



INTENT

We have an exceptional knowledge of our children. We have developed an ambitious, bespoke, broad and balanced curriculum which is tailored to their needs and which gives them the skills and knowledge to foster a love of learning and become life-long learners. We enthusiastically create and embrace opportunities to enhance learning so that it is engaging and memorable for all children. At Mersey Vale we celebrate and utilise our rich, diverse community to learn in partnership and 'work together for a brighter future'.

We provide all children at Mersey Vale with a curriculum which is...

Memorable;
contains Valuable knowledge
and ensures the Progression
of Skills



IMPLEMENTATION

- The school has co-constructed a broad and balanced curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital to foster a love of learning and life. We have carefully designed our curriculum to meet the needs of our children. We have scrutinised the National Curriculum, in addition to identifying what else our children need and what we want our children to know by the time they leave us. These two elements have been woven together into a progression of knowledge-based learning for each year group.
- Our curriculum has planned and explicit links between year groups and different subject areas, ensuring that our children develop well organised and connected knowledge across a range of subjects.
- Our curriculum is coherently planned and sequenced to ensure that all children build upon prior learning and are well prepared for their next steps: knowing more and remembering more with increasing fluency and independence.

- Teachers' practice demonstrates a consistent whole school approach to the school's curriculum intent e.g. we have a book based curriculum, develop children's phonetical knowledge and understanding through Read Write Inc., use VIPERS to develop comprehension, use a calculation policy to aid fluency, focus upon vocabulary development across the curriculum through our environments.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. As a reflective school we continue to evaluate the schemes of work and refine them to meet the needs of the children.
- All our children have access to first quality teaching.
- Our expectations of all children are high, Teachers plan adaptations rather than alternative objectives to support and challenge all pupils. This is being further developed through SIP Target 2.
- The barriers for children with additional needs are identified by class teachers, with the support of the SENDCo and external services/resources. Resources are allocated to give all children the best opportunities to develop their skills and the ability to apply what they know with increasing fluency and independence.
- Teachers have good knowledge of the subjects they teach, this knowledge is presented clearly and misconceptions are identified and addressed.
- Teachers are well supported by subject leaders and other colleagues.
- Strong assessment for learning and use of response time ensures that children are able to make good progress.
- Exciting learning experiences are included into planning to ensure children remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Regular whole school theme weeks/ days that enhance the experiences of our children and address school priorities, allow opportunity for creative, immersive and meaningful learning
- Parents are encouraged to learn alongside their children through workshops and school exhibitions.
- Subject leaders are clear about end points for the subject they lead and support colleagues with this. As a result, teachers are clear about end points for every subject.
- Termly assessments for core subjects are discussed within pupil progress meetings to inform future whole school and classroom provision.

- On-going teacher assessments identify gaps and plan intervention for subjects that need each skill to be taught and are hierarchical and the curriculum is adjusted for upcoming units in some subjects to incorporate important knowledge that has been missed.
- Capacity for tutoring to be an integral part of our curriculum offer is being further developed through the National Tutoring Programme for school-led tutoring.
- Children are constantly reflecting on their learning and assessing their next steps on their learning journey with a growth mind-set nurtured from EYFS to Y6.
- School promotes positive mental health for all to ensure all children feel safe and happy in order for children to reach their full potential
- Reading and vocabulary is prioritised to allow pupils to access the full curriculum offer.
- We recognise and celebrate the diverse language skills of our whole school community; consequently to enhance and support vocabulary development we enrich all areas of our curriculum with opportunities to embed new vocabulary consistently across the school. For example: Vocabulary working walls within each classroom to introduce, embed and apply newly learnt vocabulary and the effective use of knowledge organisers.
- Progression of subject specific vocabulary is clearly mapped across the curriculum and implemented through knowledge organisers.
- Our phonics scheme is closely matched to our reading scheme, ensuring reading progress continues from the end of the Read, Write Inc. scheme. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. Phonics support from the English Hub continued 2021-22 and we successfully graduated in July 2022. We continue to access support from Read Write Inc. through development days and on-going CPD and a close relationship with the English Hub. A book-based curriculum is being further embedded through SIP Target 3.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and

effectively for all pupils. As children become more confident, proficient readers they are directed to books to enable them to experience high quality literature and to develop a love of reading e.g. 'Bookflix' display; Recommended Reads within each classroom; Author workshops etc.

- High quality planning, feedback, assessment and rigorous monitoring feeds into appropriate targets for future learning for each child and specific groups.
- We utilise the skills and expertise of our teachers through a system of peer-to-peer support. This sharing of good practice enables consistency of approach and shared ethos of constant improvement. We also access external training as appropriate to meet SIP priorities and individual CPD needs of all staff.
- Year group teams of teacher and TAs meet regularly to discuss and plan together.
- Cluster moderation of writing meetings provide the opportunity for further support and CPD for all teachers.
- The high expectations of teachers is disseminated to parents and carers through homework linked to the curriculum specific learning to consolidate and extend knowledge. Development of our Remote Education policy and online learning platforms has enhanced the quality of support available to families at home since the pandemic.
- Through regular communication via Class Dojo and other online learning platforms; detailed parents' evenings and our unique report sharing afternoon parents are continually informed and constantly reflecting upon their child's progress and next steps on their learning journey.