CURRICULUM POLICY

This policy applies to the whole School (including Early Years Foundation Stage) and is published to parents, pupils and staff.

CURRICULUM POLICY

Aims

At Moorfield, we aim to:

- help each child reach their potential and inspire them to achieve their personal best in every subject by providing a broad and enriched curriculum, encouraging a love of learning which goes beyond what is taught
- ensure pupils develop essential literacy, speaking and listening, and numeracy skills
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity
- develop essential skills, including learning skills
- promote a healthy lifestyle
- give an informed perspective about the role of the individual within the community and the wider world
- inspire pupils to embrace a positive work ethic which will last a lifetime
- prepare for the future in an increasingly technologically dependent world
- encourage pupils to become self-motivated, independent learners and confident communicators
- prepare pupils for opportunities, experiences and responsibilities in the next stage of their education, life in British society and beyond.

Areas of Experience

The school curriculum aims to give pupils a broad and balanced learning experience, building linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills. Each of these areas of learning is covered in the following ways:

Linguistic

This is largely covered by our core curriculum in English, drama and modern foreign languages, although effective communication comes into every aspect of life at Moorfield. Pupils are taught key skills in reading, writing, speaking and listening, with an emphasis on building strong phonic awareness in the lower school, which allows pupils to access high quality literature later on, forming a key part of the English curriculum in the upper school. In addition to timetabled lessons, pupils have numerous opportunities to develop their linguistic skills, for example: whole-school poetry recital, World Book Day celebrations, prose reading in the Wharfedale Festival, encouraging children to read classic literature, peripatetic lessons for LAMDA exams, annual nativity for lower school, annual play for senior school, language theme days such as our whole-school Languages Day, annual handwriting prize in Form 4, creative writing prize in Senior 6 and opportunities to participate in various literary competitions.

Mathematical

This is largely covered by our mathematics curriculum, with input where appropriate from subjects such as computing, geography, art and DT, music and science. Pupils follow the National Curriculum exploring the topics of number and place value; calculation; measure; shape; fractions, decimals and percentages; ratio and proportion; algebra and statistics. The curriculum is supported through a variety of home learning tools e.g., Maths Frame, CenturyTech, TT Rockstars and Purple Mash. Children in Senior 5/6 also have the opportunity to participate in national mathematical competitions such as Quiz Club Mathematical Championships and the Primary Maths Challenge.

Scientific

This is largely covered by our science curriculum, and enhanced by lessons in bushcraft, geography, PE, maths and DT. Much of the focus is on practical investigation, with pupils taught to plan, hypothesise, carry out a fair test and evaluate their findings. A biannual science fair brings this subject to life as pupils develop not only their own understanding of a specific area of science, but their ability to explain this to their fellow pupils in a clear and concise way. Visitors to school and off-site trips greatly enhance pupils' scientific learning, for example, a visit from a dentist, whole-school planetarium experience, an annual visit to Otley Science Fair (Form 1 – Senior 6) and regular visits to the Bradford Science Museum.

Technological

This is largely covered by lessons in DT and computing, with valuable input from science and bushcraft. Children in Senior 5 and 6 are taught by a specialized teacher of computing who also supports Form 3 and 4 and Senior 5 and 6 staff in the STEM curriculum. In DT, pupils cover a range of skills across year groups, ensuring an effective balance of work with textiles, mechanisms and structures. Pupils are taught to plan, make and evaluate their work effectively. Our computing curriculum equips pupils with the modern skills of programming and coding, along with teaching pupils how to use technology safely in our ever-changing world.

Human and Social

This is largely covered by lessons in humanities (Form 2), geography and history (Form 3 to Senior 6) and RE, although the curriculum is regularly enhanced by coverage of current affairs in assemblies and other timetabled lessons as appropriate. Pupils cover a range of historical time periods, exploring the way people lived, and the impact this had on their lives and the future. Developing skills in historical enquiry forms a key part of lessons. Geography lessons ensure a balance of factual knowledge and thoughtful consideration for the geographical issues of our day, such as sustainability. A variety of school trips build children's understanding of geography and history topics in a more hands-on way, as well as visitors in school, such as our visiting Victorian school mistress. In RE, pupils explore all major world religions, with significant festivals acknowledged and often celebrated in assemblies and individual classes.

