

# Moss Park Primary School



*Achieving Excellence Together*

## Curriculum Policy

### Aims

The curriculum at Moss Park Primary School is designed to deliver our school aims, which are to:

- Provide a welcoming, safe and stimulating learning environment
- Recognise the individuality of all pupils in all key stages and provide for their particular needs
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect
- Enable all pupils to fulfil their potential and reach the highest possible academic standards
- Foster a love of learning that will continue throughout our pupils' lives
- Build strong partnerships between school, home and the community

The curriculum supports our school values: *Teamwork, Friendship, Perseverance and Respect.*

The curriculum, schemes of work, lessons and challenges given to pupils are sequenced and planned effectively so that pupils know more, can do more, remember more and are able to apply more. We believe that the curriculum, including the extra-curricular opportunities we provide, should ensure that all children enjoy their education. It's important to us that we involve the children in developing our curriculum and teaching so that they can let us know how well we are meeting their interests and to share their ideas with us.

In our latest pupil questionnaire (September 2022), 99% of pupils said, "I enjoy school trips and activities" and 100% of pupils stated that, "Teachers listen to my ideas". 96% of pupils said they used their reading and writing skills across the curriculum, and 91% agreed in Maths. 100% of pupils told us they learn a lot and find out new things in lessons. They enjoy the technology we use to learn, good music teachers, opportunities for PE and games, the opportunity to ask questions and find out the answers. They say that teachers make work fun.

Here is our rationale for our curriculum offer:

Our school	As a result...	What can we do?
Our supportive parents are ambitious for their children and learning is valued.	Some pupils are more likely to have a tutor than do a hobby out of school.	<ul style="list-style-type: none"><li>✓ Offer an 'at cost' wide variety of clubs at lunch and after school</li><li>✓ Deliver music tuition for all pupils to encourage wider opportunities</li></ul>

		<ul style="list-style-type: none"> <li>✓ Enhance our Swimming offer to ensure virtually all pupils can swim by the end of KS2</li> </ul>
Our community is religiously literate and respectful of other faiths and cultures.	We think our pupils would get a lot out of learning more about others, with opportunities to mix with other faiths and beliefs and cultures.	<ul style="list-style-type: none"> <li>➤ Update our RE curriculum to enhance our Interfaith study with more visits, visitors &amp; linking</li> <li>➤ Celebrate festivals across our various cultures and faiths each year</li> <li>➤ PTFA led social events help us to promote friendships</li> </ul>
Our pupils have high aspirations for themselves. They are ambitious, enthusiastic and career driven.	We want to support pupils being independent, successful young adults from an early age. We want to eliminate inequality by giving all pupils the same opportunities	<ul style="list-style-type: none"> <li>➤ Develop Reasoning and Critical Thinking skills</li> <li>➤ Support pupils to develop a Growth Mindset and develop their 'learning to learn' skills</li> <li>➤ Ensure ALL our pupils have access to high quality technology</li> <li>➤ Work with children and families in our parent workshops to develop deeper understanding of the curriculum</li> <li>➤ Develop a Careers Programme by tapping into our local community</li> </ul>
Overall, our children have stable backgrounds and we are in an area of relatively low deprivation, with virtually all having access to a car.	<p>We think our pupils would seize the opportunity to give back to others.</p> <p>They have access to fewer unstructured play opportunities and risk-taking activities.</p> <p>They need to develop road sense and safety skills.</p>	<ul style="list-style-type: none"> <li>➤ Add community and charity activities to the Year Group Boarding Cards</li> <li>➤ Use our Sports Premium to provide an outdoor adventurous activity every year</li> <li>➤ Year groups across the school access Forest School and Outdoor activities to develop their wider skills and encourage team building</li> <li>➤ Bikeability for our Y6 and purchased some second hand bikes for school</li> <li>➤ Pupils' access an art atelier to be able to work with and alongside an artist to deepen their creative aspirations in an art studio environment</li> <li>➤ Crucial Crew, Road Safety, Police and Fire Service and NSPCC amongst others talk to our children about keeping safe</li> <li>➤ Provide an '11 by 11' outdoor experience passport</li> </ul>
<p>Our children are growing up in a fast moving, high pressure world and all our pupils have gone through the covid pandemic, which we know has exacerbated mental health issues amongst pupils.</p> <p>Pupils are immersed in a digital world, which has benefits but also risk and challenges.</p>	<p>We need to ensure they build resilience and good mental health and are well supported in school</p> <p>We need to make sure our pupils know not just how to stay safe online, but to think critically, identify risks and the positive/negative aspects of social media and gaming</p>	<ul style="list-style-type: none"> <li>➤ Develop our PSHE curriculum &amp; online safety programme to carefully unpick the importance of online safety</li> <li>➤ Champion a rights respecting ethos where pupils' views are valued</li> <li>➤ Appoint a Mental Health Champion Train pupils to teach pupils about the online world</li> <li>➤ Trained staff (ELSAs) to lead SEMH interventions to promote wellbeing via regular surveys and analysis of issues</li> </ul>
Many of our children do not experience structured	We need to build up their toolkit of fun games so that	<ul style="list-style-type: none"> <li>➤ Work with the sports partnership to enhance our lunch and play provision</li> </ul>

