

**Moorside Primary School**  
**Curriculum**  
**Intent, Implementation, Impact**



## **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

### **Curriculum Intent: Why we teach what we teach.**

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn understand and apply a range of knowledge and skills in different subjects with confidence and security. We provide opportunities for ongoing personal development through identifying, planning and providing for individual strengths, interests and areas for development, which enables children to achieve their personal best. The uniqueness of every child is recognised and valued. As such, our curriculum embraces the community, from which it exists, identifying and celebrating the diverse backgrounds and experiences from which our children originate. We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education. The curriculum is carefully designed and continuously adapted to ensure there is thorough coverage and progression of both knowledge and skills.

Cultural capital is instrumental in influencing the content of the children's learning experiences to enable them to draw upon these in order to be successful within society and their futures. Children demonstrate an eagerness to learn and are proud of their many achievements as individuals and as a collective.

We aim to provide a highly inclusive learning environment where learners enjoy their education. Children are helped to achieve their potential through challenge, encouragement and given targeted support to enable them to develop at their own pace and to learn in a style that best suits their individual needs.

The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high-quality teaching, supported by targeted, proven interventions where appropriate. In this way, it can be seen to impact positively on children's outcomes. Enjoyment of the curriculum promotes achievement, confidence and positive behavior for learning. Children at Moorside Primary School feel safe to try new things and take risks whilst building resilience.

We challenge, motivate and inspire our children to develop a lifelong interest in learning through an engaging and stimulating curriculum that reflects the diversity within our school community. As a thriving multi-cultural school, we ensure that all of our children respect each other and have acceptance and sensitivity of people of all faiths, race and gender in our ever-changing school community. There is a high focus on developing children's moral, spiritual, social and cultural understanding that ensures everyone is treated with respect and dignity.

Moorside Primary School are actively involved with the local community and work collaboratively with a number of families and organisations to ensure our children are fully prepared for life in modern Britain and have an increasing awareness of local, national and global events. We offer a wide range of quality enhancements and extra-curricular opportunities for further enrichment of learning experiences.

Subject leads and teams play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review alongside, and under the direction of the Senior Leadership Team and Governing Body.

### **Implementation of the Curriculum: How we teach what we teach.**

We plan our lessons with clear learning intentions. We base these upon detailed knowledge of each child, striving to ensure that all learning tasks set are appropriate to each child's level of ability. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

Children study a broad and balanced range of subjects in all Key Stages in line with the National Curriculum, Early Years Framework and the 2021 updated Development Matters alongside Birth to Five Matters documents. Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout, without weakening essential skills based learning.

We place a particular focus of spoken language with adults as the key models scaffolding the learning through reinforcement of key vocabulary and effective questioning. A language rich learning environment and high quality modelled language is paramount to our children's development, we teach our children subject specific vocabulary and teach the purpose and meaning to further deepen understanding. The learning areas have key vocabulary displayed to aid and support learning as well as having available word banks, visual aids and a range of concrete resources.

Focused small group teaching, effective assessment for learning and daily planning ensures lessons are tailored to individual needs and ensures children make progress promptly. These features enable children to effectively retain knowledge and apply it with increasing confidence in different contexts of learning. Children demonstrate the ability to transfer practical skills and knowledge across curriculum areas.



We believe learning outside the classroom can be essential to children's development and so where appropriate, we ensure our children experience outdoor learning opportunities within the school grounds, including the use of our large meadow and our multi-use games area (MUGA) as well as a wealth of enhanced and extracurricular opportunities in the local and wider community.

Contributions to cultural capital include the following:

- a range/variety of books read/listened to
- music that is listened to
- visits to museums and art galleries
- breakfast clubs
- after school clubs
- school outings and residential visits

Each contribution is of a varied approach to avoid the confining of experiences. The implemented opportunities across school and throughout the school year can also be flexible depending upon the events worldwide, national or at a local community level. Throughout the school day, all aspects of school life including social contexts (play, lunch times) spoken language, children's rights and responsibilities and expectations of all enhances experiences and opportunities for all. This develops the knowledge, skills and values all of children need to be educated citizens and succeed in life.

British values, Personal, Social, Health and Emotional development alongside Children's Rights and our own school's responsibilities and expectations documents are used to plan focused lessons with a

high focus on developing children's moral, spiritual, social and cultural understanding as an outcome. Discrete lessons are delivered and the ethos of these is integral to everyday life in school.

