

Curriculum Vision

At the end of their time at Moulton Primary School, our children will be excited about the future. They will know and feel that the world is rich and varied. They will have the skills to communicate and collaborate with a diverse range of people from all cultures and backgrounds. Our curriculum generates curiosity; the children learn about the wider world in a variety of contexts. The breadth of knowledge offered by our curriculum builds progressively year on year and the children leave school knowing about their own passions and interests. We want our children to leave school with ambition, with the skills they need to confidently explore their own goals and aspirations for the future.

Creating the curriculum vision: Curriculum Drivers

To ensure that our curriculum supports the school's unique context, the following **drivers** have been identified. They link closely to Moulton's overall vision and provide the foundation for planning teaching and learning.



To have ambition for themselves (aspiration) - Through learning about people from different places and from the past children are inspired to have ambitious aspirations and goals for the future.



Understanding diversity (respect) - Children know and appreciate what the world has to offer and how it differs from Moulton. They tolerate, respect and value differences and have the skills to collaborate with a diverse range of people.



To know about the world (enquiry) - Children are inquisitive to learn about a world far wider than that in which they live. They respect the beauty and diversity of the natural world around them, and learn how they can help create a more sustainable world for all living things.

These drivers weave through all the subjects, however, in different subject areas, some drivers are highlighted more than others.

Creating the curriculum vision: Seven Strategies for Teaching and Learning

Our teaching and learning approach, the Seven Strategies, is focused upon the Inner Curriculum. It ensures that our teachers offer the most effective classroom opportunities for the children so that they can develop the following learning attitudes whilst at Moulton. These are:

- **Aspiration** – goal setting, aiming high, achievement, planning and understanding next steps.
- **Creativity** - innovate, higher order thinking, different perspectives, applying knowledge and skills to something new.
- **Resilience** – perseverance, embracing challenge
- **Growth Mindset** – risk taking, problem solving, ability, emotions (overcoming anxiety/self-esteem)
- **Independence** – self-awareness, self-reliance
- **Enquiry** – learning knowledge, skills, questioning and curiosity
- **Collaboration** - Respect, communication, vocabulary, speaking and listening

Learning Characteristics



Each of the learning attitudes has become embedded into daily classroom practice and informs the teachers' assessments of learning behaviour, as follows:

- The **Learner Characteristics** illustrates the key attributes and skills that children will develop as they work towards the end point of their time at Moulton.
- The **Classroom** strand outlines the strategies teachers will use to create the environment that children need to develop these attributes and skills.
- The **Learning** strand helps children understand how they can achieve these attributes and skills.

Aspiration

To work towards goals and have ambitions for the future.

Learner Characteristics:

- **Aims high** and has the desire to succeed.
- Understands that **learning has a purpose**.
- Has the **desire to achieve**.
- **Follows advice and takes critique** to progress and achieve potential
- **Keeps focused** and strives to meet the goals set.



Teaching	Learning
<h3 style="margin: 0;">The Purposeful Classroom</h3> <p>Purposeful lessons are designed to ensure that teachers:</p> <ul style="list-style-type: none"> ● Plan ambitious lesson expectations within a well designed curriculum. ● Knows where the learning is going. ● Knows what the children already know. ● Knows what the children need to know and do to move learning forwards. ● Uses a variety of feedback strategies to ensure effective learning takes place ● Actively encourages children to set and meet their targets, goals and aspirations. <p style="font-size: x-small;">The following are strategies we have adopted to ensure a purposeful approach to classroom practice.</p> <p style="font-size: x-small;">Cornerstones - Engage, Develop, Innovate, Express Maths Mastery - Coherence, Representation & Structure, Mathematical Thinking, Fluency, Variation Talk for Writing - Planning, Imitation, Innovation, Independent Application, Assessment Kinesthetic Letters - distinctive flick, moving our bodies, say and write the letters, strengthen the core Letters and Sounds - phonemes taught in</p>	<h3 style="margin: 0;">Busy Bee</h3> <p>Our children understand the purpose of learning and develop aspirations for the future.</p> <ul style="list-style-type: none"> ● I aim high! ● I reflect on what I already know. ● I know "WHY.." the task is being carried out. ● I make connections. ● I know what to focus on to produce the best outcome possible ● I know how this task fits into a whole learning sequence. ● I use prior learning to understand concepts more deeply. ● I seek guidance, advice and support when needed. ● I know what I need to do to improve. ● I work hard to achieve my best. ● I meet the targets and goals set with a sense of ambition. ● I work effectively with others to meet team goals, targets and challenges.

The Learning Animals

As seen in the diagram above, our Learning Animals act as hooks for the children. They enhance the recognition of each learning attitude. The animal story and its visual cue aids their understanding of what is expected in order to become successful citizens. In the example Aspiration, the Busy Bee reminds the children to be aware of their instinctive desire to achieve and helps them to understand their inner drives and motivations. It helps them to recognise success and fulfilment whilst nudging them to seek advice along the way.

A set of learning animals can be found in each classroom to act as tangible reminders of how important it is to focus, not only on the content of the lesson but also what is happening internally in any given situation.