



Moulton
Primary School

Curriculum Policy

At Moulton, our mission is to nurture and develop the ‘well-rounded’ child – a child that is confident, resilient and motivated, and who has the knowledge and skills to leave us well prepared for a changing world. Our curriculum is designed to help children find their strengths, talents and interests. It provides opportunities and experiences for them to develop positive attitudes to learning, self-belief and critical thinking skills - all essential for success in their future lives.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

Developing the extent and breadth of the curriculum to ensure our children develop the knowledge and skills they need to achieve well, has been a key school priority since 2017. A curriculum resource (Cornerstones) was introduced in 2016 to support teachers’ subject knowledge and equip them with high-quality teaching resources.

Over the past three years, this has been further adapted and is now a bespoke curriculum, carefully designed to meet the needs of our pupils.

Key elements include:

- Integrated topic themes, which children find interesting and engaging and which ensure that the NC content is delivered effectively.
- A key focus on positive attitudes to learning, resulting in high levels of motivation, independence, collaboration and reflection (our Learning Animals).
- A key focus on well-being for all pupils, ensuring that social and emotional barriers to learning are minimised (TAMHs).
- An increased provision for the creative arts ensuring that all pupils, particularly those less-advantaged pupils, enjoy a curriculum full of opportunities so they can find their interests and talents; and so that during their time in school, children’s personal, social and emotional well-being is valued to the same extent as their breadth of academic achievement - leading to a “well-rounded” child.

In addition, the Cornerstones resource provides:

- a whole school learning philosophy that engages children and raises standards;
- a wide range of cross-curricular activities tied to theme and subjects;
- comprehensive coverage of the new national curriculum programmes of study;
- essential skills for all subjects to help plan and assess children’s progress;
- writing, spoken language and reading at the heart of all learning.

Our expectations for children’s achievement are high. We want them all to achieve well in the core areas of reading, writing, maths and science and our curriculum is designed to underpin this. However, we also want them to apply these skills in real life situations which reflect their place in the wider world.

We believe passionately that one of our most important jobs is to prepare our children to take their place as future citizens of modern Britain. We work hard to help our children develop a sense of self-responsibility, a caring attitude to the environment and to others regardless of race, creed, sex or social class. We plan learning tasks which help them to see their place in the local community and provide opportunities within the curriculum for them to develop their appreciation of our village environment. We help them develop a good awareness of the local environment and the wider world, so that they respect and value their place in it.

Our Values

Our values underpin everything that we do in Moulton and are promoted through our curriculum which will ensure that our children develop the skills and knowledge that they need for their future lives and an enthusiasm for life-long learning. Our school is built on a foundation of responsibility and respect. In our school everyone has a responsibility to show:

- **Respect for ourselves and others** *celebrating our differences in a supportive partnership in which all can succeed and achieve*
- **Respect for the right to learn** *through positive behaviour, teamwork and a passion to succeed*
- **Respect for the views and beliefs of others** *through tolerance, understanding and kindness*
- **Respect for our environment** *to look after our school, our community and our world*



Curriculum Aims and Objectives - the aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability, preparing them for their future lives;
- to teach our children the essential skills, knowledge and understanding;
- to promote in our children a positive attitude towards learning for the whole of their lives;
- to enable children to have respect for themselves, have high self-esteem, and to be able to live and work co-operatively with others;
- to enable children to be creative and to develop their own thinking;
- to help children understand Britain's cultural heritage and promote British values, enabling them to become positive citizens in society;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to teach children about their developing world, including how their environment and society have changed over time;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.

Children with Special Needs and Disabilities (SEND)

At Moulton, we are proud to be an inclusive school and have designed our curriculum carefully to provide all our children with an equal opportunity to develop and learn. All children follow the National Curriculum at a level and pace that is appropriate to their abilities, receiving support and intervention to '**keep-up and catch-up**' as needed.

When appropriate, adaptations to the curriculum may be implemented to ensure that all children have the same opportunity. However, for most pupils, the following inclusion strategies ensure that children can access the curriculum and make progress in their learning:

- Lessons are coherently planned so that new knowledge is built on prior learning.
- Lessons are structured into appropriate chunks of learning so that children are not overloaded.
- Assessment is used effectively to identify knowledge and vocabulary gaps so that pupils can be supported appropriately.
- Strategies to support reading/vocabulary understanding/maths are in place for pupils that need, at a targeted level and within the class environment.

- Collaboration is used as an effective tool to support.
- Adult support is provided for those children that need it; in class or through 'extra' interventions.

If it is deemed necessary to adapt the curriculum to meet the needs of individual children, we will keep parents informed via parents evening or interim reviews. The school will do all it can to meet these individual needs and complies fully with the requirements set out in the SEND Code of Practice (July 2014). If a child presents as potentially having special needs, assessments will be carried out by the class teacher and/or the Inclusion Manager. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs using quality first. If a child's need is more significant, we may use the support provided by Teaching Assistants, and involve appropriate external agencies for support. The school completes a One Page Pupil Profile, for pupils who require support additional to and above, that which is provided within class for all pupils. These demonstrate the nature of the additional need, strategies to support the child and next steps for the child. These form part of our transition programme and ensure that key information and strategies are shared and amended as a child transitions throughout the setting.

