



How our Curriculum is designed

Intent/Vision

Through our curriculum, we want to provide children with a range of rich experiences to build resilience, independence and compassion. We aim to engage with the local and wider community to make a positive impact and we encourage all pupils to become courageous advocates to make the world a better place.

<p>Vision – Everything is possible for one who believes – Mark 9:23</p>	Aims	High Quality inspirational and memorable education for all - Wisdom		Contributing positively to the community – Educating for Community and Living Well Together		Respectful and resilient learners – Hope and Aspiration	
	Context	Christian Values – Peace, Hope, Love, Thankfulness, Togetherness • Pupils aged 4-11 • NOR 135 (March 22)		Healthy and safe pupils – Educating for Dignity and Respect • School location Quintile 5 School base Quintile 4 • Ever 6 FSM 19%		British Values • EAL – 1 child • SEN support – 15% • SEN with EHCP – 2 pupils	
	Core Values	Wellbeing 'To achieve their potential, schoolchildren must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure.' World Health Organisation (WHO), 2000		Compassion Compassion is shown to improve health and wellness because of its ability to drive meaningful interactions. It pushes us to address inequality, cruelty, and the struggles of others. It encourages us to be kind. It allows us to see others and how we can help them or hold space for them.		Equality Pupils are helped to work out how to live fulfilled, embodied lives: how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human. (Valuing All God's Children, Church of England, 2019)	
<p>Curriculum Design – A memorable curriculum with reading at the heart</p>	Approaches to Learning	Teaching the fundamental building blocks and characteristics of positive relationships.	Developing all aspects of the child's well-being, including social-emotional, physical, creative, and cognitive capacities.	Teaching with compassion moves us towards teaching with a sense of creativity, flexibility, ingenuity, and excitement.	Participation in communities and the qualities of character that enable people to flourish together.	Pupils are taught how to enjoy their own uniqueness and the uniqueness of others.	The basic principle of respect for the value and preciousness of each person.
	What this might look like	Happy and fulfilled children, staff, parents/carers and community.  This year, we are continuing our work with Commando Joe's and extending the missions and values to our parents/carers. https://commandojoes.co.uk/		Creating and providing opportunities for children to make a difference.  This year, we are taking part in the Young Leaders Award and are hoping to achieve the Bronze Award for Global Neighbours. Our overarching theme this year is 'A Better World'. https://www.archbishopofyorkyouthtrust.co.uk/young-leaders-award		Teaching acceptance throughout the curriculum including Collective Worship  This year, we are continuing our work with the No Outsiders Project and are extending our CW to a morning session to embed the characteristic. https://no-outsiders.com/ks2-assembly-plans	
<p>Outcomes – To flourish and 'live life in all its fullness' – John 10:10</p>	Fulfilling our aims	The children who leave Mottram will be well rounded confident readers who will be equipped to continue their learning journey.		The children will hold compassion close to them which will enable them to thrive and lead a successful, fulfilling life.		As a result of attending Mottram the children will embrace their uniqueness and follow their dreams.	

Our philosophy

To put reading at the heart of our school. It is about embedding skills and knowledge that the children need to flourish, to live life in all its fullness (John 10:10). We want children to believe they have the potential to change communities and the world for the better through our core curriculum values of Compassion, Wellbeing and Equality.

Curriculum offer-Implementation

National Curriculum

Curriculum Drivers

- Communicators
- Explorers
- Readers
- Believers

Curriculum Vision

Progression documents

NC Outdoors

Golden Threads

Core Values of the Curriculum	Golden Threads	What this will look like in our curriculum
Well being	Health	Through learning about healthy relationships and healthy bodies we will encourage our children to live life to the fullest to flourish (John 10:10)
	Nature	Through connecting with nature children will understand how they can care for their planet.
Equality	Inspire	Through the study of influential people throughout history children will learn and be inspired to achieve and overcome adversity.
	Explore	Through fostering curiosity we enable children to explore the world around them.
Compassion	Connect	Children make connections within and between subjects and concepts. They see how things relate to themselves and others. Children see themselves as change agents as they develop their JAGG skills.
	Change	For children to explore their role in our society, community and the wider world and be inspired to believe that they can be the change and make a difference.

