



Curriculum Policy

Curriculum Intention

Our curriculum is vital in ensuring we fulfil our school motto – ‘Lighting the flame of learning’. The planning of the curriculum must be seen by all as the key to pupils’ development as successful learners who are ambitious for their futures. This is only possible when the content of our curriculum engages children in learning.

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual’s role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

Intent

We use a thematic approach to teaching and learning with the content of our curriculum being based on the National Curriculum. Through this we aim:

- To provide ambitious, varied and engaging learning experiences that will motivate and challenge children.
- To promote a positive attitude to learning, through the development of the key dispositions of confidence and resilience.
- To ensure children become successful learners through the development of key skills.
- To enable teachers to develop children’s learning in a meaningful context through the planned curriculum.
- To ensure children’s knowledge is built upon and enables them to be flexible learners.

Implementation

In every lesson teachers ascertain what pupils already know and then build upon this starting point. Our curriculum is sequenced over time and so knowledge is added to. Learning must be durable and flexible. Knowledge should enable pupils to transfer their learning to new contexts.

Learning at Moorside is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.

In planning our curriculum, we are aware of the need to identify concepts and ideas that we are addressing. We also aim to ensure that we identify concepts that can be useful in other topics or themes. For example, in the topic ‘Romans’ the concept of trade is transferable to other topics.

The key skills of learning

1. Communication – at Moorside talk plays an extremely important part in laying the groundwork for children who can read and write fluently. The development of language is a major focus across all key stages.
2. Application of number – we ensure that children develop the skills they need to solve increasingly complex problems.
3. Information Technology – to use IT resources confidently and appropriately when they can enhance communication or support children's learning.
4. Working with others – developing team working skills and children who listen to the viewpoint of others.
5. Improving own learning and performance – see Assessment policy.
6. Problem-solving – children need to feel confident in their ability to work through problems and the opportunity to develop this skill is given in a variety of subjects.
7. Thinking skills – opportunities for children to think about their learning is given in lessons daily.
8. Reasoning skills – children are asked to explain their thinking, not simply asked for answers. Teachers question children carefully giving opportunities for them to see there is not always one simple answer.
9. Enquiry skills – children are encouraged to be active learners. They research and carry out investigations.
10. Creative thinking skills – children develop creatively as teachers give them many opportunities to apply their imagination and practice skills. The culture of being able to learn from mistakes here at Moorside helps pupils to approach tasks with confidence.
11. Evaluation skills – to be able to judge the quality of your own work is important but equally our pupils need to be able to judge the value of information given to them.

These key skills are part of teachers' approach to learning at Moorside. They are used by teachers when they are planning learning activities.

Planning

Teachers produce a curriculum overview (medium term plan) for each topic that they teach. This is the result of an agreed process that teachers apply to the chosen theme. The plan gives an overview of the skills and knowledge that the children will learn during that topic in all curriculum areas.

The planning shows progression in knowledge and skills across the year groups. Teachers use the aims of the National Curriculum to inform their planning and to ensure that our curriculum offer reflects these aims.

Impact

Medium term planning is collected by the head teacher/ curriculum coordinator and checked to ensure the quality of the plan. If there is a particular emphasis that has been decided through, for example, school improvement planning, this is also checked.

Subject leaders ensure that the National Curriculum is used to support teachers in their planning. They audit their subjects by checking medium term planning against the programme of study.

Further monitoring is carried out through the following means:-

- Work scrutiny with a focus on progression in books and challenge for more able learners
- Discussions with children about their learning
- Learning observations to ensure continuity across the academy and that the curriculum offer is the same for all learners
- Displays of children's work
- Learning walks
- Assessment data analysis
- Question level analysis of test papers
- Staff meetings
- INSET days/twilight sessions

Assessment

Teachers judge pupils' work and report to subject coordinators the outcomes of their assessments annually. Teachers share work to ensure their assessments are moderated within school. Their judgements, regarding the numbers of pupils working at, above or below age related expectations are based on National Curriculum information, optional tests and end of key stage outcomes.

Children's progress towards age-related expectations and progress towards achieving greater depth in learning are carefully tracked. This is achieved through summative assessments, the results of which are discussed at pupil progress meetings. This highlights where there is a need for intervention which is provided where and when it is needed.

