. Children will recognise the influence of beliefs, values and traditions on the individual and communities around the world. Children are encouraged to be curious, ask questions and express their own views as well as reflecting on their own feelings and experiences to help them develop a sense of belonging.
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PSHE -

At Manorfield we are guided by the JIGSAW PSHE scheme. This whole school programme is a broad and balanced curriculum that promotes spiritual, moral, social, cultural and physical development of all pupils. Engagement is encouraged through a variety of learning styles that also equip pupils to cope with issues that are relevant in today's world. Teachers deliver the programme through 5 different units which initiate, facilitate and reflect upon new learning.

Each class devises their own learning charter which establishes 'ground rules' to ensure a safe, open and positive learning environment. Pupils feel comfortable and confident to share their experiences

and feelings through circle time using a 'JIGSAW' mascot that helps everybody work with potentially sensitive issues. Activities and discussions develop pupil's self-awareness, social skills, managing feelings, motivation and empathy.

In addition to Jigsaw, we have implemented *The Good Morning Club* emotional literacy programme to develop pupils' understanding of emotions, expand their emotional vocabulary, and help them recognise how emotions can present physically. The programme equips children with practical strategies to regulate their emotions independently.

The implementation of No Outsiders builds on what we have in place in our drive to prepare children for life in modern Britain and to teach British Values (DR TIM). At Manorfield Primary and Nursery School, we want everyone to feel welcome. All children belong here and we are proud of who we are. 'No Outsiders' supports children to recognise difference and embrace diversity.

SEND -

When a concern is identified, we act quickly. Teachers work closely with the SENDCo and parents at an early stage to discuss concerns and put appropriate support in place, helping to prevent difficulties from becoming significant barriers to learning.

The SEND offer is based on the pupil's strengths and needs; it is developed from their starting points enabling them to make good progress. Adults are strategically placed based upon their skill set to make sure that they deliver needs-based provision at the right time - they intervene not interfere, ensuring that independent skills are also developing. We have developed good, strong relationships with both the parents and professionals that work with SEND pupils and that has enabled us to forge links that create a positive working ethos and a good support network. SEND pupils are carefully tracked to ensure progress is being made appropriate to their specific needs. Adaptive teaching is at the forefront of our planning and delivery to support every child in their learning journey.

IMPACT

Despite a high proportion of disadvantaged pupils and lower starting points, good or better progress is achieved ensuring national expected outcomes are met or exceeded by the end of KS2.

The impact of teaching is carefully monitored and tracked each term to ensure that no child gets left behind.

Through a developmentally appropriate approach in the Early Years, children learn detailed knowledge and skills across the seven areas of learning. Through our focus on decoding, increasing accuracy, speed and fluency, and development of mathematical concepts, children are prepared for their next stage of learning. The whole child is nurtured – socially, cognitively and physically, and learners are prepared for the next stage of their education.

Through Key Stage One and Two, pupils achieve well across all subjects using the knowledge and skills built up over their time at Manorfield, and they are ready for their next step as they transition into Secondary.

The Manorfield child is a well-rounded, resilient individual with good values and proud to be a Manorfield pupil.