						Strategic	c Overv	iew of	Our Cu	rriculum							
	1	Vision and Values Curriculum intent	Curious		Resilient				eativity	Challenging				Ambitious			
			Be brave		Be kind			Be I	Positive	Be inclusive			Be responsible				
& Aims	2		Nurturing curious, resilient and ambitious learners At Moss Hey our challenging and creative curriculum inspires our children to know more and remember more. We develop curious, resilient and ambitious learners to prepare our pupils for the next phase of education and beyond. • Curriculum provision • The effect of teaching														
Values and			• Depth, retention and connection of learning Our curriculum has a strong emphasis on the teaching of positive mental health so that children can embed and develop our values and learning behaviours to enable them to be the best versions of themselves														
Vision, Val			Curious Learne Pupils are encouraged questions, wonder about i and explore ideas indepe Teachers plan for inquir learning, problem-solvini ended questions, and opp for investigation in every	to ask the world, endently. y-based g, open- ortunities	Pupils ar char confider moti Teachers take ri reflect or	re able to adaptinge, manage diffinity and maintair ivation in their less planning ensurisks, learn from in learning and distrategies to over challenges.	positively to ficulties in focus and earning. res childrer mistakes, evelop skill	imag expo n Ac plar s thir	Creative Learners Pupils are encouraged to think imaginatively, generate ideas, and express themselves in a variety of ways. Across the curriculum there are planned opportunities for children think creatively and express and record their ideas and solutions in a variety of ways.			lenging Learn n are able to respen-ended, multi-st lems, critical think sks and real-worli blication of learnir rning is structured n children's know kills, promoting cr g and problem so	ep cond to ep condition to ep cond	Ambitious Learners Children are encouraged to aim high, take pride in their learning and strive for continuous improvement. They have high aspirations for the present and the future. Our curriculum combines high expectations, carefully sequenced skill and knowledge development and aspirational goals with teachers guiding pupils to achieve their full potential.			
	3	Learning behaviours	Teamwork		Independence			Resilience			Creativity		Concentration				
Implementation	4	Curriculum drivers	Well organised and sequential acquisition schemes of work Structure / participation Know more, remove			Securing learn long term m Interleaving / S retrieval Pra	Spacing & actice	sl	The use of vocabula skills on structure Written / oracy		the national curriculum & EYFS Framework Dive		applicati c Diversi	scovery and ion of cultural apital. ity, culture & periences	Collaboration with external partners to offer experience beyond the primary classroom.		
men	5	Lesson Structure	Recall		Vocal	ocabulary Mod			del Practise and		Apply Deepen		pen	Reflect			
Imple	6	Curriculum Assessment	Progress for our	ole curric	rriculum – every subject, concept, skill and piece of vocabulary – built on their individual starting points												
Curriculum		KS1 & 2	'Below key stage' SEND / EHCP children have bespoke support plans and access learning appropriate to their developmental stage			'Below' consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding				y Towards' access ed content but still to consolidate nding for learning to cross the curriculur	related content acro curriculum.			the reta	ater depth' accessing, ning and connecting related content across curriculum		
		EYFS	'Wo	'Working towards 'the Early Learning Goal						'Working Securely' at the Early Learning Goal							

	7	Our curriculum ensures a coherent, progressive, and carefully sequenced range of educational experiences, which meet the needs of all learners		Educational Visitors A		Assemblies Extra currica Opportu		ular Valu		and Well-being/British lues/pupil voice		Siç	gnificant people		Charities / Fundraising		arning through community ership & parental involvement		
tion			KS1 & 2			riculum al subjects)		Foundation subjects - taught as discrete Subjects											
ıisat				English	Maths	Science	History	Geography	/ Art	Desi Techn		Computing	P.E	Music	French	RE	=	PSHE	
Organisation			S.	Specific Areas							Prime Areas								
			EYFS	Literacy Maths		Understanding of the world		Expressive Arts & Design		Physical Development			Communication and Language		Personal, Social and Emotional Development				
	8	The impact of our curriculum		Ir	npact 1	: Standards	l l		Impact 2: F	Personal	Devel	opment		Im	pact 3: Cur	t 3: Curriculum Entitlement			
Impact		should be threefold; irrespective of starting points or background	att	ainment in a Statutory dat ignificantly a expe	III subjed p ta outco above N	lects good prog cts from children coints mes are either lational Average ad greater depth	n's starting above or e for both	rting health and well-being by buildi and emotional literacy which so personal deve				lience, confidence, confidence	ence g and viours s and vn.	Children have had access to a broad and balanced curriculum that goes beyond the requirements of the National Curriculum. Children when they leave Moss Hey should have long lasting memories of rich varied activities which have stimulated their imaginations, aroused curiosity and fosters a lifelong love of learning			ements of the y leave Moss of rich varied naginations, ve of learning.		
Evaluating Impact	9	Line of Enquiry to review and appraise our curriculum	С	SLT reate monito overview	oring	Content & sequence, vo modelling,	Leaders quality of the through the knowledge,	Create	ect Lead an action orms CPD d monitori	plan:), book	Meet t	Meet termly with subject leaders Annu to review impact repo			nual subje ports feed	ect lead	Leaders der summary he SEF and academic year		
Evaluati		Questions to review and evaluate the impact of our vision and values	•	Is explicit re learning be Do pupils e Is the curric British value Are there h	urriculur eference haviour ngage v culum al es and t igh expe	n, Values & Lean reflect our vise made to our vision lessons, unit with local comm lowing pupils to their learning? ectations for all a curriculum and	ion and valu sion, values s, subjects? unity, nation make conn pupils learni	es? , curriculum a al and global ections with o	issues? ur values,	 Wh Are Are 	Positive Mental Health & well-being What does the teacher pre and post evaluation assessments for each unit tell us? What does the pupil summary for each unit tell us? Are children using the myHappymind habits across the curriculum / school day? Are children talking confidently about their well-being and mental health? Are children becoming more resilient learners?								