Curriculum Policy

Governor responsibility	Academic Committee
Author/owner	Headteacher
Status & review cycle	Statutory Annual
Policy details (date & version)	September 2023
Next review date	September 2024

Legal Status:

- Regulatory Requirements, the Education (Independent School Standards) (England) Regulations 2014

Applies to:
- Whole School

Related Documents in support of the Curriculum Policy:

- School aims & ethos
- Special Educational Needs and Disability Policy
- Teaching and learning related policies eg E-safety
- Curriculum planning
- EAL (English as an additional language)
- Assessment & Feedback Policy

Available from:

- This Policy is available to parents on the School website, to staff from there or on the School intranet or a copy can be requested.

Monitoring and Review:

- To be continuously monitored and reviewed by the Headteacher, Senior Management Team and the Chair of Governors.
- The Chair of Governors and Headteacher will formally review this policy by no later than two years from the date on front cover, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

1. Introduction

Our curriculum includes all of the planned activities that we organise in order to promote and enhance our pupils' learning; including their academic achievement and personal development. Our provision includes the National Curriculum of England as well as the broad range of extra-curricular activities which enrich the experience of our children. We believe that it is important to promote British values through all aspects of our taught curriculum and pastoral care. We aim to teach children how to develop into positive, responsible people, who co-operate with others whilst developing their knowledge, skills and understanding. We aim for our curriculum to meet the individual learning needs of each of our pupils, this includes those children who have English as an additional language.

The following areas of learning and experience are woven into the curriculum through our programmes of study and schemes of work; including the Duke of Edinburgh Award Scheme (which is a voluntary extra- curricular option for our senior pupils). We also introduced Friday afternoon activities to further wider our pupils educational experience at Moon Hall.

Spiritual, Moral, Social and Cultural

This area of the curriculum aims to develop the pupils' ability to understand, accept and reflect positively on the British cultural heritage and how that has developed within a multi-culture society to include the meaning of faith and belief and the importance of tolerance of the faiths, beliefs and cultures of others; on the importance of honesty in all aspects of life and of the distinction between right and wrong both in their own behaviour and the behaviour of others; and on the positive contribution they can and are expected to make in society in furtherance of these values.

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. We are particularly keen to teach and embed strategies which our dyslexic pupils can use to support their linguistic development. Our aim is for all our pupils to be able to apply the use of English proficiently across the curriculum. For those pupils where English is an additional language, we provide the individual support required to enable them to access learning and make expected progress. Reference our EAL policy.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. We are particularly keen to teach and embed strategies which our dyscalculic pupils can use to support their numerical development. Our aim is for all our pupils to be able to apply the use of maths proficiently across the curriculum.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological & computing

Technological skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. In addition, we use this are to introduce a variety of learning support strategies and skills such as touch typing.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Generally, the subjects of History and Geography make a strong contribution to this area. In our school our topic based PSHEE, alongside our knowledge and understanding of the world which includes careers, also makes a strong contribution to this area.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. We aim to particularly support and develop the co-ordination and movement of our pupils with dyspraxia. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. We use this area to develop and apply pupils' knowledge, skills and understanding of language and numeracy. Pupils should be encouraged to understand the nature of team effort, perseverance and resilience in a competitive environment.

Aesthetic and Creative

These areas are concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including art, music, dance, drama, design technology, and the study of literature, because they call for personal, imaginative, and often practical, responses.

2.   Values

2.1. Our school curriculum is underpinned by the values stated in the 'Every Child Matters' document and by those stated in the Regulations. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and succeed as adults.

2.2. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs.

2.3. We actively promote an approach to education which:

   (a)   Enables pupils to develop their self-knowledge, self-esteem and self-confidence;

   (b)   Instils in pupils the importance of honesty in all aspects of life and which enables pupils to distinguish right from wrong and to respect the English civil and criminal law.

   (c)   teaches pupils to accept responsibility for their behaviour;

   (d)   encourages pupils to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and their homes as well as to society more generally;

   (e)   enables pupils to acquire a broad knowledge of and respect for the public institutions and services in England and the UK;

   (f)   by enabling pupils to acquire an appreciation of and respect for their own and other cultures, furthers tolerance and harmony between different cultural traditions;

(g)   encourages respect for other people, having particular regard for the protected characteristics set out the in the Equality Act 2010;

(h)   encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Great Britain.

2.4.   Where political issues are taught, discussed or otherwise brought to the attention of pupils in school or in any extra-curricular activity, the School will preclude the promotion of partisan political views and take reasonable practical steps to ensure a balanced presentation of opposing views. We will fully support and implement all guidance and legislation within the Prevent strategy.

