

Strategic Overview of Our Curriculum											
Vision, Values and Aims	1	Vision and Values	Curious 	Resilient 	Creativity 	Challenging 	Ambitious 				
			Be brave	Be kind	Be Positive	Be inclusive	Be responsible				
	2	Curriculum intent	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 - 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								
			Curious Learners Pupils are encouraged to ask questions, wonder about the world, and explore ideas independently. Teachers plan for inquiry-based learning, problem-solving, open-ended questions, and opportunities for investigation in every subject.	Resilient Learners Pupils are able to adapt positively to change, manage difficulties confidently and maintain focus and motivation in their learning. Teachers planning ensures children take risks, learn from mistakes, reflect on learning and develop skills and strategies to overcome challenges.	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.	Challenging Learners Children are able to respond to open-ended, multi-step problems, critical thinking tasks and real-world application of learning. Learning is structured to deepen children’s knowledge and skills, promoting critical thinking and problem solving.	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				
Curriculum Implementation	4	Curriculum drivers	Well organised and sequential schemes of work Structure / participation	Knowledge acquisition Know more, remember more	Securing learning into long term memory Interleaving / Spacing & retrieval Practice (recall)	The practise of skills Lesson structure	The use of vocabulary Written / oracy	The entitlement of the national curriculum & EYFS Framework	The discovery and application of cultural capital. Diversity, culture & experiences	Collaboration with external partners to offer experience beyond the primary classroom.	
	5	Lesson Structure	Recall	Vocabulary	Model	Practise and Apply	Deepen	Reflect			
	6	Curriculum Assessment	Progress for our children reflects continuous growth across the whole curriculum – every subject, concept, skill and piece of vocabulary – built on their individual starting points								
		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	‘Working Towards’ accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum	‘Meeting’ accessing age related content across the curriculum.	‘Greater depth’ accessing, retaining and connecting age related content across the curriculum				
	EYFS	‘Working towards’ ‘the Early Learning Goal				‘Working Securely’ at the Early Learning Goal					

