



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 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. The following elements are at the heart of our school:

Physical development, well-being and mental health is prioritised. Restorative and emotional literacy techniques 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 to stay happy, healthy and safe.
Our expectations align directly with our school values and behaviour rules (Mosley 4 R's) of being:			
Ready	Respectful	Responsible	Restorative

Intent	Our curriculum immerses children in progressive knowledge and skills and we believe our core values, along with readiness, are the key elements that promote a positive attitude to life-long learning.		
	At The Mosley Academy our children will present the following characteristics of learners:		
	<p>Happiness</p> <p>Rich and inspiring learning environments enable learning to be embraced and potentials fulfilled. Cooperative behaviour following the '4R's' is championed as part of our relational behaviour approach.</p> <p>Honesty</p> <p>Learning from mistakes is celebrated as part of a restorative approach. Children and adults work together, cooperatively and helpfully as a team. All individuals understand the difference between right and wrong, truth and fiction.</p>	<p>Kindness</p> <p>Enthusiastic and committed staff develop strong, nurturing relationships with all. All children care for each other, act responsibly and strive to positively impact society and the wider world.</p> <p>Independence</p> <p>Curiosity and enquiry are encouraged. Critical thinking and creativity are consistent. Skills in problem solving and reasoning are cultivated where children are driven to achieve their full potential.</p>	<p>Resilience</p> <p>A positive, tenacious and courageous attitude to all that we do. A challenging curriculum that encourages determination and pride.</p> <p>Acceptance</p> <p>Inclusivity is championed and strong partnerships with all are valued. An open, courteous policy of communication is provided. We seek to learn more about our community, and the wider world, and all the diversity within it.</p>

Taking account of the legal requirements of the Early Years Foundation Stage 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.

Implementation	Reading	Progression and Sequencing	Pupil Leadership
	<p><i>'Today a reader; tomorrow a leader.'</i> - Margaret Fuller</p> <p>We believe that our fundamental task is to teach our children to articulate clearly and to read and write effectively. Reading across the curriculum is prioritised 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 given care and attention to ensure a love of reading and books is promoted. Our rich curriculum is designed so that meaningful and effective subject specific skills are scaffolded and reading opportunities are regularly embedded across the curriculum.</p>	<p>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 key learning and assessment points, along with end points and opportunities for deliberate retrieval. Our children receive quality first teaching with practitioners engaged in high quality instruction and enthusiastic delivery. 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.</p>	<p>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 wellbeing in shaping their long-term lifestyle choices and our PSHE framework (Jigsaw), which focuses on wellbeing, ambition, positive self-awareness, celebrating differences, being healthy, relationships and the wider world, was adopted after extensive consultations with the whole school community.</p>
	High Expectations	Professional Learning	Curriculum Content
<p>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 if attendance and pupil behaviour. 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 through our staff work on cognitive science leading teachers to make choices about pedagogy that enhance outcomes. Appropriate use of retrieval practice, questioning, modelling and explaining are core features within lessons and there is an emphasis on learning through dialogue.</p>	<p>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 also work alongside teaching staff to develop subject knowledge and enhance curriculum delivery.</p>	<p>At The Mosley Academy, our children receive opportunities to learn the following subjects:</p> <ul style="list-style-type: none"> - English - Maths - Science - Art and Design - Design and Technology - History - Geography - Computing <ul style="list-style-type: none"> - RE - Languages (KS2) - Spanish - Physical Education - Music - Forest School 	

At The Mosley Academy we understand that SEND can be categorised in four main ways:

Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
There is a code of conduct for the school that permeates all subjects, including PE. Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. A pupil voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit).	Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others	PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.	Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs. Feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Pupils are taught about the environment and different activity contexts.	Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. The school engages in competition and encourages competition within and across the community.

Impact	<p>Children leave The Mosley Academy respectful. Most importantly they are confident in the value the natural world, and goals with conviction, who are ambitious, tolerant and resilient.</p> <p>The impact of our curriculum:</p> <ul style="list-style-type: none"> - End of year assessments and Government tests - Through Governor meetings and visits - Through both our own and MAT wide monitoring of teaching, learning and pupil voice 	<p>SEND pupils to feel successful, as well as improve their understanding of concepts and retention of or practical resources, the use of adult support, differentiating by outcome according to the repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.</p> <p>Preparation for this next stage includes knowledge about the importance of being safe, ready and able to work both collaboratively and independently. Our children are positive individuals who lead healthy and active lives, who nurture and are resilient against setbacks and are reflective of their own achievements, adapting to challenged. Best You Can Be sincerely and leave school as happy, responsible and kind members of society</p> <p>Developing knowledge and skills on their learning journey throughout school. This is demonstrated through published outcomes at:</p> <ul style="list-style-type: none"> - EYFS - Phonics (Year 1) - Key Stage 1 - Key Stage 2 	<p>Children with SEND achieve the best possible outcome, from their individual starting points, and are monitored closely by teachers, the school SENDCo and appropriate Governor members.</p>
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