

# MOORLANDS SCHOOL

## CURRICULUM POLICY (Years 7, 8 & 9 KS3)



Policy date	September 2023
Policy review	Annual
Date ratified	October 2023
Ratified by	Mrs N Ashfaq (Acting Asst Head)
Review date	September 2024

At Moorlands School, we believe that the curriculum offer should be broad, balanced, engaging and relevant and meets the needs of all children.

The curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum also includes the hidden curriculum, which is what the children learn from how they are treated and the expectations placed on them.

This policy acts as an “umbrella” policy for all other school curriculum procedures and guidelines, in that, along with the aims of the school, it will provide the philosophical framework for them.

## **Aims**

The aims of the curriculum are to

1. Teach the basic skills of Literacy, Numeracy, Science and Computing and promote high standards of work in these core subject areas.
2. Promote a positive attitude towards learning and to create a basis for lifelong learning.
3. Enable all children to learn and develop their skills to the best of their ability
4. Promote children’s spiritual, moral, social and cultural development
5. Prepare all children for the opportunities, responsibilities and experiences of life
6. Enable children to be creative and develop their own thinking
7. Promote physical development and the awareness of a healthy lifestyle
8. Develop key skills in all areas of the curriculum by ensuring continuity and progression
9. Promote the involvement of parents, carers and families in their child’s learning
10. Enable children to be creative through art, dance, music, drama and design technology
11. Enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## **Curriculum Organisation**

We aim to achieve best practice at all times in the way we plan, deliver and evaluate our curriculum so that we can:

- Meet the individual needs and recognise the individual potential of each pupil
- Build confident, independent, respectful and creative learners
- Challenge and broaden children’s understanding and reasoning
- Stimulate curiosity and promote thinking skills
- Enable each child to recognise their own self-worth and that of others

- Embrace and value our diverse community where tolerance and empathy are encouraged and respect for others and good manners are essential

Our curriculum is planned in phases. We agree a long-term plan (reviewed annually) for the key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we agree clear guidelines on the objectives and teaching strategies that will be used. The School has adopted the National Curriculum and we base our medium-term planning on the guidance given. The teaching team use these as their basis for teaching methodology and lesson delivery, with adaptations and differentiation for individual children's needs, with attention being paid to progression and attainment.

### The structure for teaching for Key Stage 3

Area of Experience	Subject	Year 7	Year 8	Year 9
Mathematical	Mathematics	✓	✓	✓
Linguistic	English, Modern Foreign Languages	✓	✓	✓
Scientific	Biology, Chemistry, Physics	✓	✓	✓
Technological	ICT, Design Technology	✓	✓	✓
Human and Social	Geography, History, Religious Education	✓	✓	✓
Physical	PE and Sport	✓	✓	✓
Aesthetic and Creative	Drama, Music, Dance, Art	✓	✓	✓
PSHE including Relationships and Sex Education		✓	✓	✓

### Children with support needs

The curriculum in the school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of requiring support in most instances the class 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 consider the child for an assessment of needs, and we involve the appropriate external agencies when making this assessment.

### Spiritual, Moral, Social and Cultural Development (SMSC)

The curriculum aims to support children's spiritual, moral, social and cultural development. We do this in many ways across the curriculum and through the opportunities and

experiences we offer to them. We reflect on these areas during assemblies and through times such as class discussion.

### **British Values**

The curriculum also aims to promote British Values

- respect for democracy and support for participation in the democratic process
- respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all
- support and respect for the liberties of all within the law
- respect for and tolerance of different faiths and religious and other beliefs

### **Homework**

A homework timetable for each year group will be published at the start of each academic year and provided for parental viewing along with curriculum information in order that parents can play a more active role in their child's learning by having prior knowledge of what their child will be learning.

Homework activities will be designed to meet the needs of all pupils and be set in line with current learning in class. Tasks will have a clear purpose in assisting pupils with their academic development.

### **Trips and outings**

Trips and outings form an important part of our curriculum. They are used to complement areas of learning and personal development. Residential trips will also be planned for certain year groups in order to promote personal and social development and team building skills.

### **The Moorlands 'Formula for Success'**

We are dedicated to providing children with the key skills and knowledge they need to be prepared for what will be a highly competitive and challenging future. We believe that talent, skill and effort are the vital ingredients for success. Success can be measured in a number of ways, however most successful people have common traits, many of which can be learned and therefore taught. By going above and beyond the academic curriculum, we aim to teach children the vital ingredients and characteristics necessary to achieve success.

We believe that raw academic skills alone are not enough to enable children to succeed in life and that it is essential that they are taught a range of 'Life Skills' from an early age to equip them with the tools and techniques to successfully address the challenges they will inevitably encounter in their lives. Such tools will develop their character, self-confidence, self-reliance, self-reflection, determination and a sense of fair play.

Such 'Life Skills' include public speaking, leadership skills, analytical skills, time management, critical thinking and social skills, as well as knowledge about finance, foreign languages and cultures, current affairs and skills developed through outdoor education such as team working, orienteering, survival and navigation. We aim to provide the foundations for success through methods including the following:

- Day visits and residential stays at Outdoor Education centres.

- Day trips to venues aimed to add value to education both academically and culturally such as museums and theatres.
- External public speaking and performance opportunities; researching and preparing for debates through interviewing key local or national figures and attending debates at local venues such as the Town Hall; public speaking opportunities within the school community; debate coaching sessions within school.
- Acquisition of basic financial awareness through learning concepts including budgeting, cash-flow and APR via our Business and Enterprise Society. Financial understanding and money management are vital capabilities that support children's navigation through life. As part of the journey towards being part of a more financially literate generation, children learn about the value of money, investing, stocks and shares as well as the reality that financial decisions have consequences.
- Pupils are encouraged and given opportunities to take on responsibility and leadership roles as part of working successfully in teams, communicating their ideas and understanding how individuals have different strengths and weaknesses within teams in all walks of life. Such roles include membership of the elected School Council, class monitors, editorial and contributory duties for the school magazine and other publications, 'Office Holder' roles such as prefects and Head Boy or Head Girl and becoming role models and mentors for younger pupils.
- Preparation for meeting life's social challenges through etiquette and social skills development, gaining an understanding of how we are perceived and how we can actively create a positive impression and outcome. Our programme for building such self-confidence, good manners and social protocols includes role play through scenario demonstrations, dining etiquette experiences, off-site excursions and workshops designed to help children handle themselves in different social situations.

### **Monitoring and Review**

The Head of KS3 is responsible for the day to day organisation of the curriculum and monitors the curriculum through planning, classroom observation and liaising with the School Leadership Team.