



Curriculum Policy

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Curriculum Governor	Mrs M Brown
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Curriculum Intent

At Moss Side, the curriculum is *all* the planned activities that we organise in order to promote learning, enrich the lives of our school community and encourage personal growth and development. We want our curriculum to be engaging and ambitious. The curriculum itself has its starting point in the National Curriculum 2014 but we believe that, in order for our pupils to gain the knowledge and skills they need to succeed in life, we need to tailor this learning so that it is relevant to our school and the community we serve.

Fundamentally, the curriculum is built to deliver the school aims, ensuring that every child does as well as they can during their time at school:

- To develop each child's individual abilities to the full.
- To develop confidence, independence, resilience and a sense of responsibility.
- To provide a friendly and stimulating environment.
- To develop respect and consideration for others and the environment.
- To establish an atmosphere of security and stability where each individual is valued.

Our whole curriculum is a cumulative build-up of these.

We believe passionately that a primary school curriculum should not be just about English and maths and have never wavered from this, even when that opinion has not been in fashion. We fundamentally believe that our school should seek to engage pupils in a wide variety of areas, encouraging them to grow in confidence and hopefully continue to develop these areas outside the school day and after they are no longer pupils. We know that for a lot of our pupils primary school is the first, and often only, opportunity to develop lifelong characteristics and loves, widening horizons and opening doors which may otherwise remain closed. We hope to ignite a passion for learning in our pupils, to create as many opportunities as possible for them in adulthood.

*"Everyone is a genius. But if you judge a **fish** by its ability to climb a tree, it will live its whole life believing that it is stupid."* Albert Einstein

The National Curriculum 2014 sets out the framework that provides objectives, through skilled dissection into appropriate steps, for a number of school lessons. Within the curriculum, schools are instructed to cover a range of subjects (English, history, computing etc) but we also believe that the development of responsive fundamental life skills (positive self-image, resilience etc) are just as important. As a consequence, our curriculum is a mixture of 'discrete' learning opportunities and wider development experiences, such as class assemblies or whole school projects (eg. charity days) which we highly value. It also extends beyond the boundaries of the school lesson timetable, incorporating a wide variety of opportunities at the beginning and end of the school day, in addition to break and dinnertimes.

It is our intention that the curriculum delivered at Moss Side 'builds' progression in knowledge and skills, so that learning is layered and builds upon prior knowledge. In order for this to be effective, we follow clear curriculum progressions and use performances (especially in KS2) and class assemblies as opportunities to provide a purpose for learning for pupils, as well as using special themed weeks to further enhance the provision that we have. We believe that, by being engaged in their learning, our pupils have the best chance to retain the knowledge and skills that they have been taught, allowing them to flourish once they leave primary school.

When pupils leave Moss Side at the end of Year 6, we hope that our curriculum has:



- Supported them in developing subject specific knowledge and skills
- Enabled all to learn, demonstrate and develop to the best of their ability
- Taught fundamental basic skills in reading, writing, maths and ICT skills
- Developed creativity and independent thinking
- Promoted self-confidence and resilience
- Enhanced their ability to learn and fostered a passion for learning
- Moulded them in British Values, including tolerance, respect, teamwork and an understanding of British heritage
- Prepared them for their next step in education and beyond
- Given them a greater understanding of the community they live in and what it means to be part of a community
- Supported pupils to bridge the gaps between themselves and their peers, whether that be in experiences, skills or knowledge
- Widened their range of experiences as much as is possible
- Embedded within them 'The Moss Side Way'
- Left them with positive memories that will last a lifetime.

How do we aim to achieve this?

Each curriculum subject has its own individual curriculum, with objectives and end points for pupils split into Key Stages and/or year groups, dependant upon the subject. In KS1 and KS2 the curriculum subjects taught in school are:

- English
- Maths
- Science
- Computing
- PE
- History
- Geography
- Art
- Music
- DT
- RE
- PSHE
- French (KS2)

We plan our curriculum in three phases. Long term planning is contained within our curriculum maps and end of year (or two yearly) expectations, with the appropriate content distribution (ie. Ancient Greece taught in Year 5). In some subjects, one document covers all of this information, for others it is split up – subject leaders support class teachers to ensure that they have the correct information. These expectations and subject content areas are regularly reviewed by subject leaders and brought into line with National Curriculum guidelines, as well as the specific needs of our school community and individual pupils. These are used to inform medium term planning, which is developed by class teachers to indicate what is to be taught each term, outlined subject by subject. These may include detailed optional schemes of work (dependant upon the subject). More often than not, class teachers are given creative freedom to deliver units of work which they consider to be most beneficial to pupils, working back Effective from May 2024



from the expectations given to them by subject leaders. In PE, for example, the Lancashire Scheme of Work is available to staff but in most instances, staff utilise 'core tasks' as clear assessment points and create their own lessons to build progression of skills towards this.

Each subject has a discrete, carefully planned progression. Class teachers may choose to exploit links between subjects to enhance long-term retention and give greater relevance and meaning to the subjects being taught. Objectives for teaching each applicable subject are outlined along with planned activities. We believe strongly that teaching should be relevant and responsive. As a consequence, we occasionally make considered adaptations to our curriculum map if they are deemed relevant, such as studying World War One across all of Key Stage Two to commemorate the centenary of the Armistice. Any such adaptations never diminish our ability to deliver the minimum expectations for all of our subject areas. This flexibility of approach supports our view that contextual learning supports memory. It also offers opportunities for whole departments and/or the whole school to plan together, creating multiple CPD opportunities.

