

Mossford Green Primary School



Curriculum Policy

Mossford Green Primary School

Curriculum Policy

Introduction

Our school curriculum is underpinned by our school vision:

Within the Mossford Green community, we make memories that last a lifetime, setting every child on course to live a life of purpose and positive impact. We empower our children to embody our school values - being kind, creative, respectful, courageous, resilient and determined - within a culture where every child is valued and inspired to reach their full potential.

It is built upon a foundation of memorable and meaningful learning opportunities, designed to give a strong sense of purpose-led, secure, semantic learning. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

Curriculum Content

The curriculum at Mossford Green Primary School includes all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, RSHCE and the locally agreed syllabus for RE, but also the curriculum we as a school provide to help our pupils to become responsible, confident individuals in our modern, global society.

Each term's content is designed to cover key aspects of the National Curriculum, together with additional elements which reflect the culture and context of things which are important and relevant for our children and which are therefore part of our school curriculum. By delivering a curriculum with strong links between subjects, children learn to use and apply the vocabulary they learn, including subject specific vocabulary, in a range of situations. This strengthens their understanding and makes learning meaningful.

The school delivers Religious Education in line with the locally agreed Redbridge Syllabus which aims to develop an understanding of, and respect for, different faiths. The school has its own agreed programme for Relationships, Social, Health and Citizenship Education (RSHCE) based on the National statutory guidance and the needs of our children in the context in which they are growing up. Please refer to our RSHCE and RE policies for more information.

Organisation of Key Concepts and Knowledge

At Mossford Green, we map out the substantive and disciplinary concepts that our children learn throughout their time with us. For example, in History children learn the historical skill of *using evidence* sequentially, building their knowledge over time:

- Year 1 - *Understand what a historical source is*
- Year 2 - *Ask questions using a range of sources*
- Year 3 - *Collect evidence and use this to construct an argument*
- Year 4 - *Compare and contrast the value of different sources of evidence*
- Year 5 - *Explore the reliability and validity of sources and select appropriate ones to support my viewpoint*
- Year 6 - *Understand that historical sources represent points of view and biases*

Curriculum Delivery

Each term, our children take 'learning journeys'. The 'stunning starter', is used to engage the children in the work for the term, and we end with a 'fabulous finish' which brings the learning to a close. Learning journeys link learning and skills across most areas of the curriculum. Where links cannot be made within subject matter, we always ensure *skills and concepts* are transferred across learning.

All pupils are taught by their class teacher for all curriculum areas. All teachers ensure that all

pupils have a wide and varied curriculum. While Mathematics and English lessons are taught discretely, links are made, wherever possible, with the learning journey to make learning more meaningful. Reading is also taught discretely and through carefully planned links to the wider curriculum. Please refer to our Reading Policy for further information

We ensure that the delivery of our curriculum, leads to all pupils gaining secure subject knowledge and skills and making progress in line with their abilities.

Wherever possible, children learn through hands-on experiences, including visits away from the school site and opportunities to bring experts into school. We welcome the contributions of parents and family where they have relevant experiences to share with our children.

Inclusion

Every child is equally valued and included within our school community and we believe that it is every child's right to have access to a broad and engaging curriculum. We want every child to be provided with a curriculum designed to support them in making the best possible progress from their starting points; socially, emotionally and academically.

Children who have additional needs access the full curriculum, adapted as necessary to remove barriers to learning. This will look different for each child, dependent on their needs, but will include direct teaching from the class teacher and inclusion in the daily life of the class and school alongside all other children. We use a variety of strategies to ensure that key knowledge and skills are secured effectively and that life skills are embedded in learning. Additional support, that is used carefully in order to secure independence over time, ensures that the wider social and emotional development of our children is prioritised alongside a strong curriculum offer.

Curriculum Impact, Monitoring and Review

The Assistant Head Teacher is responsible for the school curriculum overall. Evaluation is essential for the planning and development of our curriculum. Impact is measured through assessment tracking across all subjects, carried out by all class teachers as well as through other forms of monitoring. The leadership team carry out monitoring in a number of different ways in order to ensure that appropriate curriculum implementation leads to high standards - this supports the evaluation of the subjects that leaders are responsible for, enabling them to provide training and support to colleagues where necessary and to identify next steps for improvement and development.

We constantly review and update our curriculum to reflect the changes in our community over time and the changing needs of our children.

Reviewed: Autumn 2025

Next reviewed: Autumn 2026

This Policy has been approved by the Governing Body:

Signature: _____ **Date:** _____

Chair of Governors/Committee