

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 being 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 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.

Our values

We all believe that

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 work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates 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 pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development increasing responsibility for their own health and wellbeing, and enabling them to be active
- 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 pupils and ensure they are ready for the next stage of their education

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 we define as the totality of a child's experiences.

Our curriculum is unique, interesting, creative and appropriate for our pupils providing opportunities to develop a deeper understanding and providing 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 and allowing capacity for a rich web of knowledge to deepen understanding and equip all pupils with both life and academic skills to enable them to access all opportunities presented.

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

Our curriculum is specific to the needs of our pupils who often arrive in our school at various stages in their education. We place an importance on progression whatever a pupil's date of entry to our school may be. Pupils evidence their knowledge and understanding in various ways. English and maths is taught discretely and reading is given high priority.

We utilise the rich resource of diversity within our local community, whilst caring and respecting each other, to allow us to tackle the challenges we will face in an ever changing world. Working in partnership with parents, carers and families and the wider community our curriculum enables our pupils 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](#).

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](#).

We also adhere to the agreed local authority syllabus for Religious 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 pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) and more able pupils.
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate.

Head teacher

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 which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Roles and Responsibilities of Staff

Teachers will plan for and deliver the curriculum with consistent high expectations and adaptations to suit the needs of the pupils 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 team members should demonstrate a good understanding of important concepts related to curriculum design, such as knowledge, progression and sequencing of concepts.

Team members should have clear roles and responsibilities to enable them to carry out their part in the design and delivery of the curriculum.

Members of the team should have the knowledge, expertise and practical skills to implement our curriculum. By forming the teams and allowing everyone to work together, the leadership team is enabling curriculum expertise to be developed 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 and social education
- Liaising with colleagues to offer specialist subject advice and support
- Monitoring standards and progression within the subject through the scrutiny of planning sheets, sampling pupils' work and discussions with staff
- 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 Trust cluster meetings related to subjects and disseminating information back to staff

- Ensuring all staff are up to date with recent developments within the subject and being proactive in researching these
- Identifying training opportunities for colleagues

Implementation of our Curriculum

Assessment processes have been designed to allow all pupils to progress and succeed in individual subjects according to their ability, interests and attitudes. The evidence of pupils' understanding should be specific to the needs of the pupil. Our curriculum has equal coverage of knowledge and skills. It provides opportunities to transfer and embed knowledge from short term to long term memory through practise, consolidation and application in a variety of contexts. Each pupil is assessed 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 pupils' interests. Our assessments are carefully designed to shape future learning without being excessive and onerous. Our approach to assessing and tracking children across the curriculum enables progression in every subject for all.

Mastery at Moorside means delivering the content of the National Curriculum to all pupils with appropriate differentiation. We want pupils to acquire (and go on acquiring), we use the phrase 'teaching for mastery' to describe the range of elements of classroom practice and school organisation that combine to give pupils the best chances of mastering a subject.

Planning

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.

Termly Planning in line with skills sheets (Medium Term Planning)

Each year group identifies the skills they will focus on from the year group specific sheet. These give more detail regarding the learning that will take place and paces the learning across the term. This information is then shared with parents/carers and is published on the school website.

Weekly Planning (Short Term Planning)

All teachers provide weekly plans for foundation subjects as well as science and PE. Daily lesson plans are expected for the core subjects, English and mathematics. These detail learning objectives and approaches for whole class teaching and for independent and group activities. Teachers and assistants will monitor and reflect on pupil progress and adapt the sequence of lessons accordingly. The plans should be seen as working documents which are added to and amended in light of the ongoing needs of individuals in the class.

Key Skills

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

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 which cover a range of genres, themes and subject areas. All classes have a timetabled fifteen minute session each day to enable teachers and teaching assistants to listen to individual readers.

Success (Impact)

The curriculum is reviewed regularly and adapted when necessary by the staff teams, ensuring a shared ownership and approach throughout. Ideas linked to good practice and resources are shared as a staff collective and with the wider community alongside other professionals.

Extra Curriculum Opportunities

We believe that providing a rich, varied and exciting programme of learning opportunities in and beyond the classroom is crucial to children's experiences and progress. 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 can add value to pupils 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 pupils 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 have high expectations for all pupils. They use appropriate assessment to set ambitious learning outcomes and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

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

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors alongside the leadership team monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum walks
- Book and work scrutiny
- Pupil outcomes data

- Pupil progress tracking
- Presentations and reports from subject teams
- Budgeting
- 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:

- EYFS policy
- Teaching, Learning and Assessment policy
- SEN policy and information report
- Inclusion Policy
- Equality information and objectives
- SRE policy
- All individual subject policies
- Curriculum overview and year group skills and knowledge sheets.
- EYFS Plans (long and medium term).

Date to be implemented	May 2019
Date to be reviewed	April 2020