In most cases, these subjects are delivered by class teachers. The curriculum continues to be covered when class teachers have PPA and may then be delivered by teachers or TAs covering that class. In most cases, the member of staff delivering the subject has developed their skills over many years of delivery. Newer members of staff are supported to develop their subject knowledge and understanding by the subject co-ordinator.

EYFS

The curriculum that we teach in the first year of school meets the requirements set out in the Early Years Foundation Stage 2021, using the Early Learning Goals as an aspirational base for learning. However, the curriculum is built from the needs of pupils through the clear pedagogical understanding of staff, supported by documents such as Development Matters or our Moss Side Early Maths Scheme, which draws upon the principles and modelling from White Rose Maths. Our curriculum planning focuses on the seven areas of learning to develop children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities both in the classroom and in the outdoor play area. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher carries out a Moss Side baseline assessment to record the skills of each child on entry to the school, as well as the national baseline assessment. These assessments form an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Enrichment

As mentioned above, our curriculum also encompasses a wide range of enrichment opportunities. We believe this is fundamental to delivering our aims. Subject leaders try hard to create these opportunities, alongside class teachers, to enhance pupil's work and experiences.

Fundamental aspects of enrichment work include:

- Separate Christmas productions in EYFS/KS1, lower KS2 and upper KS2
- Separate harvest assemblies in KS1 and KS2
- Music concerts in Year 4 (and Year 5/6 band pupils)
- Class assemblies annually for every EYFS to Year 5 class
- Leavers' Production in Year 6
- Wide range of after-school clubs in a variety of curriculum and non-curriculum areas
- Wide ranging sports programme to include A, B and C teams
- Opportunities to engage with the community eg. visit to local care homes
- Pupil voice to develop provision for pupils and/or associated charity work eg. House Captains leading Red Nose Day fundraising
- Special Weeks. The current cycle is:

Spring 1 Special Week	Subject Coord Responsible	Last Held
Maths/ STEM	Maths (+science, DT and computing)	2024
Book	English	2023

Summer 2 Special Week	Subject Coord Responsible	Last Held
Sport	PE + PSHE	2017
World Week	Hist + Geog + MFL	2024
Environmental	Sci + Geog	2018
Wellbeing	PSHE	2023
Faith & Diversity	RE + MFL	2019
MADD*	Music + Art	2022

*Held every 7 years

NB. Subject coordinators not on list to support those on their own

Curriculum Implementation

Leadership

In order to implement this curriculum effectively, every subject has at least one member of staff as the subject leader (please see current staffing structure for named leaders).

The role of the curriculum co-ordinator is to:

- To read, understand and interpret the National Curriculum, in the context of Moss Side Primary School, in order to help the staff understand what is required.
- To review and keep up to date the policy and scheme of work, at least annually.

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- c) To keep under review and make suggestions for the updating and regeneration of materials needed to meet the requirement of the National Curriculum.
- d) To develop a scheme of work appropriate to the needs of the National Curriculum.
- e) To support the class teacher with assessment.
- f) To liaise with the staff about the development of the subject in school.
- g) To keep up to date with current thinking through appropriate CPD.
 - I. To lead discussions with staff on return to school.
 - II. To arrange school-based in-service training for members of staff as appropriate.
- h) To look at teaching plans of all teaching staff and make constructive comments on them.
- i) To visit classrooms, conduct book scrutiny or use pupil voice to review strategy and teaching impact.
- j) To be aware of developments needed in the school to improve the attainments of the pupils.
- k) To complete a subject and impact report on an annual basis.
 - I. To meet with appropriate governors to discuss the findings.
 - II. To present findings to the governing body when requested (this would never be more than once every two years and, pragmatically, will be less frequent than that).
- l) To complete their subject section of the school development plan, following staff discussion.
- m) To audit, store and order resources for their subject as appropriate.

Curriculum co-ordinators use their PPA time, as well as directed and dedicated release time, so that they can carry out the necessary duties involved with their role.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area on a regular basis through reports and/or presentations to the committee by the curriculum co-ordinators and/or headteacher.

We have named governors for every subject and SEND. The governors liaise with the subject leaders of these areas.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the termly plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum. The headteacher, along with members of the SLT, also support the development of enrichment opportunities within the curriculum, in order to maintain the ethos of the school.

Curriculum Impact

Assessment

Pupils progress is continually assessed by:

- Day to day assessment for learning – informal and through marking of work
- Writing teacher assessment
- Tests of spelling age (SWIST)
- Tests of reading age (Salford sentence tests)
- NFER reading papers (Year 3-5)
- Practice SAT papers (Year 2 & 6)
- EYFS Profile
- MS half termly maths assessments
- MS phonic testing
- Web based programming data ie. Reading Plus, TT Rockstars
- Traffic Lights
- Lancashire Tracker
- Observation

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- Work scrutiny
- Pupil voice
- Assemblies/performances
- Pupil progress meetings

NB. The assessment matrix indicates which formal assessments should be used in every year group.

English and maths are tracked bi-annually (January and June), with all other subjects tracked yearly (June). However, a combination of the above are used to build up a picture of teacher assessment throughout the year. Teachers will often seek to identify how pupils have achieved at the end of a unit of work in order to support judgements at the set 'data drops'.

This information should be used to identify gaps and increased provision applied in these areas eg. adapting class teaching, providing group or 1:1 intervention.

Marking and Feedback

The purpose of marking and feedback is that pupils understand their next steps. The marking policy supports staff to do this, but feedback can be just as effective when given orally and not all work needs to be marked in pen. All marking should be proportional and effective, not just for the purpose of demonstrating something has been 'looked at'.

Leadership

Individual subject coordinators should use the data available to them, as well as the further evidence that they have gathered, to create an action plan with the aim of further improving the impact of their subject.