



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.

Curriculum Aims

At Moorside, we use a thematic approach to teaching and learning with the content of our curriculum based on the National Curriculum 2014. Through this we aim:

- To provide ambitious, varied and engaging learning experiences that will motivate and challenge children each and every day.
- 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 knowledge and skills and that they know more and remember more.
- To enable teachers to develop children’s learning in a meaningful context through the planned curriculum that reflects our context.

- To ensure children's knowledge is progressive and enables them to be flexible learners.

Curriculum Objectives

Our curriculum has the following key objectives:

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 classrooms and across all key stages.
2. Reading – is fundamental to accessing all other areas of the curriculum and strong emphasis is placed on developing reading skills, moving from early phonics to higher order reading skills.
3. Application of number – we ensure that children develop the skills they need to solve increasingly complex number problems.
4. Information Technology – to use IT resources confidently and appropriately when they can enhance communication or support children's learning.
5. Working with others – developing team working skills and children who listen to the viewpoint of others (British Values link).
6. Improving own learning and performance.
7. 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, in a resilient manner.
8. Thinking skills – opportunities for children to think about their learning is given in lessons daily.
9. 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.

10. Enquiry skills – children are encouraged to be active learners, they research and carry out investigations.
11. Creative thinking skills – children develop creatively, as teachers give them many opportunities to apply their imagination and practise skills. The culture of being able to learn from mistakes here at Moorside helps pupils to approach tasks with confidence.
12. 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 each teachers approach to learning at Moorside. They are used by teachers when they are planning learning activities to ensure that children gather more knowledge, remember more and are able to apply their knowledge to different contexts.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum 2014 programmes of study which we have chosen to follow as a starting point. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Knowledge and Learning

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, flexible and cumulative. 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. Children need to remember what they have learnt and apply what they have learnt to different areas of study or different contexts.

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 and curriculum areas.

Curriculum Organisation and Planning

Under the guidance and support of the senior leadership team (SLT), curriculum subject leads have developed an overview of their subject that ensures progression of knowledge and skills within the subject across the year groups. Teachers refer to this document when they plan their lessons. Staff have also mapped out the curriculum for our pupils aged 2 to Reception to ensure this feeds in to our main school curriculum.

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 knowledge and skills that the children will learn during that topic for each area of the curriculum.

The planning shows progression in knowledge and skills across the year groups. Teachers use the aims of the National Curriculum 2014 alongside our published curriculum overviews (see website) to inform their planning and to ensure that our curriculum offer reflects these aims.

Curriculum Delivery

There is a strong evidence base for the use of 'retrieval practice' as a means to secure knowledge and learning. Teachers challenge children to retrieve their prior

learning in order to secure it and build upon it. By employing this strategy, children know more and remember more. Learning is spaced over time and revisited, providing opportunities for retrieval.

The approach to curriculum delivery ensures that children learn each subject on a daily (Maths, English and phonics/reading) or weekly basis (other subjects). This ensures that the learning is progressive. Where appropriate, subjects may be 'blocked' to enable a project to be completed within a specified amount of time, for instance art or DT projects.

Monitoring

Medium term planned provision is collected by the Headteacher/ Curriculum Lead and checked to ensure the quality of the planned provision. 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 programmes of study.

Further monitoring is carried out through the following means:-

- Half termly curriculum days (one subject per half term).
- Work scrutiny with a focus on progression in books and challenge/ support for identified learners
- Learning observations to ensure continuity across the academy and that the curriculum offer is the same for all learners
- Discussion with children about their learning
- Displays of children's work
- Learning walks
- Assessment data analysis

- Question level analysis of test papers
- Staff meetings
- INSET days/twilight sessions

Enrichment

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

- 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 visits for all classes to venues that the children will find interesting or that provide them with new experiences. In addition we invite visitors in to 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 e.g. maths movement, Forest Schools.

Reading and Phonics

At Moorside CP Academy, we have chosen to use Bug Club Phonics, a comprehensive teaching programme and DFE approved systematic synthetic phonics scheme. This scheme is used within our Nursery and Reception classes, Year 1 and Year 2. The Bug Club Phonics programme follows the teaching sequence of letters and sounds and lessons are structured in the same way each day with an introduction, revisit, teach, practise and apply element to every session, providing the children with consistent routines that they can become familiar with. Our teachers at Moorside CP Academy implement a multi-sensory approach in the teaching and learning of phonics which enables the children to learn from visual, audio and kinesthetic activities. We use the Bug Club Phonics decodable reading books that have been written specifically to match the order in which grapheme-phoneme correspondences are introduced in class. These books are fully decodable, which means that words in the book can be read using just the children's developing phonics knowledge. When the children are able to read fluently, they move on to reading books of their choosing.

