

Marazion School

Living, Learning, Laughing.

Bright Futures Start Here.

Marazion School Vision:

To make sure that all our children know who they are, they have a place in the world and a voice that must be heard.

Marazion School Aims:

Our school aims to support and celebrate the whole child to reveal:

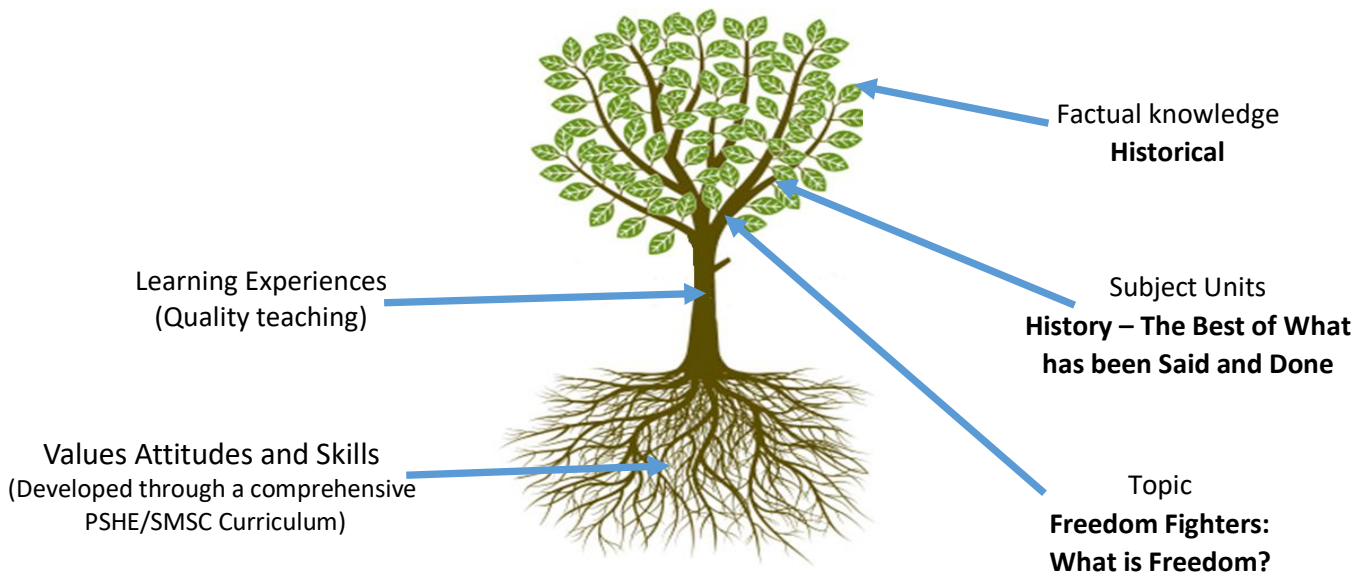
- A love of life, learning and laughing
- Positive relationships showing love, tolerance and respect
- Courage to be unique and individual
- Resilience, resourcefulness, responsibility and self confidence
- A willingness to take risks and engage in new ideas and experiences
- Local, national and global awareness.

Marazion Curriculum

Marazion School's curriculum builds resilience, independence, resourcefulness, creativity and empathy and aims to respect uniqueness and individual talents. Our children have a voice and they know it is heard. We value the importance of an enriched curriculum bespoke to our school created with input from all of us, supporting the whole child to be the BEST they can be. These experiences are essential for pupils to be happy and to thrive, learn and be successful.

A Topic Based Immersive Approach

Our immersive creative curriculum is based on a shared belief that children's understanding increases by using a topic based approach so that knowledge is reinforced by making conceptual links between subjects and is presented in meaningful contexts that are relevant to children's lives and the unique situation of the school. It is also recognised that children need the correct attitudes and values to be able to access learning and that teachers must provide engaging experiences in order to develop children's understanding. This model of a tree represents this way of looking at the structure of our curriculum:



Meaningful Launches, Outcomes and Exciting Environments

Marazion School recognises that intrinsic and extrinsic motivation is increased by having a real project outcome at the end of the topic. As a result, learning is ‘launched’ at the start of the topic with a visit; a visitor; a project day or similar so that children are ‘immersed’ in knowledge and experiences that link to their learning for the term. Towards the end of each topic the class celebrate their learning with an Outcome, which has an audience from the local community, for example organising and managing a ‘Tea Dance’; installing a sign at the local beach with information about how to look after the rock pools; taking part in a Viking ‘Festival of Light’; raising money for ‘ShelterBox’ through an event at the local community centre. Knowing that their work will be viewed by as wide an audience as possible helps provide children with the desire to constantly improve their work.



