

mulberry

Wood Wharf Primary



School Curriculum Policy 2023 -24

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Characteristics of effective learning



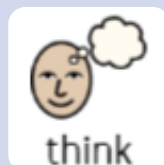
investigation

We are investigators!



designer

We are designers!



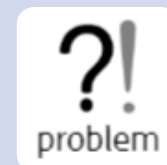
think

We are critical thinkers!



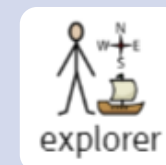
risk

We are risk takers!



problem

We are problem solvers!



explorer

We are explorers!



Our context

Mulberry Wood Wharf Primary is based in the Isle of Dogs, close to Canary Wharf, in the borough of Tower Hamlets.

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2023, the school has one Year One Class and Two Reception classes. By 2028 the school will have reached its full capacity

30% of the children speak English as an Additional Language. We are an inclusive school and work with children with a variety of special educational needs.

We know that education is valued by our parents and that there is an increasing interest in parents understanding of the education system and learning how to support their child. Our average attendance figures show the commitment our parents have to their children's learning.

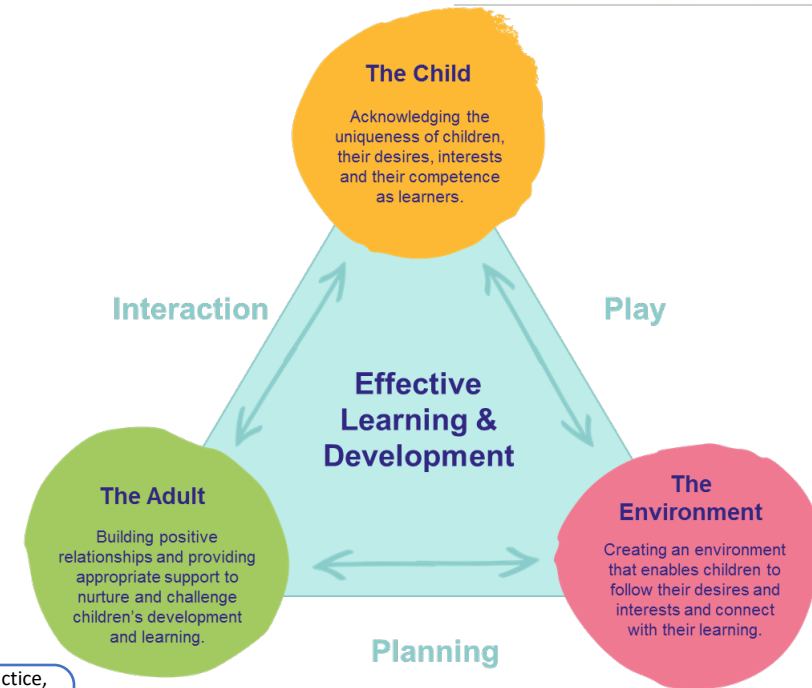
We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language to ensure that they can clearly articulate and share their opinions and knowledge in their ongoing educational careers.



Mulberry Wood Wharf Curriculum Intent

A creative curriculum based on an accumulative knowledge approach: Foundations of the curriculum at Mulberry Wood Wharf

- Raising achievement for all through the application of knowledge across the curriculum
 - A personalised approach
 - Raising and maintaining standards in the core subjects while delivering a motivating foundation curriculum, with independent and child-led learning
 - Thematic approach with a core question to help children make connections and develop opinions
 - Our core values underpin the school's ethos and curriculum
 - Children are active participants in their learning
- Outcomes are individual and meaningful to the child



Driver 1

- We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.

Driver 2

- We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world

Driver 3

- We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.

Driver 4

- We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)

Driver 5

- The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)

Driver 6

- We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on **outstanding achievement for all**. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Curriculum Intent



Mulberry
Wood Wharf Primary

- It is our intent to equip all children in our care with the knowledge they will need to be successful citizens as well as ensure they are ready for secondary school. We recognise that the curriculum at Mulberry Wood Wharf needs to allow the children to have as wide an understanding of the world as possible, as well as a depth of knowledge to ensure critical thinking. We want all children to consistently demonstrate the school's values and so each term a value is reflected on in depth with the aim of the children independently applying them to their own lives. Each termly unit, has been designed to start with the child's context, move on to reflect the wider world and then return back to the child's own opinions and individual reflection on their place in society.
- We base our curriculum on our duty to address issues of community cohesion, responsibility and respect however difficult they may seem. In light of this, the curriculum is designed to ensure high standards of attainment and promote British values with an emphasis on respect and tolerance of those with different faiths and beliefs, ethnicities and socio-economic backgrounds. This includes themes which challenge prejudice and stereotyping.
- We believe learning should be a continual process with opportunities for children to revisit knowledge and deepen their understanding of critical areas. High standards are best secured when essential knowledge is learned through direct high quality subject teaching and is then applied to real-life contexts. Knowledge will be taught and developed through the curriculum content and revisited to ensure that it has been learnt (i.e. stored in the child's long-term memory). The curriculum must be rigorous enough to guarantee progress for all children in the academic subjects as well as personal and social development.
- At the core of our curriculum are our school values. These values ensure that all children are equipped with the thinking skills they will need to be successful in their education beyond Mulberry Wood Wharf and also in their adult lives.

