



A Moorside Curriculum

At Moorside, we '**Nurture Children to Succeed and Achieve**' and our curriculum is built upon this ethos.

Our curriculum has been designed to meet the needs of OUR children.

Our children experience a broad and balanced education, enabling them to develop a strong sense of self, ambition and resilience.

Our Curriculum Intent:

- Ensure that all our children become confident and resilient learners, proficient in problem solving and communicating effectively.

- Use the rich opportunities in our local area, as well as extending their knowledge and understanding of the wider world and different cultures, surrounded by the best educators and specialists. This includes educational visits and 'experience days', to enhance and enrich our topics and themes.

- Success and achievement is built on the foundations of nurture, where the classroom offers a safe place.

- Learning and behaviour for learning is understood and supported developmentally and this is enabling pupils who require catch up support following the Covid-19 pandemic to make at least expected progress.

Our Curriculum is planned with 4 underpinning strands, which are linked to children's Personal Social Health and Citizenship Education (PHSCE):

People

Environment

Comparisons

Aspiration

Implementation

Children are provided with a supportive and nurturing start to school in the Early Years. Children begin to develop their knowledge, thinking and skills through play-based activities and focused sessions that begin to build children's knowledge of phonic and number. The children learn to share and work independently and learn to play with others, learning about the world around them. Extra support is a priority in provision for SEN and disadvantaged children with interventions such as the Nuffield Early Language Intervention and Blast. Developing communication and reading for all children is a key priority and this continues into KS1. We are a partnership school with the Burley Woodhead Hub and teach children early reading through our whole-school progressive systematic synthetic phonics pathway.

Our topics and themes are carefully planned, so that knowledge and skills are sequenced and progressive from the Foundation Stage and across Key Stages 1 and 2, with continuous opportunities to create and evaluate for a greater depth of knowledge and understanding. Forest Schools and outdoor learning, sports and competitions, nurture and the arts are just some of the areas where we employ specialist teachers to interest, inspire and motivate pupils. We recognise and share strengths and expertise across the school.

Each term we use a particular theme to link the different subject areas within the National Curriculum. The curriculum is outcome-focused, providing purposeful experiences. Our curriculum has the acquisition of knowledge and vocabulary (to reason) at its heart, and we ensure pupils are supported throughout their learning, to remember connected and essential knowledge, by revisiting prior learning through the core strands of **people, environments, aspiration** and making **comparisons**. It is unrestrictive, flexible and personalised. The four strands ensure a core element of consistency as a whole school approach. We support children of all abilities in making progress. A mastery approach to deepen learning is applied through diagnostic questioning and reasoning tasks. Our focus on Oracy and language enables children to communicate their reasoning with more detailed explanations using subject-specific vocabulary.

We provide children with opportunities to apply their knowledge and skills across the curriculum, particularly through reading and writing. **Aspiration** is one of our 4 strands because children are constantly encouraged to reflect collaboratively on the progress that they have made and what they must do to further improve.

Pupils' know how to complete tasks, apply skills and link knowledge to solve problems. Learning is enhanced by special events, experiences and visits. Through previous curriculum development (Real Writing Project), we have identified that the maximum impact on learning progress in writing is secured with carefully planned texts and events within a writing sequence. We are beginning to embed this knowledge-rich approach through use of texts in foundation subjects, which extends their vocabulary. We believe a broad curriculum with depth should give equal value to each foundation subject and teach them as such with an overarching theme. Planning differentiated lessons to meet the needs all pupil groups, including disadvantaged and SEND pupils, is a key principle in our planning and delivery of lessons. Steps to success and scaffolded resources are used effectively to support closing individual learning gaps, faced by disadvantaged pupils and those with SEND and SEMH.

Assessment is an integral part of planning and teaching and learning through the cycle: Assess, Plan, Do and Review. Our learning culture is built on assessment for learning through anchor tasks and the belief of the vital importance of questioning when providing feedback. Class discussions not only provide opportunities for teachers to assess knowledge, but encourage children to articulate their knowledge and understanding. This is underpinned by our focus on language development and talk for writing. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.

Pupils' development of cultural capital helps them to engage with society and it is a vital part of our curriculum. This is further supported by the wide range of experiences and opportunities we provide through theme days and weeks linked to health and well-being and Fundamental British Values. We promote diversity within the curriculum and ensure that all pupils feel that they make an equal and valued contribution within our school (click [here](#) to view our Equality Objectives).

Our inclusive culture and ethos is built on respect and consideration of all others. This is a school that values the voice of all children and really does listen to their views as individuals.

