



Lunar Curriculum Policy

The Three Saints Academy Trust Curriculum Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15: Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 30: Every child has the right to learn and use language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Introduction to the Lunar Curriculum

The Lunar Curriculum has been designed by The Three Saint's Academy Trust. It has been designed to incorporate good practice observed from a range of schools and has been informed by research such as the EEF 'Teaching and Learning Toolkit'. Parents, children and staff have been consulted during the design of the curriculum so we can ensure that we have designed a curriculum fit for purpose, designed to stretch and challenge and meet the needs of our pupils.

What is the Lunar Curriculum?

The Lunar Curriculum is a pedagogical approach to teaching all subjects that builds upon pupils' interests to inspire learning and make sure it is memorable over time. This curriculum is underpinned by a set of non-negotiables and teaches both key knowledge and skills progressively. Its focus is on pupils knowing and remembering more, building on prior learning so that they leave school ready for secondary education and beyond into their working life. Learning is active and authentic ensuring investment, not just engagement. Below you will find the aims and principles of the Lunar Curriculum.

Curriculum Aims

- Develop **L**ife-skills which promote a love of learning
- Grow an **U**nderstanding of ourselves, each other and the world
- **N**urture curiosity and creativity which feed the imagination and increase knowledge
- Cultivate **A**spiration through motivation and self-belief
- Instil **R**esilience, independence and other personal attributes

Curriculum Principles

- In line with **Mastery Learning**, we will focus on depth before breadth in every subject area so that pupils can attain proficiency and study the curriculum with confidence
- Progress means **Learning, Knowing and Remembering** powerful, transferrable and carefully sequenced knowledge
- Teach pupils **Personal Learning and Thinking Skills** so that they become successful and motivated learners, confident individuals and responsible citizens
- Cultivate **Collaborative Learning** so that pupils develop social skills, practise interacting with others and enjoy learning

- Endorse high-quality **Learning Opportunities** so that pupils are motivated by real purposes and real audiences
- Promote **Feedback** which allows pupils time to engage, reflect and review – including peer and self-evaluation so that they are capable of improving their own learning
- Ensure that **Oracy** is at the heart of the curriculum so that our pupils are able to express themselves fluently, grammatically and confidently
- Develop **Social and Emotional Learning** so that our pupils are self-aware, foster positive relationships and achieve positive mental health and wellbeing
- Equip pupils with the **Cultural Capital** that they need to succeed in life by introducing them to the best which has been thought and said
- Provide an **Experience-Rich Curriculum** so that our pupils can pursue personal interests and talents
- **Digital Technology** is used effectively and creatively so that pupils are digitally fluent and equipped for life in the 21st Century
- Enable our children to **Demonstrate Learning in Different Ways** – not always pages in an exercise book but photographs, posters, products, presentations and performances
- Foster a **Resilience** in our pupils so that they have the strength of character to persevere
- Prepares our pupils for life in modern Britain promoting **Equality and Diversity** and developing their understanding of the **Fundamental British Values**

Purpose

The purpose of the Lunar Curriculum is to equip pupils with the essential knowledge and skills needed to succeed in life. Each subject is carefully planned and sequenced so that new knowledge and skills build on what has been taught before, providing a broad and ambitious curriculum.

In addition to the subject specific skills, the Lunar Curriculum also develops pupils' personal, learning and thinking skills which they need for success in learning and life. The Lunar Curriculum will focus upon the skills below:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers

- Effective communicators

More detail about each skill can be found below.