Inclusion and Pupil Premium

Inclusion

An inclusive education is at the heart of our school ethos. We ensure that all children are enabled to achieve their highest potential through high teacher expectations, thorough and personalised planning and rigorous assessment. For children with SEND needs, we work with outside organisations and ensure that their expertise is utilised in high-quality classroom teaching and, if necessary, targeted interventions or bespoke curriculums. Children, who are achieving more than their peers, are challenged with planned extensions to learning and increasingly independent work allowing them to deepen their knowledge and showcase their skills across the curriculum.

Pupil Premium

Children who are allocated Pupil Premium funding can overcome barriers to learning, through the school's targeted interventions and ethos of achievement for all. Pupil premium funding is allocated following a thorough analysis of data and teaching and learning in order that it is effectively targeted. Progress and outcomes are a focus at Pupil Progress meetings. Every intervention will be carefully tracked and monitored to ensure that it is being delivered appropriately for the children who it is being used to accelerate learning.

Greater Depth

We recognise that all children have their unique strengths and weaknesses. We support children with their weaknesses and offer opportunities to independently and purposefully apply their strengths. Children who are working at greater depth within the curriculum will be given opportunities to work independently on tasks to deepen their knowledge and are offered opportunities to apply their skills in different learning contexts. This will look different across different lessons is a part of the differentiation seen in the quality first teaching seen within our classrooms. Children who are working at greater depth will be identified through pre-assessments of learning, teacher assessment within lessons and summative tests taken at the end of key stages and terms.

Accelerating progress

Some children may be working at a slightly lower age expectation to their peers. As a school, we identify these children through teacher assessments and formal assessments across the year. We will consider what the barriers are for learning and plan and differentiate tasks to fill any gaps in knowledge and allow for practice of skills. We may offer children intervention (which may occur in or out of the classroom). Interventions may include Catch Up Reading, Numbers Count, speech and language, support with the learning mentor or a more bespoke intervention plan for the child.



English as an Additional Language

We have some pupils in our school who have English as an Additional Language (EAL). Because of this, all our lessons are focused on teaching vocabulary and phrases to support children to be able to accurately explain their thinking and showcase their knowledge and understanding. We are a school who believe strongly in the power of oracy and all lessons and curriculum areas are planned considering children's oracy skills and supporting deep and meaningful talk.

Children who come into the school at an early stage of English are supported through the use of visuals and language sessions to improve their English. A first language assessment may be made. We acknowledge the power and importance of listening to a new language and give children time to speak when they are ready. We offer a range of ways to record their learning so they are able to showcase their understanding of concepts even if their language is at an early stage. We believe that having the capacity to speak more than one language is a valuable asset and we always encourage parents to speak to their children in their mother tongue.

The governor's vision is that all pupils overcome any barriers to learning and will ensure that the school uses the funding to assist any pupil, identified as underachieving, in order to improve learning outcomes.

The Early Years Foundation Stage



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The reception class comes under the Early Years foundation stage.

We are very proud of the EY curriculum where children learn through play and develop their relationships with both children and adults. They are encouraged to explore their interests and learning both inside and outside.

The outside space is set up for children to climb, explore and develop their physical abilities as well as giving them opportunities for messy play with sand and water. They create their own games here and it is wonderful to see how their play develops.

Educational visits e.g. to a farm help children to see beyond their immediate world and learn about the lives of others.

The Early Years is a safe space where children can start their school journey: having fun, making new friends, creating their own play at the same time as learning to read, write and count.



English

English is taught for a minimum of 7.5 hours per week. Most often this will be daily lessons, but teachers have the flexibility to adapt the hours to the needs of their class and other curriculum and timetabling demands. The lessons will include aspects of the whole of the English curriculum including reading, writing, spelling, handwriting and grammar knowledge. It is taught in mixed ability classrooms with the exception of phonics which is streamed (mainly for our reception and year 1 children but some children higher up in the school may be streamed if their phonetic knowledge is deemed weak).