In KS2, those children who still require support with their phonics receive input using Rapid Phonics, a tailored intervention programme which follows on from the Bug Club Phonics programme. The Rapid Reading intervention programme is also used to support some children with strengthening their comprehension knowledge and skills. These intervention programmes align closely with the Bug Club reading books that we use. Once children demonstrate good fluency,

comprehension and prosody they become 'free readers' and are able to select their own reading books under the guidance of the staff team in their class.

Cross-Curricular writing

Our thematic approach enables teachers to plan many opportunities to develop children's writing skills across wider 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, PSHE and SRE

SLT and our PSHE coordinator checks and supports colleagues in ensuring that such issues as values permeate our curriculum and are planned for in a sequential and progressive manner. 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.

The Sex and Relationships Education (SRE) aspect of the curriculum has been carefully planned out by staff under the close guidance of the SLT/ PSHE coordinator (after consultation with our parents), to ensure that the information is delivered to our children in a sensitive and age appropriate manner.

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.

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, keeping our children, our community and our locality at the heart of the decision making process.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. We believe whole-heartedly that every pupil, regardless of their prior attainment, has the potential to achieve and excel in every area of the school curriculum. Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are reduced barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons are planned and adapted so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Subject leaders play an important role in supporting teachers to meet the needs of all pupils within their subject. For more information, please see the SEND Policy, the SEND Information Report and Equality Statement.

The Nest

The Nest is our newly developed, hybrid, learning environment. The Nest provides a hybrid provision for our children delivering targeted support for those who may struggle with the demands of the classroom, by replicating/extending the provision from the Early Years in a more intimate environment.

The staff have an acute understanding of the needs of the children who use The Nest and deliver personalised learning opportunities in a calmer learning space. The Nest is situated in the heart of our school and promotes inclusion, whilst developing independence skills; that children can then transfer back to their classroom environments.

Sessions in The Nest shape learning around the interests of the individual children and they work on phonics/reading development, maths development, personal development targets and EHCP targets under the guidance of the Nursery Teacher/Manager.

Monitoring

Governors monitor whether the school is complying with this policy and is teaching a “broad and balanced curriculum” which includes the required subjects. This is done through:

- Our annual Governor Curriculum Day.
- Discussions with the headteacher and curriculum leader at meetings.
- Meetings with subject leaders.
- The provision of support to subject leaders through the designation of link governors.
- Opportunities to look at/celebrate pupil outcomes (through school visits, via X).

- Opportunities, where relevant, to explore data and analysis that provides insights into the impact of the curriculum.

The Headteacher and curriculum leader monitor the implementation of the school curriculum by:

- Coaching and mentoring subject leaders.
- Promoting the sharing of good practice.
- Analysis of relevant assessment data.

Subject leaders monitor the delivery of their subject throughout the school through:

- Auditing provision and creating their own subject SIP.
- Regular professional discussions with teachers and teaching assistants.
- Speaking with pupils about their learning in the subject.
- Reviewing and celebrating pupil outcomes (by looking at work in books, photos shared on school X pages, relevant assessment data, etc.).

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. They are responsible for liaising with teachers to ensure that all required resources are available, accessible and safe to use.

Curriculum Subjects

The curriculum subjects taught at Moorside are:

English

Maths

Science

Art and Design

Computing

Design and Technology

Languages
Geography
History
Music
Physical Education
Religious Education
PSHE/ SRE

Detailed information about each of these subject areas is outlined in the individual policy for the subject, which can be found on the school website.

Remote Learning

Emergency scenarios such as a virus outbreak, adverse weather or severe damage to school buildings may result in temporary school closure. In these circumstances, our curriculum will, wherever possible, be delivered to pupils at home using the technology available to us. The learning will reflect the curriculum that would be delivered in school.

Online learning will be used as the central tool, wherever remote learning is appropriate or required. This enables teachers to set tasks and provide interactive teaching content for their pupils. Pupils are able to complete learning tasks and submit them to their teacher. Teachers can then check work and provide appropriate praise and feedback or address misconceptions in future teaching.

Communication with parents and families during school closures will usually be via the ParentMail app. Messages and instructions can also be sent using the Class Dojo app. If there are questions or queries, parents and families can make contact with school in the usual way.

Catch Up Learning

Following extended periods away from school, many children will need additional interventions and support to help them 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

The curriculum policy will be reviewed by the curriculum lead and Head teacher every three years. It will be presented to Governors for approval.

R. Davis. September 2023

Review date: September 2025