Physical

This is largely covered by our PE curriculum, along with outdoor residentials such as High Adventure, Nell Bank and the Lake District. All lessons are taught by specialist teachers and sports coaches, with an emphasis on building practical skills in balance, control, tactics and co-ordination, along with the personal skills or sportsmanship and perseverance. Timetabled lessons include: netball, hockey, dance, football, cricket, athletics, gymnastics and rounders (*see PE policy for more detailed coverage*). Statutory swimming requirements are enhanced, with pupils in Reception and Form 1 having weekly swimming lessons, and pupils in Forms 2/3, 4, Senior 5 and Senior 6 continuing their development

with fortnightly lessons. Regular sporting fixtures are organised against other schools and numerous opportunities are given for pupils to develop their skills in this area outside of timetabled lessons: running club, regular cross-country competitions, lunchtime and after school sports clubs, annual Sports Day, swimming galas, inter-house hockey, cricket and football tournaments. Through lessons in PE, science and PSHE, pupils are taught about the importance of good hygiene and living a healthy lifestyle. Where single-sex sports are promoted, all pupils, be they girls or boys, must be given the opportunity to participate in comparable sporting activities.

Aesthetic and Creative

This is predominantly covered by lessons in art, DT, music, PE (dance), drama and English. Children have many opportunities to be creative at Moorfield! The art curriculum ensures a balance of skills and work with different media, and the recent addition of a school kiln opens up exciting opportunities for work in pottery and 3D art. Visiting artists regularly enhance this provision, with felting and watercolour workshops a particular highlight. Visits to Salts Mill and Cartwright Hall provide a stimulating opportunity outside of school to explore the work of local and visiting artists. Outside of timetabled lessons, pupils have numerous opportunities to further explore their aesthetic and creative skills: individual and group entries in the Skipton Music Festival, weekly choir (Form 3 to Senior 6) with regular performances at Harvest, Christmas, Easter and in summer, peripatetic music lessons in numerous instruments, annual music concert, 'Play in a Day' for Senior 6 (introduction to Shakespeare).

Personal, Social, Health and Economic Education (PSHE)

PSHE is taught both as a discrete subject and naturally woven throughout everything we do at Moorfield. From September 2020, there is a requirement to include sex education where the emphasis on this is in the context of relationships; it is currently taught sensitively in Senior 6 with parental consent. Senior 5 children cover aspects of life cycles and reproduction through science topics. As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice. *For further information on coverage, please see the PSHE Policy and RSE Policy.*

Meeting the Needs of Every Child

Children are taught in mixed ability classes with a maximum of 20 pupils per class. Within each class, individuals are taught according to their particular academic needs through effective differentiation, moving every child on from their level of ability. Differentiation may include, but is not limited to, ability groupings for certain lessons, targeted support from an additional adult (teaching assistant or teacher), peer support in mixed ability groups/pairs, appropriately levelled classwork and homework tasks, personalised tasks to help individuals with a specific weakness or strength, one-to-one support from a specialist teacher, ensuring a mixture of learning styles are catered for within lessons, 'booster' classes where necessary, extension groups. Currently, no child has an EHC plan. The definition of SEND remains the same and the school can still request statutory assessment from the Local Authority when this appears necessary. Details of provision for children with special educational needs can be found in our *Special Educational Needs and Disability Access policy.*

It is part of the school ethos that we believe all children should have a chance to shine and to showcase a talent or aptitude whatever their academic ability. However, there are children who are performing well beyond age expectations academically or demonstrate an exceptional talent; provision is made for them through extra-curricular clubs such as Writing or STEM club, in addition to differentiation in the classroom, opportunities to enter competitions, take part in workshops at other schools and be part of an accelerated group within the timetable.

Curriculum Subjects and Allocated Teaching Time

Curriculum time is allocated as follows, with an increasing focus on specialist subject teaching as children progress up the school. Unless otherwise stated, the number of lessons represents the weekly allocation. This is the minimum time spent on each subject. In reality, cross-curricular teaching often means that certain subjects are given more time than this, for example by using computer skills in a mathematics lesson, or incorporating art and/or DT into humanities lessons. On occasions, a more thematic approach to the curriculum is taken i.e., where several subjects are taught within the context of a project. PSHE refers to timetabled lessons, although PSHE values are woven into almost all aspects of the school day (*see PSHE Policy*). Detail of content and teaching in each subject is covered in more depth in separate subject policies which should be read in conjunction with the curriculum policy.

