



## MOORLANDS SCHOOL

### Curriculum Policy

This policy applies to Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

**Education is not the filling of a pail, but the lighting of a fire.**

William Butler Yeats

At Moorlands, we believe that learning should be a lifelong process and that for our pupils', the 'Moorlands Way' is only the beginning in establishing a love of learning, firm educational foundations, effective communication skills, strong moral values and an openness and 'intrepidity' to engage in new opportunities. Moorlands is very inclusive and all pupils take part in the broader curriculum, whether that is playing in a team, singing in the choir or speaking at a public event, this all goes towards producing the rounded Moorlander that we strive towards.

Moorlands' school **aims** are central to the curriculum that it provides:

- to equip our pupils with skills, values and attitudes which enable them to play a full part in the communities and wider world to which they belong;
- to expose every member of the school community to high standards of courtesy, tolerance, honesty, responsibility and fairness;
- to cultivate a learning environment which fosters happiness, independence and a sense of purpose and direction;
- to provide a broad, stimulating curriculum, delivered by caring and capable staff, which is inclusive and opens opportunities to all
- to give our pupils the confidence to be 'Intrepide': to take risks, to try something new, to be resilient and to learn from their experiences

## **CURRICULUM REVIEW**

A reflective approach must be taken to the development of the curriculum, with subjects and the delivery of the curriculum being reviewed on a regular basis, and specific aspects identified for development.

For 2019-20 these are:

- **Assessment**: To review and update the assessment procedures in place at Moorlands for Years 1-6. Including:
  - Establishing a 'routine' of formative and summative assessment which informs teacher planning and next steps for pupils, whilst not over testing
  - Exploring materials available for summative assessment
  - Embedding the use of Classroom Monitor as a tool to record and track pupil progress. The focus will initially be on the core subjects.
  - Reporting to parents, reviewing the timing and format of reports, alongside parents' evenings
  
- **Positive Mental Health**: Work with pupils on building strategies for keeping positive mental health, particularly in Year 6 and the approach to entrance examinations. Build on work done in during the Inspire Peace Project last year and plan to achieve a Peaceful School's Award
  
- **Eco-Award**: Establish an Eco-committee (Y1-6) and work towards a School's Eco Award. This will integrate various areas of the curriculum including - outdoor education, science, PSHE, English - and give pupils the opportunity to direct and lead a project within school. EYFS will also be involved by undertaking their own audit and activities.
  
- **EYFS**:
  - Implementing and monitoring 'In-the-moment' Planning
  - Development of outdoor space
  - Parental access to their child's learning journey online

### **Early Years (2-5 years old)**

In EYFS, we recognise the importance of high-quality pastoral care and are committed to providing a stimulating environment which broadens the children's learning experiences. It is our aim to help the children develop into confident, creative and highly motivated learners, ready to face challenges in school and life.

The curriculum for children in Nursery and Reception arises from the Statutory Framework for the Early Years Foundation Stage 2014. This focuses on the seven areas of learning and development covered by the early learning goals:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional development;
- Literacy;
- Mathematics
- Understanding the World;
- Expressive Arts and Design

The Early Years Department of Moorlands consists of three, year groups: Nursery - which is known as Squirrels, 2 to 3-year olds, Foxes, 3 to 4 year olds - and Reception, 4 to 5 year olds. We follow a varied and inspiring Early Years Curriculum, which includes specialist lessons in physical education, swimming, music, drama and French.

Outdoor learning is particularly important for young children, therefore we also offer this through a Forest Schools programme, where the children are given the opportunity to develop their imaginative, problem solving and creative skills, whilst exploring the natural environment.

We take a holistic approach to our children's education, placing equal emphasis on all areas of development; Personal, Social and Emotional, Physical, Communication and Language, Literacy, Mathematics, Understanding the World and Creative Arts and Design.

Observation is a key tool in assessing a child's understanding of skills and concepts taught, as well as gaining a clear picture of where a child is developmentally and planning accordingly, setting appropriate challenge and providing a variety of activities, linked to topics. We expect children to demonstrate, through child-initiated learning that this knowledge is embedded.