play and so do not have a toolkit of games to play at break times	they can enjoy purposeful, imaginative play that builds relationships and makes them feel good	<ul style="list-style-type: none"> <li>➤ Train TAs and Midday supervisors in leading play</li> <li>➤ Develop our Year 2 pupils and Year 5 pupils as playground pals &amp; play leaders as role models across the school.</li> <li>➤ Use our Sports Premium funding to equip our playground with high quality resources</li> </ul>
We live in Manchester and have good access to the city, coast and countryside.	We are limited in what we can deliver because of financial constraints of travel. We can be more creative within the local area. We need to generate income to provide enrichment opportunities beyond the local area.	<ul style="list-style-type: none"> <li>➤ We've built travelling experiences into each year group's boarding cards</li> <li>➤ Use the tram more and build up our walking stamina!</li> <li>➤ Pupils walk locally to the library/park to develop their knowledge of the local area.</li> <li>➤ Put income from breakfast/after school clubs/fundraising back into trips and visits</li> <li>➤ Apply for free tickets, apply to funding streams</li> </ul>

## Objectives

- To provide all pupils with equal access to a rich, broad, balanced and developed curriculum that is matched well to their ages, abilities, interests, aptitudes and individual needs
- To deliver a curriculum that is ambitious and is designed to equip all pupils with the knowledge, skills and cultural capital they need to succeed in a global society
- To deliver a curriculum that is carefully planned and structured to ensure that learning is continuous and that pupils make good or better progress with the development of their learning
- To use a variety of teaching styles based on sound research so that pupils know more, can do more and remember and can then apply more in all subjects
- To design a scheme of work in each subject that enables pupils to revisit and build on prior learning in order to advance and deepen their knowledge and understanding
- To offer pupils first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world
- To promote British values – the rule of law, individual liberty, democracy, mutual respect, tolerance of those of different faiths and beliefs
- To open our pupils' eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live
- For pupils to achieve well across the curriculum and develop useful independent study skills to prepare them for the next stage in their education and future employment

## Strategies

1. The Early Years Foundation Stage Statutory Curriculum & National Curriculum are the starting point for our curriculum offer, alongside Religious Education, Relationships and Health Education.
2. Throughout the curriculum we promote spiritual, moral, social and cultural development and British values (defined by the DfE as democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith).
3. The Agreed Trafford Syllabus will be used as the basis for the planning and teaching of RE alongside a clear and systematic RE scheme that fulfils the values and ethos of all religions, faith and beliefs.
4. The EYFS curriculum is skilfully mapped to develop pupils' early knowledge, developing skills and enquiry to learn from the world around them. This curriculum underpins the foundation for which all our pupils become good learners and are ready to learn and develop into their next Key Stage.
5. Our EYFS curriculum is planned and sequenced so that the areas of learning prepare pupils for Key Stage 1 and beyond.
6. We provide continuous and enhanced provision into Year 1 to help pupils transition between EYFS and KS1.
7. Where appropriate, cross curricular links will be planned to enrich pupils' wider understanding of the world around them, creating concrete links and supporting pupils' in developing their long term memory.
8. Intra-curricular links are planned to help pupils relate each topic to previously studied topics and to form strong, meaningful schema.