Children are assessed at the end of each topic to ascertain how much knowledge has 'stuck'. This assessment varies from class to class and is designed to be age appropriate and appropriate to the learning within that topic. For example, it could take the form of a quiz, a piece of writing or could be verbal.

Enrichment

We have 3 enrichment weeks planned throughout the school year. Feedback from children shows that these weeks are enjoyable and popular. They are:-

- Peace and Hope week
- Enterprise week
- Well-being week

Within the week, each day will have a theme related to the overarching topic of the week e.g. during Peace and Hope Week there will be a day themed around light as a symbol of peace and hope in a variety of cultures.

We aim to provide our pupils with the cultural capital that can enrich their lives and give them experiences and opportunities that they may not otherwise have. We achieve this by planning regular visits for all classes to venues that the children will find interesting or that provide them with new experiences. In addition, we invite visitors into the school who we feel can enrich the children's learning experience and give context to their learning.

Staff members are very proactive in arranging and providing clubs that children can choose to attend after school and at lunch times. The clubs take into account the needs of all of our pupils and cover a broad range of areas such as sport, arts, science and outdoor activities.

Learning outside the classroom

Teachers make as much opportunity to bring learning to life as they can, through the use of outside classroom facilities and resources. Learning is often taken outside into the school grounds to enhance and give meaning to the learning experience and the children's kitchen is used to develop useful life skills.

As a staff we have studied how we can enhance our curriculum provision through this approach. Teachers create many opportunities throughout the academic year to bring learning to life and broaden our children's experiences.

Reading and Phonics

The phonics scheme we use at Moorside is Letters and Sounds. A range of resources are used to support children's reading development including our Bug Club guided reading scheme (see Reading Policy for additional detail).

Cross-Curricular writing

Our thematic approach enables teachers to plan many opportunities to develop children's writing skills across subjects e.g. history, geography and science. Often a novel is chosen to generate enthusiasm and purpose for writing. This approach leads to quality writing that shows children's awareness of not just why they are writing but also who they are writing for (see English Policy for additional information).

British Values

Our PSHE coordinator checks and supports colleagues in ensuring that such issues as values permeate our curriculum. She identifies where there is provision in the school and suggests resources to support teaching. We actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

COVID 19

Curriculum and Remote Learning

During periods of lockdown and school closure to the majority of pupils, the government have stated that KS1 pupils must have access to 3 hours of remote learning a day and KS2 pupils must have access to 4 hours of remote learning per day. This does not mean 3 or 4 hours of live lessons.

- The 3 or 4 hours can include assignments that have been set by the teacher, Purple Mash that has been set, Times Table Rock Stars, PE active activities, Wellbeing activities etc.
- Children at home should have access to the same length of input for core subjects as they would at school and complete the same learning as the children in school. The school has produced an interactive timetable for each class which is easy to access from any device. Children click the picture on the timetable which will then take them to the lesson content for that session. The interactive lessons will be supported with a printed booklet to support the learning. As the lesson videos are pre-recorded, they can be accessed at any time.
- Printed work packs and stationery have been made available for all children working from home. Daily tasks are linked to phonics (EY/ KS1), reading, writing, maths, science, the Foundation subjects and the class topic.
- Where SEND children cannot access the interactive learning, individualized learning will be provided.
- Maths, English and phonics will be taught daily across both Key Stages. The afternoon sessions will contain learning across science, the foundation subjects, PE and mental health and wellbeing.

- Teachers will keep weekly records of children who are engaging in both live sessions and completing assignments and those who are not. Any children not engaging will be followed up by the class teacher or a member of the SLT.
- Teachers will have a weekly live catch up (via Zoom) with the children who are learning from home. Teachers can also be contacted by children or parents via Class Dojo for help and support at any time.

Catch Up Learning

Due to extended periods away from school following school closure and the requirement to isolate, many children will need additional interventions to enable them to catch up with their learning. Teachers will identify which children have fallen behind in which areas of their learning and will plan for targeted interventions with the aim of closing the gap.

The school will provide catch up sessions to small groups of identified pupils working with one of the following:

- The class teacher.
- The class teaching assistant.
- An academic mentor/ tutor.

The curriculum is kept under review – themes can be changed by teachers if they feel they need to improve or enhance their provision of learning opportunities. Sometimes themes are changed because of the need to stay relevant to pupils and motivational to both pupils and teachers.

R. Davis September 2021

Review date by September 2022