The EYFS curriculum is composed of Prime and Specific learning areas. The Prime areas focus on the child's Personal, Social and Emotional development, Communication and Language and Physical development. These areas need to be secure for children to develop in the Specific areas of, Mathematics, Literacy, Understanding the World and Expressive Arts and Design

The behaviours children demonstrate whilst learning are 'The Characteristics of Effective Learning.' These underpin learning and development across all areas and support the child to remain an active, effective and motivated learner.

The school provides full-time supervised education for pupils of compulsory school age, which gives pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical, and creative education.

### **Key Stage 1 (5-7 years old)**

The teaching and learning in Key Stage 1 centres around a Creative Curriculum, where the learning is topic based and follows a two-year rolling programme. Years 1 and 2 work both separately and collaboratively on termly topics, whilst English and Numeracy remain independent subjects and are given a high priority. French, music, drama, art, physical

education, swimming and outdoor education are taught by specialist teachers, with lessons integrating into the creative curriculum.

In English, children are grouped - according to need - for phonic and reading activities. Grammar and punctuation are differentiated, with all children being exposed to new information but tasks being set so as to be achievable as well as progressive. General writing and speaking and listening activities are set for the whole class, with differentiation largely by outcome. Depending on the task, adult support may be given, or other scaffolding techniques provided.

In Mathematics, wherever possible, all children work within the same Learning Objective. Tasks are then differentiated, with pupil's first tackling tasks designed to develop fluency, progressing onto reasoning tasks and finally much more challenging problem-solving activities. Pupils are given differentiated support in the form of equipment and adult input. For all other subjects, pupils are taught as a class with differentiation by outcome.

In Key Stage 1, a practical approach is adopted wherever appropriate and we recognise that all children learn differently and that, particularly at this younger age, concentration spans may be relatively short. Therefore, we adopt a range of learning styles and try to ensure that a combination of visual, auditory and kinaesthetic approaches are used.

As part of the approach to the creative curriculum, we try to give all children some degree of autonomy in their learning. Whilst some parts of the curriculum have to be taught in order to meet national curriculum requirements, all topics begin with children considering what they would like to learn from the topic.

This information is then analysed by the teachers, and the children are helped to acquire self-knowledge. Sometimes this is through information delivered in class. Often pupils are provided with, or encouraged to collect for themselves, source material e.g. books, pictures, photographs, diaries, maps etc. from which they can extract information. Such knowledge may be shared in pairs, groups or as a whole class and discussions allow pupils the opportunity to present, question, listen to each other and understand the difference between facts and opinions.

## **Key Stage 2 (7-11 years old)**

The Key Stage 2 curriculum expands upon the teaching and learning within Key Stage 1. Mathematics, English, science and PSHCE remain discrete, key subjects with humanities being approached through a creative curriculum. Specialist subjects such as music, art and outdoor education are taught in accordance with subject objectives, with links to the curriculum as appropriate.

Teaching incorporates a variety of styles; whilst the acquisition of knowledge and fluency in applying this knowledge is fundamental, increasingly we aim to facilitate pupils in taking ownership of their own learning through individual projects, research topics, use of ICT and other resources, role play, and trips and residential visits.

Differentiation is demonstrated through the teacher's individual lesson plans, with pupils working in ability groups in the core subjects and a teaching assistant utilised where

needed. Homework is also differentiated according to ability. This ensures the more able pupils are being challenged appropriately and the less able, fully supported.

Opportunities for public speaking and for developing leadership roles are viewed as crucial aspects within the curriculum; we aim to produce independent, confident, well-rounded pupils, children who can think outside the box', demonstrate consideration to others, good manners and be team players whilst also clearly proud of their academic achievements.

### KS1/KS2 SUBJECT ALLOCATION

Each subject area has a Departmental Handbook on Server S with the Head of Department responsible for keeping this up-to-date. Within this Handbook, all documentation relevant to each subject area is saved and readily available to staff. This includes a Curriculum Folder, which contains long- and medium-term planning, and individual subject policies which describe the aims of each subject and how it is delivered within Moorlands.