Staff work together to create 'Bubble Planning' (BP) prior to the term starting, consulting with colleagues and senior leaders to ensure a shared vision of what will be covered within the topic and what they will aim to produce by the end of it. The classroom environment is also key to the planning, learning and teaching as it provides an inspiring context in which there are themed elements linked to the topic. This BP and the following consultation are both used to create half-termly medium-term overview sheets. Parents receive 'Curriculum Information' sheets, which give an overview of the term's learning as well as reminders of key dates and events and the optional homework project linked to the topic.



As part of this planning process teachers also consider how they will use visits to enhance the coverage of the topic and how they will take learning outside of the classroom. Pupils in Reception and Year 1 have 'Beach' or 'Woodland' School every Friday morning and, as we live, learn and laugh in an area of outstanding beauty we have so many places to go, for example **Marazion and Long Rock**



Beach; Marazion Marshes; Friendship Woods; The Towans; Godolphin Hill; Tehidy Woods; Mounts Bay. We are also

developing our onsite outdoor areas with more spaces and places for children to explore and investigate. Children have the opportunity to develop holistically in their natural environment and be curious about the world around them. Activities inspire the children's thinking and ideas and allow children to be connected to their local environments, develop an affinity with them, a desire to protect them and other threatened environments and to appreciate and understand their place in the wider world.

Ensuring coverage

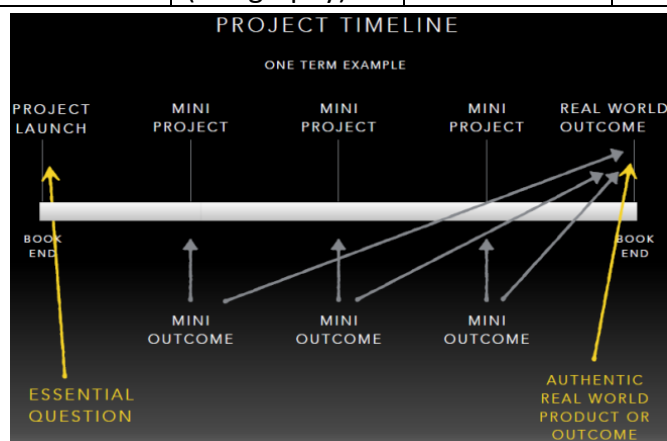
There are three important factors when it comes to coverage with our curriculum:

- To ensure that the requirements of the national curriculum are met
- To have provision for personal, social, health and economic education (PSHE), drawing on good practice and to include other subjects or topics when planning and designing our own programme of education. We want our children to know who they are and that they have a 'place' and a 'voice' in the world. We also want our children to be educated citizens, knowing the best that has been thought and said in order to develop an appreciation of human creativity and achievement
- To make sure that we take advantage of the unique opportunities of Cornwall and our specific location in Marazion.

Topic Two Year Rolling Programme

At Marazion, we plan topics that match the passions and interests of each specific cohort and are developing a rolling programme of ‘Umbrella Headings’. Year R and 1 have a skills-based curriculum with a more flexible time scale to suits their individual needs and interests. The mixed aged classes have a 2-year rolling cycle and Year 6 have a single year cycle. All the content of the national curriculum has been mapped out against these topics and colour coded against the statements in the ‘Skills Matrix’ to ensure full and rigorous curriculum coverage.

Year A	Term	Year R/1	Year 2	Year 3/4	Year 4/5	Year 6
	Autumn	My Traditional Tales (PSHE)	Inventions (History)	Where I belong (Geography)	Legacies (History)	What is Freedom?/Power of Words (Art/History)
	Spring	Superheroes (Geography)	Food (Geography)	Storytelling (History)	Living Things (Science)	Islands Geography
	Summer	Creatures (Science)	Pollinators (Science)	Sport (cultural capital) (Science)	How the World Works (Geography)	Bright Futures Start Here (PSHE)
Year B	Term	Year R/1	Year 2	Year 3/4	Year 4/5	Year 6
	Autumn	Celebrations (History)	Who was here? (History)	Staying Alive (Science)	Empires (History)	The Power of Words (Art/History)
	Spring	Into the Woods (Geography)	Extinct (Science)	100 Miles Ago (History)	Travelling (science)	Islands Geography
	Summer	Under the Sea (Science)	Wonderful World (Geography)	Kernow (Geography)	Changes (Geography)	Bright Futures Start Here (PSHE)



EYFS

Our Early Years team value the fact that children are born ready, able and eager to learn. We know that every child is unique and constantly learning and evolving. We create enabling environments that respond to the children's individual needs and interests, providing them with exciting, stimulating resources and rich real-life learning opportunities through play. Building strong positive relationships is integral and staff are sensitive to children's needs, value their feelings and children know that they are special and an important part of our Marazion School family. With these overarching principles in mind our staff embed an engaging, broad and balanced Early Years curriculum, placing the children's needs and interests at the heart of all planning. Following the Statutory framework for the Early Years Foundation Stage (DfE, 2017) children are provided with opportunities to develop both their prime and specific areas of learning, as well as given experiences that reflect the three characteristics of effective teaching and learning (see Early Years Policy).



