

An Overview of our Curriculum

Our curriculum at Moorside Primary School is underpinned by the needs of our children and families in addition to meeting the requirements of the National Curriculum. We want our children to be equipped with the skills and ambition in order to become happy and successful in their opportunities, responsibilities and experiences in later life, leaving us at the end of Year 6 well-equipped and ready for the next stage of their education.

Purpose

The purpose of this document is to set out the curriculum that is offered to all children at Moorside Primary School, from Reception through to Year 6. It sets out the curriculum content and progression of skills alongside the rationale for the sequence of learning. It also sets out how the school monitors the effectiveness and impact of individual subject teaching.

Vision

Our school vision statement, after consultation with a range of stakeholders, is as follows:

To foster a caring community where all children actively participate in enquiry-led, purpose-driven learning which promotes resilience, resourcefulness and sustainability. Children are challenged and supported to fully explore their individual talents, be the best that they can be, be proud of who they are, and be proud of the area in which they live. (Last revision: November 2020)

We have set out our curriculum plans to show our 'intent' (what we expect our pupils children to learn), our 'implementation' (how we will teach it) and the 'impact' it will have (what children know and remember and how we know this).

Intent

What we expect our children to learn

At Moorside, we provide an engaging, inspiring and challenging curriculum which will:

- Develop pupils' skills to the best of their ability across the full breadth of the curriculum so that they are ready for the next stage of their education
- Support children in becoming enthusiastic and successful learners in developing resourcefulness, resilience and the ability to ask questions, pursue lines of enquiry, think critically and weigh up evidence
- Provide opportunities to build character through building on strengths, presenting new opportunities and equipping children to overcome challenges

- Encourage feelings of pride in themselves, where they live and the caring community of which they are an active part
- Allow children to develop an understanding of sustainability in its broadest sense from how they maintain good health, to forming positive relationships and care for the environment
- Develop the knowledge and ability to challenge prejudice and inequality, fostering good relations between people with a range of characteristics and from different backgrounds

Implementation

How each subject will be taught

Our curriculum is implemented with our 'intent' at the heart of it. Although there will be some approaches which are unique to each individual subject, there are many common elements to our approach.

Curriculum plans are produced for each year group with a strong emphasis on a progression of knowledge and skills within each subject for that year group, as well as between year groups to ensure progression and challenge over time. Wherever possible learning is placed within a wider topic heading to give the children's learning a meaningful context.

Working alongside the curriculum and incorporated wherever possible are the development of British Values, and an understanding of sustainability, global issues and the principle of equality.

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research.

The main principles which underpin this are:

- Start from a learner's existing understanding
- Enable and encourage them to be an active participant in **their learning**
- Develop the learner's overview, i.e. metacognition – this requires that children have a view of purpose, have an understanding of the criteria of quality of achievement, and self-assess.
- Much of learning is a social experience in which ideas are shared in pairs or groups through discussion and this can play a powerful part in developing knowledge and understanding
- Provision of a wide range of meaningful experiences and visits to enhance and consolidate learning and to give it context wherever possible
- Learning is re-visited within units of work and across longer periods of time as a child moves through the school

Impact

What children know and remember (and how we know)

We want our children to leave Moorside with a secure understanding in all curriculum areas and be equipped with a range of positive learning behaviours. As individuals we want them to be

enthusiastic and confident and feel proud of themselves and proud of the area in which they live as well showing respect and care for the environment and those around them.

There is a well-planned programme for evaluating a child's learning and development. This includes:

- Observations of teaching and learning

- Evaluations of books

- Pupil progress meeting

- Feedback and discussions with pupils

- Analysis of assessment

As a result, adaptations are constantly being made about provision at varying levels from whole school, to year groups to individuals.