Curriculum Organisation and Planning

In each year group, the National Curriculum (NC) subject content is delivered through in a series of **themed topics**. Over the course of a school year, children will cover the NC content for the foundation subjects (history, geography, computing, art and design, music, design technology, French and computing) in addition to the agreed syllabus for Religious Education and science. Teaching the essential skills and knowledge in the other core subjects, reading, writing and mathematics, takes place throughout the year as part of each topic or discretely.

The **Cornerstones Curriculum** has four key stages of learning: Engage, Develop, Innovate, Express

Engage - at the *engage* stage, children:

- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills and have lots of fun to fully 'engage' with their new topic.

Develop - at the *develop* stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

Innovate - at the *innovate* stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

Express - at the *express* stage, children:

- become the performers, experts and informers
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

Over a whole school year, children will cover the required content and breadth of the National Curriculum Programmes of Study along with subjects taught discretely such as maths, Religious Education (RE), Modern Foreign Language (French) and PSHE (Personal, Social, Health and Economic Education).

Maths

For the majority of the time, maths will be taught as a discrete subject, apart from the uncontrived opportunities for cross-curricular maths in the ILPs.

Our **mastery approach to maths learning**, is accredited by the National Centre for Excellence in the Teaching of Mathematics (NCETM). We have designated and skilled staff who lead the teaching of maths at our school and have a number of qualified Maths Specialist Teachers. They guide staff through the principles of mastery and ensure that children's achievement in maths is strengthened.



The following are the key elements of the mastery approach:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – ‘mastery’ – in mathematics, rather than many failing to develop the maths skills they need for the future.

Phonics

When children enter the Reception class they take part in high-quality phonics sessions every day. These sessions involve lots of speaking and listening, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

At Moulton Primary School we use a systematic phonics programme called **Letters and Sounds**. Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell ‘tricky words’, which are words with spellings that are unusual or that children have not yet been taught.

Assessment

We use a varied range of assessments to develop a confident and secure picture of children's skills and understanding of key concepts, against age related expectations. This is an on-going process throughout the year and our assessment strategies are both summative (test and quiz based) and formative (ongoing lesson based through feedback and questioning). We work closely within our own teams with other schools in the county, to moderate our judgements and ensure that our assessment information is consistent and accurate.

PSHE

We believe that Personal, Social, Health and Economic Education (PSHE) is crucial to children's development because:

- it makes a major contribution to the health and achievement of children and young people
- it contributes to the welfare and safety of children and young people
- it underpins young people's future employability through the development of the personal and social skills which commerce and industry demand from our workforce
- it helps to increase children and young people's independence and ultimately enables them to take responsibility for themselves.
- it prepares them for their future role as parents, employees and leaders.

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

We support our PSHE curriculum with the planned programme of learning offered by "Jigsaw". Please use this link for facts and further information:

<https://www.jigsawpshe.com/information-for-parents-and-carers/>

In addition to this, we have developed a Sex Education Policy and scheme of work in consultation with parents, teachers and governors.

Computing

We teach computing and internet safety as part of our themed topics. Our use of IT supports learning across the school and across subject areas. Computer science is taught which includes writing algorithms and programming. All classes have access to laptops and tablet computers (class and group sets) to facilitate the learning and teaching of these specific skills and teachers plan to incorporate an element of IT where ever possible.

PE

PE and sports are an integral part of every child's education and development. We aim to provide a wide range of sporting opportunities that cater for children of all abilities to develop new skills and nurture their love for PE. We strive to give all children access to high quality PE provision, with the intention of increasing the amount of young people taking part in regular sporting activity throughout their lives. In Year 4, all children receive swimming lessons with the aim for all children to be able to swim 25m by the time they reach the end of the primary phase.

Extra-curricular Activities

We aim to have as many extra-curricular activities as possible as we recognise the benefits they can have to health and well-being. We also try to achieve a balance of activities that have to be paid for and those that are free. Activities take place at lunchtime and after school. Outdoor and adventurous activities are offered to all children in Year 4 and Year 6 as a residential experience. Other school visits and activities are planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days.

The Early Years Foundation Stage

The curriculum that we teach in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and

on developing children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception classes builds on the experiences of children in their pre-school learning. We build positive partnerships with the nurseries and other pre-school providers in the area that send their children on to us.

During the children's first term in reception, the teachers begin to record the skills of each child on entry to the school using a baseline assessment tool. This assessment forms an important part of the future curriculum planning for each child. Throughout the year, work is collected and stored as a Learning Journal using the Tapestry on-line tool; this is shared with parents.

Monitoring and Review

Our governing body monitors the curriculum via the school development plan ensuring that progress is made in developing and enhancing our curriculum. The Learning and Achievement Committee evaluate the curriculum as part of the School Improvement Plan, and report to the full governing body. Key governors liaise with the subject leaders as required, including monitoring. Senior staff monitor medium term planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

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