

Moons Moat First School and Nursery Curriculum Policy 2025 - 2026

1 Introduction

- 1.1** The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and the Early Years Foundation Stage Statutory Framework, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

2.1 "BIG HEARTS, BRIGHT FUTURES: CHILDREN LEARN WHAT THEY LIVE"

Our school curriculum is underpinned by our values and ethos.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- 2.2** Our school is in full agreement with the aims statement included in the 'The National Curriculum Handbook'. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 Aims and objectives

- 3.1** The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and science;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

- to help children understand Britain's diverse cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum, the EYFS Statutory Framework and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

- 4.1** We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan each half term following data discussions and knowledge and observations of the pupils in our community.
- 4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the National Curriculum to plan against the statutory programmes of study and attainment targets. The school understands that the National Curriculum is just one element in the education of every child. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- 4.3** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These reflect data outcomes and knowledge of the children in each class.
- 4.4** In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Statutory framework. Please see our Early Years Foundation Policy for information on how our Early Years curriculum is delivered.
- 4.5** At Key Stage 1 and 2 the curriculum at our school places an emphasis on the core subjects within a broad, balanced and relevant plan. Some subjects are taught separately for most of the time and others form part of an inter-disciplinary approach, particularly in KS1. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- 4.6** Remote learning_- In the event that a child has to isolate or cannot attend for a period of time, class teachers share relevant work relating to the topic on the school website or through live lessons. This is updated regularly and reflects the content and skills being taught in school.

5 Inclusion

- 5.1** Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Most able pupils
Pupils with low prior attainment
Pupils from disadvantaged backgrounds
Pupils with SEN
Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and / or disabilities can study every National Curriculum subject, wherever possible and that there are no barriers to every pupil achieving.

- 5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies and may consider applying for an Education Health Care Plan.
- 5.3** The school provides an Individual Provision Map (IPM) for children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Parents are fully involved in the setting and reviewing of these targets.
- 5.4** Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equal Opportunities Policy.

6 The Foundation Stage

- 6.1** The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses on developing every child so that they can reach the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.
- 6.3** During the children's first term in the reception class, their teacher makes a baseline assessment (in conjunction with the National Reception Baseline Assessment) to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

- 6.4** 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.

7 Key skills

- 7.1** All subjects taught in the school follow a progression of key skills which build on and consolidate the skills taught each year.
- 7.2** In our curriculum planning we consider these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8 The role of the subject leader

- 8.1** The role of the subject leader is to:
- provide a strategic lead and direction for the subject;
 - support and offer advice to colleagues on issues related to the subject;
 - monitor pupil progress in that subject area;
 - provide efficient resource management for the subject.
- 8.2** The school endeavours to support all subject leaders so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Each subject leader monitors attainment and progress for children across the school and challenges under achievement.

9 Monitoring and review

- 9.1** The governing body is responsible for monitoring the way the school curriculum is implemented. This governors liaise termly with subject leaders.
- 9.2** We have named governors for all subject areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.
- 9.3** The leadership team monitor the medium term plans for all years, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Short term weekly planning is available for the school leaders to monitor if required.
- 9.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that

appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

- 9.5** Governors monitor coverage of National Curriculum subjects and compliant with other statutory requirements through school visits, liaising with subject leaders, meetings with the Headteacher etc.

10 Safeguarding and child protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2024). All staff have read the following:

- Keeping Children Safe in Education 2024
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyberbullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly or Mrs Moorhouse). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.

11 Links with other policies

This policy links to the following policies and procedures:

- Curriculum methodology statement
- EYFS policy
- Assessment statement
- Remote learning policy
- Safeguarding and Children Protection policy
- Pupil Premium statement
- Offsite visits and learning outside the classroom policy
- E-safety policy
- Equal Opportunities policy
- SEND policy and information report
- Relationship and Health Education policy
- Subject specific policies
- The National Curriculum
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

Curriculum Policy

- Early Years Foundation Stage Statutory Framework
- Development matters
- Sports Premium statement
- Mental Health policy
- Attendance policy

This policy is reviewed annually in consultation with teaching staff, parents, pupils and Governors. The Headteacher will report to the Teaching and Learning Committee on a termly basis.

Date of next review: September 2026

Name of Curriculum Lead - Mrs Carolyn Kelly