



The Mosley Academy **Curriculum Statement**



INTENT:

Our curriculum is designed to provide a broad and balanced education that meets the needs of all children.

Our curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It provides opportunities for children to develop as independent, happy learners, who are ambitious and who know how to make a positive and responsible contribution to their community and wider society.

Our curriculum exposes children to enriching experiences and immerses them in progressive knowledge and skills.

Our curriculum's child centred approach ensures that academic success, including Secondary Curriculum readiness, creativity, independence, and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promotes a positive attitude to life-long learning.

Our curriculum celebrates diversity and supports the children's moral, social and cultural development, ensuring that our children grow to be respectful and tolerant members of society, who are well prepared for life in modern Britain.

IMPLEMENTATION:

Our curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which allow our pupils the opportunities to broaden their life experiences.

Our curriculum provides pupils with opportunities that best meet their learning and developmental needs.

Through strategic planning, our curriculum is rich in opportunities from which the children can learn and develop transferable skills. The achievement of knowledge and the development of skills is carefully designed to create a purposeful and exciting learning journey for every child.

Our pupils have access to a range of opportunities which promote safety and pupil voice, with all children being actively involved in whole school decision making through School Parliament and many positions of responsibility, including (but not limited to) Eco Squad, RE ambassadors, PE Crew and prefects.

Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long-term life-style choices and our PSHE framework, which focuses on well-being, ambition, positive self-awareness, celebrating differences, being healthy, relationships and the wider world, was adopted after extensive consultation with the whole school community.

We believe that our fundamental task is to teach our children to articulate clearly and to read and write effectively.

Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading during their time at The Mosley Academy and we ensure they are exposed to a range of literature.

The use of the school library and class shared texts are key to this.

Our rich curriculum is designed so that, where most effective, subject specific skills are scaffolded within a cross-curricular theme or context each term.

To ensure that progression and balance is maintained across the curriculum, programmes of study are developed into medium term plans which clearly highlight learning objectives, assessment opportunities and differentiated tasks.

Teachers plan and tailor units of work and lessons to address the specific individual needs of their pupils so that all children can reach their full potential, regardless of their starting point. Our children receive quality first teaching; with practitioners engaged in accurate and enthusiastic delivery.

Staff have high expectations of themselves and all the children.

Teachers are expected to consider prior knowledge and experiences of children and to build upon these, both in lessons and across time.

Lessons at The Mosley Academy are highly focused with clear learning objectives that children understand and can vocalise as part of their ongoing learning journey.

Children are expected to work hard and demonstrate positive learning behaviours to maximise their own learning potential. To reinforce these learning expectations, we also have high expectations of attendance, pupil behaviour and are committed to working in partnership with parents/carers as we believe that when home and school collaborate closely, we can achieve the best outcomes for our pupils.

Within our lessons, there are high levels of interaction for all children. Appropriate use of teacher questioning, modelling and explaining are core features within lessons and there is an emphasis on learning through dialogue.

We expect that children will develop resilience and accept responsibility for their own learning and work independently.

Teachers and teaching support staff regularly use encouragement and praise to motivate children, with reward earning opportunities featuring regularly across school.

Children across the school have access to a wide range of extra-curricular activities in sport, music and the arts.

Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the curriculum.

Music, sport and language specialists work alongside teaching staff to enhance curriculum delivery and subject leaders ensure a clear progression of skills and knowledge across all year groups is underpinned by a robust assessment system.

IMPACT:

The impact of our curriculum is evaluated through end of year assessments and Government tests; through Governor meetings; visits and through both our own and MAT wide monitoring of teaching, learning and pupil voice.

All children achieve well by developing knowledge and skills on their learning journey throughout school. This is demonstrated through outcomes at EYFS, Phonics (Year 1), Key Stage 1 and Key Stage 2.

Children with SEND achieve the best possible outcomes, from their individual starting points, and are monitored closely by teachers, the school SENDCo and appropriate Governor members.

Children leave The Mosley Academy ready for successful transition to secondary school.

Our preparation for this next stage includes knowledge about the importance of being safe, ready, and respectful.

Our children leave us as empowered individuals who have the skills to work both collaboratively and independently.

The children who leave The Mosley Academy at the end of Key Stage 2 are confident in their learning and courageous in their approach to achieve their full potential.

Our children are positive individuals who lead healthy and active lives, who nurture and value the natural world, are literate in technology as part of an evolving technological world, are resilient against setbacks and are reflective of their own achievements, adapting to challenges and goals with conviction.

The children of The Mosley Academy take the objective to 'Be The Best You Can Be' sincerely and leave school as happy, responsible and kind members of society who are ambitious, tolerant and respectful of the world in which they are growing up.