The Moorlands' school day runs from 8.30 a.m. until 4.00 p.m. and within this there are (60 x 30-minute periods for KS1 and KS2 The table below, shows the time allocated to each subject within the timetable for 2019-2020. Each year, this is subject to review and change, if deemed necessary.

	KS1	KS2 Y3/4	KS2 Y5/6
English and Reading	11 + 5 Phonics	13 (Y3) 11 (Y4)	12
Maths	10	11	11
Science	2	4	4
Humanities	7 (including 2 DT for KS1)	4	3
Computing	2	2	2
Art	2	2	2
DT	-	2	2
Music	3	3 (Y3) 4 (Y4)	4
Drama	1	1	1
French	1	2	3
Current Affairs	-	-	1
Swimming	2	2	2
PE	4	2	2
Games	-	3	3
Outdoor Education	2	2	2
PSHCE	2	2	2
Form	2	1	-
Assemblies	3	3	3
RS	1	1	1
No of lessons	60	60	60

## **SPECIAL EDUCATION NEEDS (SEN) AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Should there be a cause for concern in a pupil's progress; a referral will be made by the class teacher to the SEN Coordinator. The school will liaise with parents when concerns are raised and involve them in the process of developing support measures, including sharing the results of any screening or diagnostic tests and keeping them informed on a regular basis of progress made. Pupils who receive additional support have an IEP, which the form teacher, in consultation with the SENCO, agrees.

Where a pupil has a learning difficulty or EHC plan identified by an Educational Psychologist, or other recognised body, appropriate provision will be put in place. The Head of EYFS or the SENCO, alongside the Head, will ensure that statutory requirements and individual needs are met.

If a pupil enters the school for whom English is not their first language, then one-to-one tuition may be provided (the cost of this will be met by parents) in written and spoken English and class lessons are differentiated to meet their needs. (See Learning Support and EAL and Disability Policies for further information)

## **EDUCATIONAL VISITS**

Moorlands School offers a wide variety of educational visits to even our very youngest pupils. Children from Foxes upwards participate in school trips and the quantity of these increases as pupils move through the school. They take the form of:

- trips designed to directly enhance curriculum learning
- visits which broaden general knowledge and experience
- those which encourage a child to face a range of challenges that can contribute significantly to their personal development
- visits to the theatre at Christmas
- experiences designed to respect and understand different religions and cultures
- trips which simply celebrate being a Moorlander and having fun!

Residential visits are introduced in Year 2, beginning with a one-night stay and progressing through to a full week in Year 6. Through these visits, Pupils in Years 2-6 experience increasingly challenging outdoor pursuits, team building activities, a range of geographical locations, curriculum enhancements culminating with the demand of living independently when camping outside on Snowdon in Year 6.

Alongside educational visits, workshops are organised in school and are led by guest speakers and appropriate organisations.

## **HOMEWORK**

Effective homework tasks give regular opportunity to reinforce skills, which have been learnt in the classroom. They should also encourage independent study whilst promoting the development of core attributes such as diligence, organisation and self-discipline.

A formal homework assignment should have a directed target, which may involve writing, reading, problem solving, creating, planning, researching, course work, revision etc.

When setting homework, staff should ensure that all pupils: -

- Understand fully what is required and have noted down the details in their Homework Diary.
- Understand when the work is to be completed and handed in
- Homework Diaries should be checked by parents and teachers on a regular basis

Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary. (See Homework Policy)

## **EQUAL OPPORTUNITIES AND SAFEGUARDING**

The curriculum at Moorlands' School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school.

## **PSHE and FUNDAMENTAL BRITISH VALUES**

Our PSHE curriculum affords opportunities to be responsive to arising issues. E-safety awareness is taught throughout the curriculum and particularly within IT.

What it means to be a British citizen is part of the PSHE programme as is Health Education and Sex Education/Personal Relationships. Staff promote fundamental British values throughout all subjects, as part of the PSHE programme and through assemblies. (See PHSE policy for further information)

## **COMMUNICATION of the CURRICULUM**

With staff and Governors:

- Full staff and subject specific curriculum meetings are held weekly on a Wednesday evening at 4.00 p.m.
- A short briefing meeting is held each morning (apart from Thursday) at 8.00 a.m. and during these times arrangements for the day, cover, events and individual pupils may be discussed. The minutes from this meeting are displayed in the staffroom and circulated to all staff via email as the Moorlands' Morning Minutes (MMM)
- Senior Management Team meetings are held each Tuesday lunchtime when curriculum, pastoral, admission and finance aspects of the school are discussed.