From previous experience, we have noted that units of work have the most impact when the core English texts link to the other subject areas and so this has guided us as to which texts are included in the curriculum while ensuring texts of excellent literary value. As well as the designated 7.5 hours of English, reading and writing skills are embedded throughout the curriculum.

Spelling is taught through a weekly spelling rule in KS1 and KS2. Each week the children have a 'spelling challenge' and a final spelling test at the end of the half term which is reported back to the parents.



Phonics

We teach reading primarily through synthetic phonics. We have taken and adapted a phonics scheme to suit the needs of the children in our school. We start by teaching children about listening and identifying different sounds in the world in the nursery, before moving on to orally segmenting and blending words and then into a more formal phonics system.

Children in year 1 complete the national phonics screening check in year 1.

Any children who are not secure in their phonics will continue to learn them in year 2. Children who need extra support in their phonics will take part in short 1:1 interventions.



Maths

Maths is taught for a minimum of 5 hours a week. Children are taught in their year groups in classes unless it is believed that a focused intervention with a teaching assistant would be more effective outside the classroom.

The school will be basing its maths provision on the White Rose units of work and this is used to guide teachers through the fluency, problem solving and reasoning aspects of maths which is differentiated as needed.

The school has a list of non-negotiables, which guided teachers to the core knowledge that needs to be continually revisited from previous units in the current maths learning.

The wider curriculum has also been designed to embed maths knowledge across subject areas such as science and art and this can be seen on the long-term plans in purple.



Science

- We are planning on achieving a Science Gilt award as the school grows, to show the high standard of our science in our school.
- Science will be taught for two hours a week.
- Each unit of work is designed to stimulate and challenge the children to secure and extend their scientific knowledge and vocabulary and provide them with the skills which will equip them for an ever-changing world and help them become life-long learners.

History

- The History curriculum at Mulberry Wood Wharf Primary has been designed to allow children to explore British History within a broadly chronological framework. It focuses on local History such as the Docklands.
- We aim to ensure children have a firm grasp of the historical content through motivational lessons and high quality teaching as well as through children's own research. Some units are designed to offer a broad understanding, offering children an understanding of different historical periods within a unit (e.g. Communication through Time) and others are designed to ensure children have a depth of knowledge of one period e.g. What legacy did the Victorians leave?

Geography

- The Geography curriculum at Mulberry Wood Wharf is being designed to allow children to understand the world and their place in it. It is a key subject for our 'respect' curriculum driver and sustainability plays an important part in the way that we plan our curriculum. Geography will be taught in a way that teaches children about different people and places while also asking them to consider what they can learn *from* them.
- We aim to ensure that all children have a firm grasp of the geographical content through warm ups that revise key geographical facts and a curriculum that is designed to revisit key concepts through year groups and the curriculum, e.g. Rivers being taught in Autumn of Year 3 and 4 Cycle 1 – River Nile and again in the same cycles summer term – The River Thames.

The Wider Curriculum

Our school is focused on ensuring all children are life-long learners equipped with the skills and knowledge that they will need at secondary school and beyond. We are keenly aware of the importance of ensuring that our children are equipped with the cultural capital and 'soft skills' as well as academic ones. For this reason, we ensure the curriculum is enriched with many opportunities for visits and visitors from a range of specialisms and culturally diverse backgrounds to provide role models and aspirations for our children. We plan to make relationships with partners local to the school.

Modern Foreign Languages

- Learning a foreign language provides an opening to other cultures. Children will learn to understand and respect views different to their own. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Our curriculum provides opportunities for the children to communicate for practical purposes, learn new ways of thinking and read texts in TBC.

Personal, Social and Emotional Development

- As a school we are guided by the Jigsaw PSHE scheme. However, lessons and units are adapted to the needs of our school community, classes and individuals. We also offer children 'circle times' which is a more open forum for children to discuss and share issues that may be happening in their class or worries that they have on a particular issue. Examples of topics discussed in circle times: sharing equipment, online safety, issues within friendship groups, concerns about environmental issues etc.

Pupil Participation

We encourage children to take on leadership roles within the school such as office leaders, reading partners, Early Years buddies and Friendship Squad. Children are on a number of steering committees including Recycling Monitors, Newsletter editors and Rights Respecting Ambassadors. All Year 6 children are expected to take on a volunteering role in the school.

We are acutely aware of the need for children to be able to be articulate and confident when talking and sharing their ideas. Opportunities to develop these skills include: assemblies led by classes, Friday's celebration assembly - a place for children to volunteer and showcase talents, music concerts, philosophy lessons and performances in foundation stage, lower key stage 2 and Year 6.