INDEPENDENT ENQUIRERS		TEAM WORKERS		EFFECTIVE COMMUNICATORS	
<p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that.</p> <p>Young people:</p> <ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence. 		<p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> • collaborate with others to work towards common goals • reach agreements, managing discussions to achieve results • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others. 		<p>Focus: Young people actively engage and discuss with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views and beliefs that may differ from their own. 	
Level 1: Recall	identify, list, label, who, what, where, why, when, tabulate, name, measure, illustrate, calculate	Level 1: Recall	tell, quote, use, report	Level 1: Recall	recall, retell, recite, report, tabulate, quote, illustrate, define, state
Level 2: Skill/ concept	explore, classify, make observations	Level 2: Skill/ concept	collaborate, take responsibility, listen, relate	Level 2: Skill/ concept	discuss, engage with issues, graph, relate, show, summarise
Level 3: Strategic thinking	plan, consider, recognise others have different beliefs and attitudes, conclude, compare, investigate, solve problems	Level 3: Strategic thinking	reach agreement, work confidently, resolving issues	Level 3: Strategic thinking	seek resolution, propose, identify improvements, act as an advocate for views, play a full part, construct, develop a logical; argument, cite evidence, formulate, explain
Level 4: Extended thinking	apply concepts, resolve, carry out, evaluate, take informed and well-reasoned decisions, analyse	Level 4: Extended thinking	adapt, show fairness and consideration, provide constructive support and feedback, apply concepts	Level 4: Extended thinking	synthesise, present, try to influence others, negotiate, balance views, prove

SELF MANAGERS		REFLECTIVE LEARNERS		CREATIVE THINKERS	
<p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions, and build and maintain relationships. 		<p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences. 		<p>Focus: Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> • generate ideas and explore possibilities • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change. 	
Level 1: Recall	match, memorise	Level 1: Recall	recognise, define, repeat	Level 1: Recall	use, draw, arrange
Level 2: Skill/ concept	work towards goals, organise time and resources, respond positively to change, seeking advice, manage their emotions	Level 2: Skill/ concept	identify, review, monitor, classify, separate, cause and effect, estimate, create, use context clues, distinguish, interpret, identify patterns, categorise	Level 2: Skill/ concept	generate, explore, ask, compare, predict, modify, construct, collect and display, infer
Level 3: Strategic thinking	seek out challenges or new responsibilities, showing initiative, show commitment and perseverance, deal with pressures, build and maintain relationships, assess	Level 3: Strategic thinking	assess, set goals, communicate, revise, critique	Level 3: Strategic thinking	question, try alternatives/ new solutions, find imaginative solutions, differentiate, hypothesise, formulate
Level 4: Extended thinking	critique, manage, prioritise actions, show flexibility when priorities change, anticipate, take and manage risks	Level 4: Extended thinking	analyse, invite feedback, evaluate	Level 4: Extended thinking	create, design, adapt, connect

What does the Lunar Curriculum look like (the Non-Negotiables)?

- All subjects are taught **discretely** but **cross-curricular links** are exploited where it would deepen learning.
- **PE, Music and MfL** are delivered alongside external specialists.
- **SMSC, Fundamental British Values** and the **Rights of a Child** are taught across the Lunar Curriculum, as identified on teachers' planning.
- **Personal Development Skills Posters** can also be seen in every classroom. These are referred to by the children and teachers within every lesson.
- **Oracy** lies at the heart of our curriculum. To this end an oracy opportunity features in all units of work and woven throughout the wider curriculum.
- **Writing across the curriculum** opportunities are promoted and embedded within units.
- Lessons are **evidenced** in the child's book in a variety of ways.
- All work that is a part of a **series of lessons** is evidenced in the front of the book. Any evidence that is linked to a discrete lesson/ experience (e.g. an assembly, focus day), to avoid breaking up the work in an ongoing unit, is situated in the back of the book.
- All subjects have **clearly defined end points** which is **key knowledge** that children will acquire. Teachers use this to inform next steps in learning, which helps pupils to embed knowledge and use it fluently.

As children progress through the Lunar Curriculum they increase their subject knowledge and skills which enable them to develop into responsible, respectful and active citizens with cultural capital. We intend that all pupils make at least sustained progress from their individual starting point. The impact of the Lunar Curriculum is evidenced through scrutiny of the children's work and displays, pupil voice and assessment records.