- Once a term there is a meeting of the Prep Schools' Education Committee where staff from our sister school, Bronte House and Moorlands meet to discuss a particular aspect of the curriculum, the venue for the meeting alternates between the two schools

### With Parents:

At Moorlands, we strongly believe that parents should be involved in their child's education. We encourage the partnership between the parents and the school through the following procedures:

- Formal Parents' Evenings, For Years 1-6 twice a year in the Autumn and Spring Terms, for EYFS, once each term
- Year group Curriculum Overviews, which go out to parents at the beginning of each term
- Termly 'Open' sessions where parents are able to share their children's work with them in the classroom
- Full reports to parents twice a year (Year 1 – Year 6) and once for EYFS
- Individual meetings between teachers and a parents, made by appointment
- Email communication between teachers and parents
- Homework diaries (Prep), Home School Link Books (Pre-Prep) and Reading Records for regular daily contact
- Information meetings for parents e.g. Back to School Evening, residential visits, Supporting your child with Maths, Secondary School Information Evening

### **RESPONSIBILITY**

The Head is responsible to the Governors for:

- implementing the school's principles and its aims as decided by the Governing Body
- defining the principles and aims of the whole school curriculum and ensuring the implementation of such a curriculum
- staffing levels
- lesson allocation amongst the teaching staff
- delegating responsibility to individual staff members for individual areas of the curriculum (Subject Leaders)
- evaluating the standards of teaching and learning within the school and ensuring that proper standards of professional performance are established and maintained.

The Deputy Head is responsible for:

- drawing up of the school timetable, after lesson allocation has been finalised with the Head
- arranging cover for absent colleagues
- assisting the Head in evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained
- leading timely reviews of the curriculum and assessment

Heads of Department are responsible for:

- ensuring that there is an up-to-date Scheme of Work/Curriculum Plan in their subject area
- ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability, those with special educational needs and those for whom English is an additional language
- writing and maintaining an up to date policy for their subject area
- checking that long and medium term planning is completed and saved within the Departmental Handbook
- undertaking work scrutiny and lesson observation as appropriate
- providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- leading on that subject in curriculum meetings
- proposing an annual subject development plan, managing the associated budget and reviewing this at the end of the year

All staff involved within a year group:

- share a responsibility to contribute to the overall curriculum design of each year group
- should know how their contribution fits into the bigger picture for each year group
- know how their contribution builds on previous learning (ie progression)
- must communicate with colleagues, especially form teachers, about assessments made of the children's learning and understanding

Form teachers:

- Have responsibility for coordinating the curriculum plan for their class
- Setting challenging expectations in terms of general outcomes for their class – especially for skills, preparation for life and personal, social & emotional development
- Have responsibility for monitoring the progress across the curriculum of all children in their form group

## **EXTRA-CURRICULAR ACTIVITIES**

Moorlands runs an extensive range of extra-curricular activities; pupils are able to join in with these from the term following their 5<sup>th</sup> birthday. The majority of these activities take place between 4.00 and 5.00 p.m. These change on a termly basis and open, over the course of the year, a range of experiences to all pupils including sport, music, drama and thinking skills amongst others. See Appendix A for a typical term's selection.

## Appendix 1

### Record of Curriculum Areas of Focus from previous years

For 2018-19:

- PSCHEE: The establishment of a new programme and the commitment to an hour a week of PSCHEE teaching in Years 1-6
- Reading Comprehension Skills developing these through the use of 'VIPERS' to plan and direct questioning (**V**ocabulary, **I**nference, **P**redict, **E**xplain, **R**etrieve, **S**ummarise)
- Marking and Feedback: Ensuring that marking is consistent throughout the school and pupils have adequate opportunity to respond to, and benefit from, feedback and that this is evident in their work
- EYFS - review of the topics through which the curriculum is delivered and development of the resources and opportunities in the outside area to support and enhance learning