We encourage our children to actively take part in their local community (for example through cohesion with other Ripon schools and the Cathedral through music and sports, as well as work with Hell Wath Litter Pickers to improve the environment) and help them begin to understand the importance of being a good UK and global citizen. We teach our pupils take responsibility for their behaviour and their learning and use pivotal strategies to grow positive attitudes for learning.

The health, safety and well-being of all our pupils is of paramount importance. Through our PSHCE and ICT lessons, we teach children how to be safe in all aspects of their lives. We encourage our children to experience a wide range of activities during the school day (eg through structured play at lunchtimes) and at the end of the school day through a range of sports and creative clubs.

We emphasise the importance of a nurturing curriculum, '**nurturing children to succeed and achieve**'. Our children learn strategies and techniques in metacognition, to promote health and emotional well-being. The development of communication and emotional literacy is a vital ingredient which permeates through all aspects of our curriculum as part of our daily routines and practice, and this enables us to promote positive and collaborative behaviour for learning, through our PRIDE ethos. This is embedded throughout life at school. Children reflect these values through their work, friendships and attitude to learning.

Whilst the pandemic has brought about significant changes to the way that children were taught nationally during the academic years 2019-20 and 2020-21, we have continued to teach a broad curriculum and have adopted and retained some strategies that proved to be effective whilst pupils were learning remotely, to provide catch-up support, for example, online interventions that had a positive impact on progress. We have also created systems and resources for supporting children with their well being which can be used home. This has strengthened our relationships with our valued families and enabled us to work together to help our pupils to be ready for learning.

Our aim is for all pupils to be on track to make good progress from their starting points and for an above average percentage of children to attain expected standard and above in reading, writing and maths at the end of KS2. Our catch-up curriculum plan for 2021-22 prioritised areas of the curriculum to revisit, so that children built on their prior knowledge progressively. By the time our children leave Moorside, they will be able to learn both independently and collaboratively – ready to thrive in the next steps in their learning journey through the Key Stage 3 curriculum.



**MOORSIDE PRIMARY SCHOOL AND NURSERY
CURRICULUM STRANDS (PILLARS)**

PEOPLE	ENVIRONMENT	COMPARISONS	ASPIRATION
People who keep us safe.	How to keep safe in different environments -at home/in school/in the community etc.	Comparing people and environments – who can help us and where/how	Our school CULTURE – PRIDE Presentation, Respect, Independence, Determination, Enthusiasm
People who live and work in our community.	Our city - Ripon	Comparisons that make us different from each other but all equal.	What we would like to be /do – our own personal goals.
Different religions and cultures in different countries around the world and in the UK.	Our local environment & landmarks; Helwath, the River Skell, Ripon (and the Cathedral), Fountains Abbey.	Comparisons between historical periods	Understanding our learning as a journey eg – Concrete – Pictorial – Abstract in maths and the writing journey
People in the past who have impacted on our world today.	Our country – the UK – different landscapes – the coast, major cities (London), the Yorkshire Dales	Between different parts of our country and Ripon	Our futures – understanding how to look after our money, how to apply for a job and how to keep safe and (physically and mentally) healthy.
Friendships and relationships with other people.	Where our country is within Europe – Continents and Oceans	Between people/landscapes/features/landmarks in different countries	Learning new skills and methods (across the curriculum – eg maths).
People who we can help – charities and fundraising.	Our Country within the wider world	Between stories they have read & are reading	Learning new words and vocabulary to apply.
Learning about ourselves and keeping healthy.	Using our environment to grow healthy fruit and vegetables	Between habitats and conditions for growing	Developing a growth mindset and being able to edit and improve our work.
Famous artists, authors, composers, explorers, scientists (people who inspire us).	Different environments (UK/globally) in the past & present used for farming, trading & transportation.	Between artists, authors, composers, explorers, scientists and people who inspire us	Wider opportunities and things that we do to relax eg performances, clubs, competitions, mindfulness.
People who influence us today.	Other people's environments (including those where there have been wars)	Between people and leaders in the past who we have learnt about	Designing, Creating and Inventing our own masterpieces inspired by others.
People who can support and guide us throughout our lives and making decisions.	How our environment has changed over time	'Then and now' comparing lives/environment in the past with today	Pupil voice to keep improving our school for the future.
People's contrasting views and opinions about key topical issues.	The Climate and Climate Change	Between seasons, weather patterns and climates	Learning how to protect our planet for the future and take an active role in engaging others.