2.5.   Our school is in full agreement with the values stated in the National Curriculum documents both Primary and Secondary. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We are able to provide a high level of support for those children with English as an additional language. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our school and the wider society. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3.   Aims and objectives

The aims of our school curriculum are:

- to enable pupils to achieve functional (or significantly better than that) speaking, listening, literacy and numeracy skills, this includes those children who are EAL and our Dyslexic learners;
- to enable our pupils to be independent learners, who have had the opportunity to develop higher order thinking skills including problem solving
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a strong foundation on which to develop learning;
- to teach children proficient use of information technology (including to support their own independent learning) and scientific process;
- to enable pupils to access education to GCSE and where appropriate vocational courses eg BTec;

- to enable all children to identify and develop their individual talents and skills to the best of their ability;
- to enable children to move on to future destinations eg Further Education college to match their aspirations or re-integrate into mainstream education and to be well prepared for the move;
- to instil in pupils a positive work ethic with an understanding of what to expect and what is expected of them in the workplace when they come to choose their career, assisting them in understanding the choices they can make and the preparation needed;
- to enable our pupils to be creative, use initiative and to develop their own critical thinking;
- to teach our pupils about their developing world, including how their environment and society have changed over time as well as the underlying scientific knowledge;
- to help them understand Britain's cultural heritage and the importance of the British values;
- to enable children to make a positive contribution as global citizens;
- to instil in pupils the importance of being honest, of being able to distinguish between both right and wrong in their own behaviour and that of others, and the importance of being confident and mature enough to decline inducements by "friends" or others to act or join in actions they know or believe to be wrong;
- to teach pupils to have an awareness of their own spiritual development, to be inquisitive and to think things through for themselves;
- to help pupils understand the importance of fairness and fair play in all aspects of life;
- to enable pupils to have respect for themselves, confidence in their ability and high self-esteem, and to live and work co-operatively with others.
- to enable our pupils to graduate with all the grounding they need to go on to a worthwhile, happy and rewarding adult life as respected citizens who will make a positive contribution to society and of whom their parents and those who educated them will be proud;
- where a pupil has a statement of special educational needs or Education, Health and Care Plan, to fulfil the requirements of the statement/plan.

4. Organisation and planning

4.1. We plan our curriculum in three phases. The initial phase is to establish a long-term plan by mapping the knowledge, and skills where appropriate, in a subject across all year groups. This is to ensure a coherent learning journey and consistent development of knowledge and skills across year groups and key stages. We refer t o this as a Knowledge Map. It is based on the National Curriculum for each Key Stage but specifically reflecting the desired outcomes for our pupils, as specified in the Departmental Vision statement. The Knowledge Map provides an overview of the knowledge that is to be taught and the carefully sequenced order in which they will be taught in.

4.2. Our medium-term plans are our Schemes of Work, which are detailed documents, which build on the content of the Knowledge Map. Each Scheme of Work contains the specifics of what will be taught, on either a unit-by-unit or lesson-by-lesson basis. This is dependent on the subject. Every subject has at least one Scheme of Work for each year group.

4.3. Our short-term plans are those that teachers write on a weekly, daily or lesson by lesson basis. All teachers will use the Scheme of Work as their guide and adjust each lesson to suit the needs of the individual pupils that they are teaching. Written lesson plans are not required.

4.1. Our overall curriculum focus is on English/Literacy and Mathematics/Numeracy to allow pupils access the wider curriculum and apply their numerical and linguistic skills

5. Children with special needs

5.1. The curriculum in our school is designed to provide access and opportunity for all children who attend the school with specific attention to dyslexia and other identified learning needs. The annual review of this policy will include an evaluation by all teachers of the programmes of study taught including the options available for senior pupils and where appropriate we will adapt and modify our offering.

5.2. Almost all of our pupils have a Specific Learning Difficulty. Many have associated difficulties eg emotional needs. The curriculum is accordingly adapted and modified to respond to their needs. For example, in the choice and range of options given at key stage 4 we include vocational awards, which allow progression to further education.

5.3. The accurate assessment of our pupils is a key part to ensuring the quality of our curriculum provision. Our assessment arrangements, which begin with the admission process, are carefully monitored on a regular basis by the Headteacher and senior team to ensure that all our pupils make a good rate of progress.

5.4. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

5.5. We provide support for pupils' continuing education by providing careers advice. We make contact with FE & VIth Form Colleges especially their SEND Departments.

6. Core skills

6.1. In our curriculum we emphasis the application of ICT, numerical and linguistic skills. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Junior school

Our junior school is committed to providing a complete curriculum that promotes the academic, spiritual, moral, cultural, mental, emotional and physical development of every

pupil. We aim to offer a curriculum that supports the strengths and learning styles of our pupils so they can achieve their potential. Our aim is to support each child's literacy and numeracy so that they are able to access the wider curriculum. To this end we provide a curriculum that emphasises English and Maths, but also includes; Science, History, Geography, ICT, Art, PSHE, PE, Animation, Mindfulness, Swimming, Games and Forest School.

Moon Hall Senior school

Moon Hall is committed to providing a complete curriculum that promotes the academic, spiritual, moral, cultural, mental, emotional and physical development of every pupil. We aim to offer a curriculum that supports the strengths and learning styles of our pupils so they can achieve their potential. We aim to engage and challenge pupils to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into 16-19 Education and on to careers of their choice.