9. We promote oracy, reading, writing, maths and communication as standard in everything we teach.
10. We use our progression documents to inform planning and to ensure that skills taught in each subject are progressive, both over the course of a year and through the key stage.
11. Clear mapping ensures that pupils' are *knowing more, remembering more and are able to apply more* via our lesson/unit/year group/key stage endpoints.
12. Planning is done in pairs/small groups so that staff are able to utilise the talent and expertise of their colleagues. This ensures high quality medium term planning, reduces workload and secures consistency between classes.
13. We use subject specific and content specific pedagogy to deliver lessons across the curriculum.
14. Our curriculum design is based on evidence from cognitive science: that learning is most effective with spaced repetition, interleaving helps pupils to discriminate between topics and aid long term retention; regular retrieval of previous learning helps pupils know more, do more, remember and apply more.
15. Knowledge Organisers in Science, History and Geography provide some key facts, dates and vocabulary that give pupils the 'sticky knowledge' they can use as a basis for learning and enquiry in different topics.
16. Knowledge Organisers also help parents to support their child's learning without the need for an extensive general knowledge.
17. Curriculum Information Sheets are shared with pupils and parents at the beginning of each half term. These show key skills and activities that will be covered during each topic.
18. An extensive range of high quality resources including digital technology will be used to deliver the curriculum.
19. Homework will be set where appropriate to engage children in learning outside of the classroom and develop their wider cognitive links to reflect back into what pupils' have already been taught.
20. We assess learning in a variety of ways through a combination of marking and feedback, summative assessment, tasks and tests. All these strategies are incorporated within our assessment policy.
21. Teachers will 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.
22. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all we do including: disability; sex; race; religion or belief; pregnancy and maternity; sexual orientation and gender reassignment.
23. Opportunities will be taken to enliven the curriculum through the use of educational visitors in school and visits out of school: parents, visitors, artists, craftspeople, actors, musicians and storytellers.
24. We use the school grounds, the locality and the wider environment for learning opportunities wherever possible.
25. Members of staff will be given responsibilities, and leadership time, for leading, managing, monitoring, evaluating and reviewing the curriculum.
26. Teachers will be given good opportunities to use their subject expertise and interests to enhance the curriculum and share their specialisms across the year groups.
27. Pupils' achievements are recognised in class and by leaders and peers. Weekly Celebration Assemblies sit within a clear reward system that identifies not only academic achievement but also acknowledges a pupil's character, their efforts and achievements.
28. School Governors and leaders will provide and fund professional development in all areas of the curriculum and curriculum leadership and all activities will be completed within the published Directed Time budget.
29. Teachers will create a classroom environment that focuses on pupils and supports their learning. Working walls and topic displays provide scaffolding and links to current vocabulary and learning.
30. Pupils' work is celebrated, and the value of learning is reflected in displays around school, recognising their achievements and those of the school community around them.
31. Leaders monitor the quality of the curriculum through a range of monitoring activities such as learning walks, work scrutiny with pupils and analysis of data.
32. The Governing Body participates actively in decision-making about the breadth and balance of the curriculum.
33. The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
34. They will ensure that enough teaching time is provided for pupils to cover the National Curriculum, other statutory requirements such as the relevant statutory assessment arrangements are met and that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

## **Outcomes**

The exciting curriculum will help to support the children to achieve high academic standards and prepare them well for their next steps of learning that we provide to help children to understand who they are and where they live. It will help them learn about themselves, their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a love and loyalty to our local community and our United Kingdom and develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world, the importance of caring for their environment and understand how to become a well-rounded citizen in today's changing landscape.

Date: June 2023

Adopted by the Governing Body: TBC

Review Date: June 2024