

Moorside Primary School



Curriculum Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

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 that 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.

Our values

We all believe...

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Aims of our Curriculum

Our Curriculum at Moorside Primary School aims to:

- Provide a broad and balanced education for all children.
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support children' spiritual, moral, social and cultural development.
- Support children' physical development increasing responsibility for their own health and wellbeing, and enable them to be active participants in school and community events.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of our youngest children and ensure they are ready for the next stage of their education.
- Ensure progression across year groups to ensure lessons are planned which build upon skills and knowledge already gained by children previously.
- Give children ongoing constructive feedback.

Rationale of our Curriculum

We believe it is important to ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum, which is the totality of a child's experiences.

Our curriculum is unique to our school, interesting, creative and appropriate for our children providing opportunities for a deeper understanding, breadth and challenge for all. We teach stand-alone subject lessons providing an equal focus for all areas of the curriculum, making cross-curricular links where appropriate, allowing capacity for a rich web of knowledge to deepen understanding and equip all children with both life and academic skills to enable them to access all opportunities presented.

At Moorside Primary School, we have created an environment, which produces successful learners, responsible citizens, and confident individuals, who take pride in themselves.

Children evidence their knowledge and understanding in various forms and English and mathematics is taught discretely across all aspects of the curriculum, with reading being a high priority. Our curriculum is specific to the needs of our children who often arrive in our school at various stages in their education. We place an importance on progression despite a child's date of entry to our school.

We utilise the rich resource of diversity within our local community whilst caring and respecting each other. This allows us to tackle the challenges we will face in an ever-changing world. Working in partnership with Parents/Carers, families and the wider community, our curriculum enables our children to leave school as 'well rounded' proud citizens.

Legislation and guidance

This Policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. 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](#).

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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](#) (March 2021) alongside the [Birth to Five Matters](#) (2021).

Curriculum Intent

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 behaviour 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 the Governing Body.

Implementation of the Curriculum

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 on spoken language with adults as the key models, therefore 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 embrace 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's 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 child 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's 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.

At Moorside Primary School, we define mastery as delivering the content of the National Curriculum to all children with appropriate differentiation. It means ensuring all children have access to all learning intentions 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.

Planning Long Term Curriculum Overview (Long Term Planning)

This details the work that will be done over the course of the academic year, for each subject in each term. Special events, visits and cross-curricular opportunities are included. These overviews are produced in accordance with the statutory requirements of the National Curriculum, Early Years Framework and Development Matters documents.

Medium Term Planning

These are our more detailed plans linked to the long-term plan, usually for each half term across the academic year. They set out what specific aspect of the curriculum will be covered and identifies the skills to focus on for the year group. These give more detail regarding the learning that will take part and paces the learning across the term.

Short Term Planning (Daily and Weekly plans across the week)

All teachers provide weekly plans for foundation subjects as well as science and PE, daily lessons plans are expected for the core subjects English and mathematics. These detail learning intentions and approaches for whole class, group and for independent learning activities. Staff will reflect on children's progress and adapt the sequence of lessons accordingly. The plans should be seen as a working document, which is added to and amended in light of the ongoing needs of individuals in the class.

Key Skills and Subject Knowledge

We put an important emphasis on the teaching of key skills and subject specific knowledge, including handwriting, spelling, grammar and basic number knowledge across all subjects in the curriculum. We aim for consistency in standards and application of key skills across the curriculum areas. Children's progress is tracked carefully to ensure that any additional support or intervention is put in place promptly if required.

Reading

Reading is at the heart of our curriculum and we believe that the extent to which children read and enjoy books has a significant impact on their progress and attainment across the curriculum. All year groups receive regular guided reading sessions several times a week with high quality texts that cover a range of genres, themes and subject areas. All classes have a timetabled session each day to enable teachers and teaching assistants to listen to individual readers. We ensure children are taught how to read as early as possible so that they can then 'read to learn' successfully across the curriculum.

Extra Curriculum Opportunities

We believe that providing a rich, varied and exciting programme of learning opportunities is crucial to children's experiences and progress, and we know that this needs to extend beyond the classroom. Staff plan for visits off-site both in the local area and further afield when required. We also make full use of our school grounds and meadow to provide 'learning outdoors' experiences. Visitors are invited into school so that they too can add value to children learning.

Throughout the year, all children throughout school will take part in an Inspire session. They will learn collaboratively with their peers and families on a planned activity. The activities are designed to be fun and exciting whilst also equipping children with a wider range of skills.

We also offer a range of extra-curricular clubs, which take place at lunchtimes and after school. These include a range of sports clubs, music, crafts and ICT.

Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious learning outcomes and plan challenging work for all groups, including:

- More able children.
- Children with low prior attainment.
- Children from disadvantaged backgrounds.
- Children with SEND.
- Children with English as an Additional Language (EAL).

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving. Staff will use effective Assessment for Learning to unpick intentions and identify the small steps of progress needed for individuals to be successful in all lessons.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned and resources selected so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

Progress is assessed regularly. At the end of each term, assessment data is gathered and the Senior Leadership Team checks progress. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making 'slow progress' in English or Math's, interventions are put in place to address gaps in learning rapidly.

Impact

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.

Day-to-day, on-going assessment is a crucial method of assessment that provides instant feedback to the teachers and ensures progress within lessons. Assessment for Learning strategies are used in all lessons. 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.

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.

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.

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-termly.
- 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.

Our impact of the curriculum is measured by the success of our learners. It will be the measure of how well our intent has been realized and how confident our children are at being able to demonstrate the knowledge they have retained over time. We will use a variety of monitoring and assessment methods throughout their learning journey at Moorside Primary School to ensure children know what they are meant to know at specific points during their education.

Roles and responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this Policy and hold the Head Teacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for children to cover the National Curriculum and other statutory requirements.
- Proper provision is made for children with different abilities and needs, including children with Special Educational Needs and Disabilities.
- Staff use whole class, group and individual approaches based on content and children needs, valuing and planning for diversity.
- Staff aim to facilitate group learning and teamwork with support from teachers to establish rules to ensure children listen to each other, and encourage invisible children to take ownership of their ideas. Children work with a common goal, yet they can be interdependent upon each other to achieve it.
- Personal interests are valued which builds on positivity and a readiness to learn.
- Children with high abilities are encouraged, supported and challenged without cultivating complacency.
- Staff use a variety of different resources, from digital technology to talks from external visitors on specific subjects, visits to specific locations to keep children engaged and inspired.

Head Teacher and Senior Leadership Team

The Head Teacher, along with the Leadership team, is responsible for ensuring that this Policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have objectives and outcomes that reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- High quality provision is in place for children with different abilities and needs, including children with SEND and those with particular strengths in areas across the curriculum.

Roles and Responsibilities of Teaching Staff and Support Staff

Teachers will plan for and deliver the curriculum with consistent high expectations and adaptations to suit need the needs of the children in their class.

Subject teams

Overall responsibility for the subject will remain with the teacher/s within the team. All work relating to curriculum development must support and develop the school's aims and objectives and be undertaken in liaison with the School's Leadership Team.

All staff should all show a good understanding of important concepts related to curriculum design, such as knowledge, progression and sequencing of concepts. As a team they should have clear roles and responsibilities to carry out their part in the design and delivery.

They should have an increased knowledge, expertise and practical skills to implement the curriculum. As a leadership, by forming the teams and allowing everyone to work together, we are enabling curriculum expertise to develop across the school.

This involves:

- Leading the development and review of subject policy consistent with National Curriculum requirements and school aims.
- Ensuring that there is a continuity, consistency, balance and progression within the subject across school.
- Ensuring that the subject reflects cross-curricular themes, such as, multi-cultural issues, equal opportunities, community cohesion and personal social education.
- Liaising with colleagues offering specialist subject advice and support
- Monitoring standards and progression within the subject through the scrutiny of planning sheets, sampling children's work and staff discussion.
- Assisting colleagues in planning for assessment, having oversight of and developing record keeping/ assessment sheets and developing a school portfolio of evidence.
- Evaluating the relevance of existing resources, particularly with regard to differentiated learning, multi-cultural issues and equal opportunity.
- Managing the purchase and deployment of resources alongside the Senior Leadership Team.
- Identifying resources to support the subject that will appeal to all learning types.
- Attending appropriate training and West Trust cluster meetings related to subject and disseminating information back to staff.
- Ensuring all staff are up to date with recent developments within the subject and be proactive in researching these.
- Identifying training opportunities for colleagues.

Monitoring arrangements

Governors alongside the Senior Leadership Team monitor the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum walks.
- Book and work scrutiny.
- Children's outcomes data.
- Children's progress tracking.
- Presentations and reports from subject leads and teams.
- Budgeting and Finance information.
- Assessing current provision and responding to developing needs.
- Holding the Head Teacher to account.

Associated documents

This Policy links to the following policies and procedures:

- Teaching, Learning and Assessment Policy
- Marking and Feedback Policy
- Behaviour Policy
- Early Years Policy
- SEND Policy and information report
- Inclusion Policy
- Equality information and objectives
- PHSE and SRHE Policy

- All individual subject Policies
- Long and Medium Term Planning

Date to be implemented	July 2023
Date to be reviewed	August 2024