



CURRICULUM POLICY

Aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Roles and responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- Elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all requirements
- The curriculum is reviewed to ensure that there is a breadth of knowledge and skills and curriculum is broad.

The SENDco is responsible for ensuring:

- Proper provision is in place for pupils with different abilities and needs, including children with SEN
- Classrooms have equipment in order for teacher to make reasonable adjustments to support children with SEND
- Staffing is reviewed along with the Headteacher to support the curriculum

All other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and Planning

Planning is a process not a product. It has one purpose; to enable high-quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

At Moorland Private Junior School, schemes of work with individual lesson plans have been purchased to support teaching and learning. It is the duty and responsibility of all teaching staff to consider the needs of their pupils and to edit and adapt these as necessary to best support the children in their class, thinking about the aims of their lessons, intended outcomes and how to best achieve them.

At Moorland Private Junior School we believe and support that planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives

It is important that teachers, students, and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to students; there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is. Students and teachers should be aware that learning beyond the intended objective can happen in each and every lesson, pupils can work towards individual targets and achieve other goals in each and every lesson.

Long-term planning

Schemes of work are in place to support the sequence of learning. Teachers will know what prior knowledge is needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson and SOW.

We have our long-term overviews which show which topics are taught when to ensure a spiral curriculum and relevant knowledge is revisited and built upon. There should be a clear and strong progression within each year group when topics repeat e.g. plants in various year groups.

Short-term planning

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short-term planning e.g. – editing lessons plans, clear notes made, Active Inspires made to support the lesson flow and scaffold children.

Curriculum

In KS1 and KS2 our curriculum is all planned on a two-year cycle with an emphasis placed on experiences, cross-curricular links and learning supported by quality texts and other enhancements, including carefully placed trips and visitors to school. We have a strong and clear learning sequence across School which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long-term memory.

Our lessons are taught by subject and topic and where possible links are made to make the children's learning more powerful and meaningful. We use opportunities to embed concepts and develop mastery. Opportunities are built in to recap learning and revisit topics.

The following curricula are followed at Moorland Junior School :

White Rose - Maths

Ready Steady Write - English

KAPOW - Science, Geography, History, PHSE, RSE, Art & Design and Design Technology, PE, Languages

Little Wandle- Early Reading and Phonics

Planning to meet the needs of all students

Knowledge of the students, their prior attainment and specific needs, is a key part of planning. Before any intervention outside of the classroom occurs, pupils should be taught within the classroom, given individual targets to progress towards. Teachers should make referrals to our SENCO when they have SEND concerns; however, it is their responsibility to first and foremost support the child to make progress

Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William)

Teachers must be explicit about the key knowledge and vocabulary that all students must use.

Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Whilst in some lessons the starter, main plenary model is still effective, we find at Moorland Infant and Junior School that on most occasions it is ineffective in terms of scaffolding the children to thrive and reach their potential. The starter gives information 'overload' and the child is working for a long period of time, able to pick up misconceptions or struggle in silence. We encourage and expect most of our lessons to follow the 'ping pong approach' which consists of small teacher input, a small task and then back to the teacher input. Repeating this scaffolds the lessons and benefits the children as they learn. Lessons will commonly be taught using a 'ping pong' style approach, so called because the teacher orchestrates a continual back-and-forth dialogue with the children, using questions, short tasks, explanations, demonstrations, and discussions. This enables the teacher to vary the pace and direction of the lesson if necessary, and to continuously monitor the progress of the class. Misconceptions can be picked up quickly and conceptual understanding can be continuously built upon throughout the lesson.

The continuous switching between working individually, in pairs, and as a class responding to the teacher, can happen smoothly.

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons:

1. Small step planning
2. Planning for errors
3. Assessment for Learning
4. Manipulatives and representative
5. Metacognition and modelling
6. Explicit teaching of mathematical and grammar vocabulary
7. Examples and non-examples
8. Ensure 100% participation
9. Purposeful Practice
10. (pedagogical) content knowledge.

Learning Situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that children experience a variety. These situations include:

- individual learning
- collaborative learning in mixed ability groups or pairs
- one to one learning with an adult or a more able pupil
- whole class learning
- independent learning
- outdoor learning

Challenge

We should have high expectations of *all* students *all* of the time. It is good for students to be just outside of their comfort zone in times during the lessons.

Modelling (I do)

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students,
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

During this, and every stage in order for this to be effective it is imperative children are engaged how they should be.

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc

Effective class discussion and questioning can happen at this stage, e.g. “can someone suggest how...” “Can we change...” “How should we start?” “What is the next step”

It brings the children into the learning and puts ownership on them as part of the class family. It is important that behaviour

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students. Often this is book work for the children.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the student's comfort zone.

At this point, teachers should be following our Marking and Presentation policy, live marking children's work, offering support and encouragement, picking up misconceptions, extending learning and offering in the moment rehearsal (corrections).

As part of our teaching and learning and curriculum policy at Moorland Junior School we allow children to be fluid in year groups to meet their academic and social needs. This ensure all children are being supported and challenged. These are rare occasions and we work in conjunction with parents to achieve this.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview of whether the key learning has actually been learnt. If learning is not yet secure for students, the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

Questioning - Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons. The majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson as a starter activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self assessment), but what matters is what students do with it. Effective feedback should:

- Be in the moment, not after a lesson has finished
- Be frequent throughout the lesson
- Always generate action (correction/praise) and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step

Marking and assessment

Please see both the Presentation and Marking Policy and the Assessment Policy.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are communicated with parents, well planned to support the child in their learning journey
- Progress is monitored by the SENDco to ensure they are appropriate, challenging, supportive and effective.

Interventions are evaluated and relevant adjustments are made;

Pupil Progress/ Year group meetings take place regularly to discuss current and future. These meetings take place both informally with the team and in formal meetings with the Headteacher and SENDco.

Further information can be found in our SEND Policy.

Monitoring and arrangements

To evaluate the effectiveness of each and every subject, we use various different approaches.

- Learning walks
- Formal observations
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

Links with other policies

This policy links to the following policies and procedures:

- ▪Assessment Policy
- ▪SEND
- ▪Marking Policy
- ▪Behaviour Policy
- ▪RSE and PHSE Policy

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