



The Mosley Academy Curriculum Procedure



The Mosley Vision:

At The Mosley Academy, our core purpose is to provide an ambitious and rigorous curriculum that offers a broad, rich and balanced education for all of our children.

We believe in developing children to ***be the best they can be***, growing into independent, happy learners, who are determined and know how to make a positive and responsible contribution to their community and wider society.

Our child focused approach exposes children to purposeful, enriching experiences that both promote academic success, and extend beyond the academics to effectively prepare them for later life.

Physical development, well-being and mental health is prioritised, and we use restorative and emotional literacy techniques to develop the whole child.

We believe in developing pupils' understanding of British values and celebrate our unique and diverse community.

Children's moral, social and cultural development is emphasised, to ensure that our children grow to be respectful, tolerant members of society, who embrace individuals' characteristics and are well prepared for life in modern Britain.

We inspire our pupils, with a relational approach, to make the right choices in order to stay happy, healthy and safe.

Core Curriculum Values:

Our curriculum immerses children in progressive knowledge and skills and we believe our core values of happiness, kindness, happiness,, integrity and resilience, along with secondary readiness, are the key elements that promote a positive attitude to life-long learning.

<p style="text-align: center;">Happiness</p> <p>Rich and inspiring learning environments enable learning to be embraced and potentials fulfilled.</p> <p>Cooperative behaviour, following the “4Rs” is championed as part of a relational behaviour approach.</p>	<p style="text-align: center;">Kindness</p> <p>Enthusiastic and committed staff develop strong, nurturing relationships with all.</p> <p>All children care for each other, act responsibly and strive to positively impact society and the wider world.</p>	<p style="text-align: center;">Resilience</p> <p>A positive, tenacious and courageous attitude to all that we do.</p> <p>A challenging curriculum that encourages determination and pride</p>
<p style="text-align: center;">Honesty</p> <p>Learning from mistakes is celebrated as part of a restorative approach.</p> <p>Children and adults work together, cooperatively and helpfully, as a team.</p> <p>All individuals understand the difference between right and wrong, truth and fiction.</p>	<p style="text-align: center;">Independence</p> <p>Curiosity and enquiry is encouraged.</p> <p>Critical thinking and creativity are consistent.</p> <p>Skills in problem solving and reasoning are cultivated where children are driven to achieve their full potential.</p>	<p style="text-align: center;">Acceptance</p> <p>Inclusivity is championed and strong partnerships with all are valued.</p> <p>An open, courteous policy of communication is provided.</p> <p>We seek to learn more about our community and all the diversity within it.</p>

Taking account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum, our curriculum is strategically planned to create a balance between statutory requirements and a range of cultural capital experiences.

These experiences allow our pupils opportunities to broaden their understanding and develop life-long transferable skills.

The achievement of knowledge and the development of skills is carefully crafted to create a purposeful and exciting learning journey for every child.

Reading:

'Today a reader, tomorrow a leader' - Margaret Fuller.

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 work hard to develop pupils' 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. Classroom environments are also give care and attention to ensure a love of reading and books is promoted.

Our rich curriculum is designed so that, where most effective and meaningful, subject specific skills are scaffolded within a cross-curricular theme or context, and reading opportunities are regularly embedded across the curriculum.

Pupil Leadership:

Our pupils have access to a range of pupil leadership 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, House Captains 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.

Our whole school community is split into four Mosley houses that demonstrate the characteristics associated with *'Being the Best we Can Be'*. Children earn points for their team with each green card they receive and regular 'House Days' run throughout the year which are led by our House Captains.

Progression and Sequencing:

To ensure that progression and balance is maintained across the curriculum, programmes of study are developed into medium term plans within which content is sequenced logically, in manageable learning steps, to best facilitate effective progress.

These plans clearly highlight learning objectives, assessment opportunities, activities and clear end points.

Teachers plan and tailor units of work and lessons to address the specific individual interests and needs of their pupils. This allows all children to reach their full potential, both in lessons and across time, enabling them to *know more* and be able to *do more*, regardless of their starting point.

Our children receive quality first teaching; with practitioners engaged in high quality instruction and enthusiastic delivery.

Staff have high expectations of themselves and all the children.

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.

High expectations:

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 we 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 retrieval practise, teacher questioning, modelling and explaining are core features within lessons and there is an emphasis on learning through dialogue. We expect children to develop resilience and accept responsibility for their own learning and work independently.

These expectations align directly with our school values and behaviour rules of being

Ready Respectful Responsible Restorative.

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 cultural capital, including extra-curricular activities in sport, music and the arts.

Professional Learning:

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.

Staff regularly engage with evidence informed research and continually develop their professional learning.

Music, sport and language specialists may work alongside teaching staff to develop subject knowledge and enhance curriculum delivery.

Learner Impact:

The impact of our curriculum is evaluated through:

- End of year assessments and Government tests
- Through Governor meetings; visits
- 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 published outcomes at;

- EYFS
- Phonics (Year 1)
- Key Stage 1
- 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.

However, most importantly, our children leave us as empowered individuals who have the skills to work both collaboratively and independently.

They 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.