At Marazion School, we believe that play is crucial and is a right for every child. Play is essential for children's development, enabling opportunities for children to build confidence, explore, solve problems and interact with others. Through a balance of child led and adult initiated activities, children lead their learning but are also guided by adults to challenge themselves and reach their full potential. We focus our teaching on skills, where the emphasis is on the process rather than an outcome or final product. Opportunities for these skills to be transferred and developed are planned into the indoor and outdoor classroom learning environment. Within the learning environment, a free-flow between the indoors and outdoors is constantly available, where children independently access



continuous provision in their playful learning. Our early year's team work hard to ensure children experience the awe and wonder of the world in which they live and have real-life experiences both in the outdoor learning area and within the world around us. Frequently using our school minibus to visit inspiring places that give meaning and to embed their learning. Children are also provided with daily 'focus sessions', concentrating on key literacy and numeracy skills in short bursts and have 'Challenges' to complete on a weekly basis. These are planned from on-going assessment from adult observations which also continually influence planning. Children take part in independent child-initiated activities, adult initiated activities and adult-led activities. Children's learning and next steps are recorded in observations using '2 Simple' and highlights of their work is captured in their 'Living, learning, laughing' books.

All learning throughout Marazion School is immersion based. We provide children with the opportunity to immerse themselves fully into a chosen topic and to learn specific skills, giving them the responsibility of choosing and creating their own exciting provision, based on their own interests. The classroom reflects the children's current interests and needs and the environment is planned for children to meet their goals in the 7 areas of development throughout the indoors and outdoors.



Assessments establish children's current level of development and their progress towards the statutory 'Early Learning Goals'. Staff ensure all children are provided with experiences and opportunities to develop their knowledge/skills towards achieving these goals through the use of both independent learning through play and structured focus tasks. Structured focus tasks are planned in connection with the topic immersion and ensure children are provided with appropriate adult led tasks, focusing on the specific skills within the 7 areas of learning and development.

Quality and collaborative medium term planning between early year's staff ensures our topic based curriculum maps out the skills that we want children to learn to enhance the experience and opportunities available to children, particularly the most disadvantaged.

English

Writing:

The topic-based approach with authentic project outcomes allows teachers to provide meaningful contexts in which to base writing. It is left to teachers to decide when different genres of writing are covered but there is a minimum expectation of extended writing pieces that needs to be covered each term in Key Stage 2 and each year group must cover certain genres over the course of the year (see table).

Most genres are taught in block units with reference to high quality texts ('what good looks like') and opportunities to apply sentence and word level work through shared reading and writing. Learning is planned so that skills and knowledge are built over the unit to be used in a final writing outcome. Understanding is also reinforced through guided reading. Both immersive topic learning and exciting classroom environments provide a meaningful context

Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	Termly	Termly	Termly	Termly	Termly	Termly
Poetry	Termly	Termly	Termly	Termly	Termly	Termly
Recount (General e.g. diary) G (Newspaper) N (Autobiography) A (Biography) B	x G	x G	x G N	x N A	x G N B	x G N B
Instruction	x	x	x	x	x	x
Information	x	x	x	x	x	x
Letters		x	x	x	x	x
Explanation		x	x	x	x	x
Playscripts			x	x	x	x
Discursive				x	x	x

for children to write independently.

Weekly Progress Meetings allow time for pupils to work with an adult in a smaller group, facilitating high quality feedback and reflection time where pupils can identify success and

areas for improvement. Spelling and grammar are taught both within these units and discreetly.

Phonics and Reading:



At Marazion School, children are provided with DAILY 20 minute phonics lessons throughout their time in EYFS and KS1. These phonics sessions are based on the **'Letters and Sounds'** (DfE, 2007) systematic phonics scheme, building



children`s speaking and listening skills, as well as preparing children to read by developing their phonic knowledge. In addition, **'Jolly Phonics'** actions and **'Read, Write, Inc.'** rhymes are taught/used alongside, to further support learning. Trained staff members teach small groups based on ability. Sessions are planned to meet the

children`s individual needs and are active, pacy and engaging. Progress and attainment is continually assessed through rigorous and robust Phonics Pupil Progress Meetings (PPPMs) on a 6-8 week cycle. Phonics updates are sent home weekly to inform parents what the children have learnt to reinforce their learning.

