



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Curriculum Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Becky Freeman	November 2017	November 2018	November 2017
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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. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aims and objectives

At Moorlands Primary School, we aim to enthuse all our children and aim to foster a life-long love of learning, through adopting a creative and cross-curricular programme.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It develops an understanding and appreciation creativity and achievement.

The national curriculum is just one element in the education of every child. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Moorlands Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.

We aim to deliver this through:

- Fulfilling all the requirements of The National Curriculum and the Local Agreed Syllabus for Religious Education.
- The embedding of the creative curriculum through teaching topics which have a strong emphasis on citizenship, community, finance, enjoyment, achievement, safety and hygiene.
- Equipping children with life skills, through practical work and providing opportunities to consolidate these through a range of exciting topics.
- The provision of a broad and balanced curriculum, which creates opportunities for pupils to have new experiences within a stimulating and interactive environment in which they can develop their imaginations, ideas and opinions.

- *Providing opportunities for children to learn within their immediate environment and beyond in order to broaden their outlook on life.*
- *Linking our learning with Forest Skills and sustainable development outcomes with a view to extend their learning beyond the classroom; developing a sense of community and belonging, contributing to our local community and global community through direct interaction.*
- *Making learning more purposeful and meaningful, by relating it to everyday life where possible and putting it into context.*
- *Having a flexible time-tabling approach in order to allow for deeper learning opportunities at the most appropriate time and to make space for true depth of study.*
- *Furthering links within the local community through contributions and involvement with parents, professional groups and agencies as well as continuing to forge links with pyramid schools, and organisations to develop a more cohesive community.*
- *Building on pupils' achievements and providing them with opportunities to celebrate their successes and listening to the pupil's voice and involving pupils in planning and decision making so they are able to take more ownership of their learning, in order to become independent learners.*
- *Bringing learning to life through interesting visits, visitors and exciting theme days.*
- *Ensuring progression is ongoing and monitored to ensure progress is being made by building on what children already know from each key stage.*

Our curriculum aims to develop caring and responsible citizens who:

- *are secure in their values and beliefs*
- *respect others*
- *recognise responsibilities as a global community*
- *have a sense of worth, purpose and personal identity*
- *are able to challenge justice*
- *make informed choices*
- *have enquiring minds*
- *can communicate well*
- *are able to learn independently and with others*
- *have essential learning skills in literacy, numeracy, science and computing*
- *are creative and resourceful*
- *work co-operatively*
- *develop problem solving skills*
- *use and apply and transfer skills to differing situations*
- *are confident individuals who are able to live safe, healthy and fulfilling lives*
- *can relate to others and form good relationships*

- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

Curriculum Planning

In our curriculum planning we recognise the importance of key skills, so the children's progress can be identified and monitored. All subjects contribute to a child's progress in these skills. At Moorlands we believe that all children need to make good progress in these skills areas in order to achieve their true potential.

We have incorporated the National Curriculum and EYFS objectives to ensure that we meet our statutory obligations. The different parts to our planning are as follows:

Long term planning;

This gives a broad outline of the themes taught in each year group. Its aim is to show progression and continuity between skills taught in a cross curricular way across school. Each topic is taught for a half term or term in some cases.

Medium Term Planning:

Medium-term planning builds on long-term plan and involves more detailed planning of the teaching sequence of learning statements across smaller teaching and learning periods within the year. It follows and shows progression, using each subjects progression documents.

Weekly Planning:

Following a weekly year group meeting, our short term plans are those the teachers write on a weekly basis, these break down the focused objectives into weekly achievable objectives and activities, where individual SEND, PP and GD children are identified and support staff are directed and opportunities for cultural capital are identified.

Resources:

Each subject has been allocated a budget to support purchases for new topics. Each topic will be resourced and updated as required. People, trips and theme days are valued as resources and where possible each year group will endeavour to provide the pupils with a range of diverse, interesting and exciting experiences to enable a deeper understanding of the skills and concepts taught.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.