Themed Curriculum

Key longitudinal themes in our curriculum include: equality and diversity, London and sustainability.

These themes are covered as follows:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|--------|--------|--------|------------------|------------------|--------|
| Equality and Diversity | | spring | Autumn | | autumn spring | summer |
| London | autumn | autumn | summer | spring summer | spring | Spring |
| Sustainability | summer | summer | | summer | | autumn |

Each curriculum unit is driven by an open-ended question which is returned to throughout the term to allow the children to reflect on and discuss their new knowledge, opinions, changing ideas and connections within their learning. Subjects are taught through this theme, often discreetly so linking back to the question enables connections to be made between different areas of learning and helps the children see how the learning is relevant to them. The theme's question links as many subject areas as possible but the connection must be robust and meaningful. If a subject needs to be taught discreetly to be taught well then that is how we will teach it.

| Geography | History | Computing | Spanish | PE | Art | DT |
|-----------------------------------|---------------------------|-------------------------|-----------------------------|--|---------------------------------------|---|
| Locational knowledge | Historical interpretation | Using technology safely | Speaking and listening | Balance, agility, flexibility, strength and coordination | Mediums 2D and 3D skills Design | Design Make Evlaute Technical Knowledge |
| Place knowledge | Chronology | Coding and programming | Grammar and vocabulary | Basic movement (eg walking, running, catching) | Art History | |
| Human and physical geography | Contextual understanding | Computer games | Reading and writing | Dance | | |
| Geographical skills and fieldwork | | Real world technology | Intercultural understanding | Competitive games | | |

Subject thinking

Each subject has 'subject thinking categories' which we plan and teach to in order to show the children the unique way to view the world through a given subject which we refer to as subject thinking skills. (Based on 'Threshold Concepts developed by Land and Meyer, 2003). This subject thinking allows us to assess the children's progress throughout the school and support us in teaching the children the necessary knowledge to be successful in that subject area.

| Reading | Writing | Maths | Science |
|--|---|--|---|
| Meaning of words in context Identifying key information Summarising Inference Prediction Cohesion Author's word choice Comparison | Vocabulary Grammar Punctuation Composition | Number Number operations Measurement Geometry Statistics | Biology Chemistry Physics Working Scientifically |



Learning environment

Independence in learning is the key driver when resourcing our classrooms. Interactive table-top displays can be seen in all classrooms linking to current learning with relevant books to encourage children to independently deepen their knowledge of the subject. Book corners are regularly updated with the children's own choice of texts from the library both linked to their current unit of study and texts chosen for enjoyment. Learning walls are current and constantly updated, on a lesson by lesson basis, to ensure children have access to the information they need. Topic walls celebrate children's learning and support them to make connections in their learning and apply it to a wider context.



Assessment

Parents as partners

As a school, we understand that to fully support a child through their education, we need the full support of the child's family. Each term a letter is sent to parents explaining the content of their child's learning and each half-term there is a holiday homework to encourage families to work together on a project. Some examples of this are: researching a famous person, creating a book in a box/book in a jar. In addition, we offer a large number of services to support parents which are run by our parent support worker, school councillor and learning mentor. This includes workshops to support parents with behaviour management and mental health as well as informal coffee mornings and targeted family support.

Parents are encouraged to attend educational visits with their child, participate in workshops in school such as cooking and gardening. The learning mentor will organise family trips for those families they have worked with across the year to support families with the confidence and ideas to take their families out during weekends and holidays. Parents are invited to parent evenings twice a year to discuss their children's learning with their teacher and we have an open door policy if parents wish to talk to staff at any point during the year. We encourage parents to share in their children's successes by coming to watch them in performances across the year.

At Mulberry Wood Wharf we believe in on-going, robust assessment of children. We often refer to this as feedback and it is an integral part of every lesson and throughout our school day.

Feedback may be through self-assessment after looking at the success criteria, listening to teacher feedback or looking at good examples. It may come via learning partner discussions or from an adult in the classroom. Teachers will use a variety of methods to check children's understanding of a concept and if they can apply it independently in a variety of situations. Feedback may also be given after the lesson through written feedback.

Children are expected to respond to all feedback to improve their learning and responding to constructive comments is an important learning behaviour which we foster through our school values particularly resilience, respect and ambition.

Children complete two assessment tests during the academic year to support teacher assessment of their next steps. These tests are always administered in a supportive way to ensure that children see them as a chance to 'show off' their learning.

At specific points in each child's education journey they are required to complete national assessment such as the phonics assessment test, multiplication test and SATS test. To support them to do their very best in these tests, we will offer 'practise tests' which support our assessments.