Impact

How do we know that our curriculum is having the desired impact?		
Teachers	Children	Children's work
Teachers will be able to demonstrate that their curriculum is having the desired impact through the following evidence:	Children will be able to demonstrate that their curriculum is having the desired impact through the following evidence:	Children's work will be able to demonstrate that their curriculum is having the desired impact through the following evidence:
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At Mottram, we provide a creative broad and balanced curriculum which stems from our vision as we encourage children to be the change they want to see in the world.

Through our Christian vision, our Aims and as a result of pupils being taught the Mottram curriculum, our children will be:

- Communicators** - We know the value of good communication and how this can aid children to flourish and have better life outcomes. We want children to be able to express themselves in many different ways.
- Explorers** - We understand the importance of children exploring their lives and how they fit into the world and how we can learn from what has gone before. We want children to take part in new and exciting experiences to help them grow.
- Readers** - We value how reading runs throughout the curriculum and how important it is to choose the right text for the right reason. How these books can help expand children's richness of vocabulary and let you dare to dream of a life you would like to lead. We want children to embrace and engage with a wealth of books that inspire and engage.
- Believers** - We know how important it is to believe you can be the change in the world you want to see by engaging in community activities. We want children to know that they can make a difference to lives and community. They can be the change they want to see in the world.

We believe these drivers will give our children the cultural capital of knowledge, behaviours and skills to achieve their goals, be successful in society and contribute

to making a change in our communities for the better. We embrace the Church of England Vision for Education and believe all our children can flourish to 'live life in all its fullness'.

The unique curriculum we offer for our children at Mottram is a combination of the National Curriculum, our curriculum drivers, our bespoke progression documents, which have clear end points for teaching, alongside the National Curriculum outdoors.

We interweave Golden Threads through our chosen topics so previous learning is built upon and children can deepen their understanding of issues.

It seeks to teach skills and knowledge through a three year rolling programme (due to mixed age groups). End points are clearly defined in our progression documents therefore, if a child in Y1/Y2/3 was being taught the topic Moon Zoom, the progression documents would define the end points for the teaching for the different year groups. We also use Kapow and Twinkl as a teaching resource.

Entitlement and Enrichment

We want to provide children with a range of rich experiences to build resilience, independence and compassion. We aim to engage with the local and wider community to make a positive impact on pupil life outcomes and foster their love of learning beyond the classroom. As the diagram shows we partner with many agencies as we believe this enriches our curriculum and enables a richer vocabulary acquisition to increase our children's cultural capital.

Pedagogy at Mottram

- **Capture** children's imagination through interesting topics and hands-on activities using a hook to inspire and ignite a love of learning.
- **Collate** children's thinking, questioning, skills, knowledge and understanding of a range of themes and concepts by making connections to the real world and meaningful links between subjects.
- **Create** a piece of work through developing children's capacity to work independently and collaboratively. Guiding children to think creatively and solve problems.
- **Celebrate** through, sharing our creations, reflecting, providing opportunities for shared evaluation and identifying next steps for learning.



Capture



Collate



Create



Celebrate

Impact

How do we know that our curriculum is having the desired impact?

Teachers	Children	Children's work
Become more knowledgeable and develop skills	Can talk with confidence about what they have learned, using appropriate language and vocabulary	Demonstrate that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example
Have higher levels of confidence in delivering all aspects of the curriculum	Are enthused and interested in a wide range of subjects	Captures their increasing understanding of key concepts within each subject
Can give SLT feedback about what is working well and areas for development	Demonstrate good learning behaviours in all lessons	Shows that a coherent teaching sequence has taken place within each unit of work
Are aware of how the children are coping with the content*	Are able to explain how the learning within a subject builds on previous learning	Demonstrates our curriculum's emphasis on subject-specific terminology
Teach consistently well using the philosophy and pedagogy	Are able to make thoughtful links between subjects	
Plan coherent journeys based on unit overviews	Can all access, enjoy and make progress within the curriculum, regardless of their starting points, or any additional needs they may have	
Seek support from subject leads when they are less confident		
Share good practice		

Parents
and
Carers

Give us positive feedback about their children's attitudes to school

Share examples of when their children have been enthused by the curriculum e.g., they have been talking about their learning at home, or carting out their own research because of their interest.

Positive feedback of child's progress

Visitors
and
Governors

Gives us positive feedback about pupil engagement

Comment on the high quality of work they see

Report that leaders are clear about strengths and areas for development and have clear plans to address areas for development