Moorside staff embraces children's curiosity and encourage children to ask and respond to thoughtful, enquiring and high order thinking question types. Children are encouraged to express their thinking, thought processes and opinions during partner, group and whole class discussions and we are committed to ensure their voices are being heard within all lessons.

We aim to strengthen and further develop our staff's expertise through continuous professional development, seeking training and guidance from a range of specialist professionals across a range of fields.

We have designed assessment processes to allow all children to progress and succeed in a particular subject area despite their attainment in other areas. The evidence of children' understanding should be specific to the needs of the child. Our curriculum has equal coverage of knowledge and skills, providing opportunities to transfer and embed knowledge from short term to long term memory through practise, consolidation and application in a variety of contexts. We assess each pupil in all curriculum subjects to identify individual strengths and next steps of learning.

The curriculum is progressive and assessment for learning is paramount in identifying small steps, in order to make objectives accessible for all and tailored to children' interests. Our assessments are designed thoroughly to shape future learning without being excessive and onerous. Our approach to assessing and tracking children across the curriculum allows for progression in every subject for all.

In EYFS, we provide enriched play-based exploration and quality group time, with effective modelling and scaffolding from the adults. We believe that this is the best way to develop happy, inquisitive and active children alongside the rigour of assessments and a rich diet of balanced learning experiences.

At Moorside Primary School, mastery means delivering the content of the National Curriculum to all children with appropriate differentiation. It means ensuring all children have access to all learning objectives with appropriate resources, experiences and scaffolding. Children should have the opportunity to apply their knowledge and understanding in different contexts, multiple times. We want our children to acquire (or go on acquiring), depth of knowledge, we ensure our classroom practice, and school organisation provides all children with the best chances of mastering a subject.

**Impact: How we know what our children have learnt and how well they have learnt, retained and applied what has been taught across the curriculum.**

Our curriculum is comprehensive and each subject is valued and not compromised in terms of timing or resources used for it. This enables our children to have exposure and successes in different aspects of learning across the curriculum.

Children are supported and nurtured to achieve their potential through challenge, encouragement and ambitious learning experiences. Targeted support enables them to develop at their own pace and to learn in a style that best suits their individual needs. Key strategies are designed to support children with SEND to access their learning well. Where children are withdrawn, this is to provide them with bespoke opportunities to develop key knowledge or skills which they need to access the full curriculum and achieve well. This means that children across the curriculum, through group teaching, are receiving tailored learning experiences which will enable them to move forwards in their learning at a steady pace.

As a school team, the curriculum is reviewed regularly and adapted when necessary, ensuring a shared ownership and approach throughout. Proactively, ideas linked to good practice and resources are shared as a staff collective and with the wider community alongside other professionals, resulting in teachers having high levels of confidence when delivering lessons and developing sound subject knowledge.

To ensure the needs of all our children are met we spend time observing children and evaluating how children are learning using various assessment for learning strategies. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons are flexible enough to allow teachers to adapt to the needs of the child and assessment for learning is used to inform planning for subsequent lessons. Other approaches we use includes talking to children, looking at their work, observing their learning experiences, analysing data and monitoring the progress of children from their starting points across the different areas of learning. This provides instant feedback to the teachers and ensures progress within lessons for all learners,-children in our school learn more and remember more. EYFS staff also take part in observing and assessing children and use this information to plan new learning experiences and next steps so that children's prior knowledge and skills can be built upon and strengthened.

We carry out assessments at timely intervals, where appropriate, throughout the year, with teachers updating the progress the children have made as well as assessing the impact of teaching. Evidence we use of children's learning includes contributions and discussions from parent/carers, work examples, observations and photos which are kept in 'Learning Journals'. These are shared with parent/carers and with children themselves to reflect on their learning and to celebrate their achievements.

The impact of the school's curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects
- Outcomes for children at the end of every academic year
- Progress and attainment data for all year groups throughout the academic year
- Summative assessment data
- Attendance records
- Behaviour and pastoral records
- Levels of engagement in enrichment activities.
- Children's voices
- Parent/carer meetings
- Ongoing observations and monitoring
- Ongoing CPD for teaching and support staff
- Timely reviews of the impact of interventions