Moon Hall School intends that all pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of education. A unique feature of our modified curriculum is that we allow additional time for our pupils to focus on the development of their English language skills rather than require them to study MFL. We have also introduced Activity options on a Friday afternoon to support all pupil's personal wider development and as a result of previous pupil feedback. This demonstrates the importance of "pupil voice" at Moon Hall School and our commitment to producing a curriculum that is not only important but that stimulates and inspires. Our curriculum has strong **intent** and this is evidenced by clear **implementation** across all subjects which can be measured by assessing the **impact** through our progress monitoring systems and pupil outcomes.

In Key Stages Three and Four, the MHR timetable provides the opportunity for pupils to acquire and apply skills in speaking and listening, literacy, numeracy and ICT (including Assistive Technology lessons and touch typing).

Key Stage Three (Years 7 – 9)

> All pupils study English, Mathematics, Science, Art, Geography, History, ICT Assistive Technology, Drama, ESB, Music, PE and Games. Where appropriate to their current attainment, some pupils will study phonics.

Key Stage Four (Years 10 – 11)

All pupils study English Language, Maths and Science (Biology). Where appropriate, more able pupils can also select to study English Literature or chose Physics as a GCSE option. Each course is specifically selected to meet the needs of our pupils. At present, there are GCSE options in Art, Business Studies, Design & Technology, Geography, History, iMedia (ICT), and Physics. A BTEC qualification can be taken in Sport and Performing Arts (Drama). Many pupils also achieve certificates in ESB. The School aims to offer any suitable course in which there is sufficient interest and demand. We currently use four different exam boards in order to ensure that the exams our pupils are sitting in KS4 are designed to meet their needs.

Assessment

We assess all pupils upon entry at the school and also in year 7 through GL Assessment CAT Testing. These assessments provide baseline data for the teaching staff to then track and monitor progress regularly, as well as reporting progress to parents against this baseline data. Teachers track and monitor learning through a combination of continuous formative assessment and half-termly assessments. Refer to the Assessment & Feedback policy for further details.

7.   Monitoring and review

The Headteacher is responsible for monitoring the quality of the school curriculum and the way it is implemented. Annual review and oversight of the curriculum are completed by the Deputy Head Academic, Assistant Heads, Heads of Department and subject leaders.

The Deputy Head Academic is responsible for the day-to-day organisation of the curriculum. The SMT monitor all aspects of teaching and learning including; work scrutiny, review of teacher planning to ensure that all classes fully meet the standards required for the National Curriculum.
Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that all lessons have appropriate learning objectives. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

8. Introduction and use of Artificial Inteligence (AI) as part of the curriculum

Introduction

The addition of AI as part of our curriculum policy outlines the guidelines for using artificial intelligence (AI) in schools. Our school completely recognises the benefits of technology, especially in supporting pupils with special educational needs (SEN). However, we must ensure that we comply with guidelines on plagiarism and exam malpractice to maintain academic integrity.

Additionally, pupil wellbeing and safe use of the internet are at the forefront of our considerations, where at the same time we are committed to developing our pupils' IT skills and curiosity of the world.

Scope

This policy applies to all students, teachers, and staff who use AI in our school.

Guidelines

For those over the age of 13:

1.   Use of AI for Academic Purposes:

AI can be used as an aid for academic purposes, such as research, homework, and assignments. However, it is essential to note that students should not solely rely on AI to complete their work. The use of AI must be in line with academic integrity guidelines, and students must cite the sources used. Teachers and staff should monitor the use of AI and provide guidance where necessary.

2. Prohibition of AI During Exams:
    AI must not be used during exams, as this constitutes exam malpractice. Students must not use AI to answer exam questions or seek assistance during the exam. Teachers and staff should ensure that students are aware of this policy and the consequences of violating it.

3. Plagiarism and Copyright Infringement:
    The use of AI must not result in plagiarism or copyright infringement. Students must understand the concept of plagiarism and be able to use AI ethically. Teachers and staff must educate students on how to use AI without violating plagiarism guidelines and copyright laws.

4. Safeguarding and Safe Internet Use: The school recognizes the importance of pupil wellbeing and safe use of the internet. Pupils should only use AI in a safe and responsible manner. Teachers and staff must educate students on the safe use of AI and the internet. The school's safeguarding policies must be followed to ensure the safety and wellbeing of pupils.
5. Developing Pupils' IT Skills and Curiosity: The school is committed to developing pupils' IT skills and curiosity about the world. AI can be used to develop these skills, and teachers and staff should encourage its use where appropriate.

6. Sanctions for Inappropriate Usage: Inappropriate usage of AI will be in line with the school's behaviour policy. Any breaches of the policy will result in disciplinary action, which may include suspension or exclusion.

Conclusion

Our school recognises the benefits of using AI in education and is committed to providing a safe and supportive learning environment for our students. The guidelines outlined in this policy are in place to ensure academic integrity, safeguarding, and maintain ethical standards.

All students, teachers, and staff must adhere to this policy when using AI.

For more information on safeguarding, please visit

https://www.nspcc.org.uk/keeping-children-safe/

and for safe internet use, please visit

https://www.internetmatters.org/.

Related Moon Hall Policies

Moon Hall Safeguarding Policy

KCSIE 2022 [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk)

Moon Hall Pupil Behaviour policy

Moon Hall Exclusions policy