Throughout EYFS and KS1 children are provided with daily reading books which are banded. As children`s phonics and reading skills progress, children move through the coloured book bands, moving on to 'free reading' material. To encourage children to practise their reading at home, we use a Karate Band Scheme. Children move up through the bands every time they reach their next target of 'reads' and the scheme has had a positive impact on increasing and motivating reading at home.

Children in all years have guided reading sessions throughout the week and comprehension skills are primarily developed during this time. Children are also encouraged to read at home as much as possible and reading records allow parents to communicate with teacher`s regarding their child`s reading. For pupils in Reception, Year 1 and Year 2 their DAILY homework is to read and we believe that this is the most important skill for our youngest children to practise every day.

Mathematics

Marazion School does not follow one specific scheme and aims to steer away from too much text book learning. The school is a strong advocate of the principles of 'mastery' in mathematics and the key elements of fluency, reasoning and problem solving underpins every single mathematics lesson.

Teachers use the White Rose and Classroom Secrets planning overviews as a guide to ensure appropriate coverage is met but very much react to the individual needs of their class.

Visual models are considered essential to support children's understanding and activities are frequently drawn from a wide range of resources particularly Classroom Secrets, NRich, Times Tables Rock Star, Maths Frame and White Rose Maths Hub resources.

With the exception of Foundation Stage, where much of the Maths is self-initiated or teacher guided during learning through play, all year groups begin lessons with fluency based arithmetic activities. These are often based on one of the 'four operations' (addition, subtraction, multiplication and division). Such activities include strategy based mathematical games; times tables recall activities or timed mixed number calculation challenges. Following these starter activities pupils then partake in fluency, problem solving and reasoning tasks which are designed to challenge children's mathematical knowledge and understanding in a deep and sustainable manner. These tasks are differentiated so children can access the learning and progress to the next level when they are ready.

Problem solving and reasoning tasks are as much as possible set in real-life contexts and are designed to assess a deep understanding of the learning. They also allow children to conduct exploration around particular elements of mathematics.

The Whole Child



Bright Futures Start Here at Marazion School. There is a very positive attitude to learning where pupils and adults strive to be leaders and role models and provide first hand experiences that excite all of us! Our PSHE (personal, social and moral education) and SMSC (spiritual, moral, social and cultural education) sits at the heart of our curriculum along with our 'Marazion Manners', which we use every day. We have had a

Year of Reading, a Year of Maths, a Year of Dance and, now, it is our Year of Song. The whole school community is committed to specialist teaching in PE and School Sport; Music and Art/DT. We have a games coach; specialist music teacher and 2 lovely art ladies working in our school to make sure that there is high quality teaching in physical development and the expressive arts as well as reading, writing, mathematics and understanding of the world. We also have Russell, our School Counsellor, and 'Monty' our Reading Dog both supporting our emotional wellbeing.

This is Us!

If you ask us what we are passionate about, we would have these as our TOP 3!

1. **To be friendly, kind and to listen to each other** - we want everyone in our school to be happy so that we can succeed together. Our curriculum is designed to inspire pupils, focusing on dreams and aspirations. We uphold the right to be ourselves, challenging stereotypes and respecting and celebrating difference. We strive to shine in all that we do.

2. **Learning Outside the Classroom** – we have developed our grounds working hard to create and make beautiful spaces and places, inside and out, nurturing awe and wonder. We have 2 minibuses so that we are able to take a whole class of children out at any time and be connected to the wider world. Our youngest children have Beach or Woodland School every Friday. Getting out and about is what we do - we have 8 members of staff who are trained as Outdoor Leaders. **Residential Visits and Extended Days** are integral to our termly topic-based learning and this learning is celebrated through a project outcome with a public audience, often in locations out of school.

3. **Marazion as a Plastic Free School** – we were the 3rd school in the UK to be given plastic free school status by *Surfers Against Sewage*. We work tirelessly to keep single use plastic out of our school – we have refillable water bottles as part of our school uniform; reusable cutlery in our tuck shops and for any school events, plastic free school packed lunches a programme of local beach cleans. We now realise that there is so much more to do and we are focusing on promoting the reduction of the use of dirty palm oil and adopting a ‘Green Charter’ along with other schools in Penwith.