1 lesson = 35 minutes

	Form 1	Form 2	Form 3	Form 4	Senior 5	Senior 6
Child-led curriculum (KS1)	2 lessons					
Phonics						
English and Drama	5 lessons	11 lessons	11 lessons	12 lessons	11 lessons	10 lessons
Maths	5 lessons	7 lessons	7 lessons	8 lessons	8 lessons	7 lessons
Science	1.5 lessons	2 lessons	3 lessons	3 lessons	3 lessons	3 lessons
Humanities*	1.5 lessons	2 lessons	4 lessons	4 lessons	4 lessons	4 lessons
Music	2 lessons	2 lessons	3 lessons	3 lessons	3 lessons	3 lessons
PE/swimming	3 lessons	6 lessons	7 lessons	7 lessons	7 lessons	7 lessons
Computing	2 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Modern Foreign Languages**	1 lesson	1 lesson	1 lesson	2 lessons	2 lessons	2 lessons
Art and DT	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
RE	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
PSHE	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Bushcraft	2 lessons alternate weeks	1.5 lessons	12 lessons per year	12 lessons per year	12 lessons per year	12 lessons per year

** Humanities is taught as a single subject in Form 2, then replaced with separate Geography and History lessons in Form 3 – Senior 6*

*** French is taught to all pupils from Form One – Senior 6. Spanish is taught in addition to this in Form 4 – Senior 6.*

Curriculum for EYFS Pupils (See EYFS Handbook for more details)

Pupils in our EYFS are empowered to lead their own learning through a heavily skills-based curriculum that has a child-led ethos at its heart, making time to follow each child's interests, where appropriate and possible, whilst also drawing upon seasonal changes and real life situations. Provocations encourage deeper investigation or the development of key skills. Staff observe and support children to ensure that there is always a focus on the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language, along with the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Pupils in Nursery enjoy a short, daily 'group time' to share a story, observations or explore Phase 1 phonics. They also attend weekly Bushcraft and Music sessions, taught by subject specialists. Pupils in Reception also have a daily reflection/sharing times, with the addition of systematic synthetic phonics sessions and learning discussions within the week. Learning is also enhanced each week with lessons in Bushcraft, Physical Education and Music, taught by subject specialists. Currently, no child in our funded early years provision has been recognised as having special educational needs.

Curriculum for Form 1 Pupils

Pupils in Form 1 build upon the child-led ethos developed in the EYFS, with the addition of specific, adult-led English, maths and phonics lessons. Learning is also enhanced each week with lessons in Bushcraft, French, Computing, PE and Music, taught by subject specialists. Learning is focused on children's interests, while staff observe and support children to ensure thorough coverage of all curriculum subjects and key skills. Staff in Form 1 are consistently searching for teachable moments to enhance learning and deepen knowledge, while ensuring pupils are motivated and enthusiastic.

Teaching Time

Currently, all pupils attend Moorfield on a full-time basis. The school year constitutes a minimum of 175 teaching days each year. Teaching time per day (excluding breaks for lunch and playtimes) totals:

- Reception, Form 1 and Form 2: approx. 27 hours per week
- Form 3 to Senior 6: approx. 28 hours per week

British Values and Preparation for Life in British Society

Wherever possible, the curriculum at Moorfield aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Further information on this can be found in the document *British Values Statement.*

Beyond timetabled lessons, pupils are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future. Such opportunities include (but are by no means limited to):

- Residential trips in Form 3, Form 4, Senior 5 and Senior 6, to develop independence and a sense of adventure
- School council as an introduction to voting, democracy and government

- Lessons on democracy justice in Senior 5 & 6
- Whole school Entrepreneurs Week, to understand the concepts of branding, profit and leadership
- Prefect roles in Senior 6: Head Person, Office Prefect, Sports Captain, Music Prefect, Reception Prefect, House Captains
- Numerous class monitors to encourage pupils to take responsibility and develop their organisational skills.

Teaching Staff and Language of Instruction

All lessons are supervised by a teaching member of staff, with additional support from teaching assistants as necessary throughout the school. With the exception of French and Spanish lessons, all lessons are taught in English.

This policy should be read in conjunction with the following policies:

EYFS Handbook

EAL Policy

Individual subject policies

Learning Support

Policy British Values

Statement

Equal Opportunities Policy

To be reviewed: June 2027