



School Curriculum Policy 2024 -25

- 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



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



Mulberry

Wood Wharf Primary

Our context

Oct 2024 Census information

129 on roll

34.88% EAL (45 students)

18.6% PP (24 students)

10.07% SEN (13 students)

66 female/63 male = 51.2%/48.8%

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

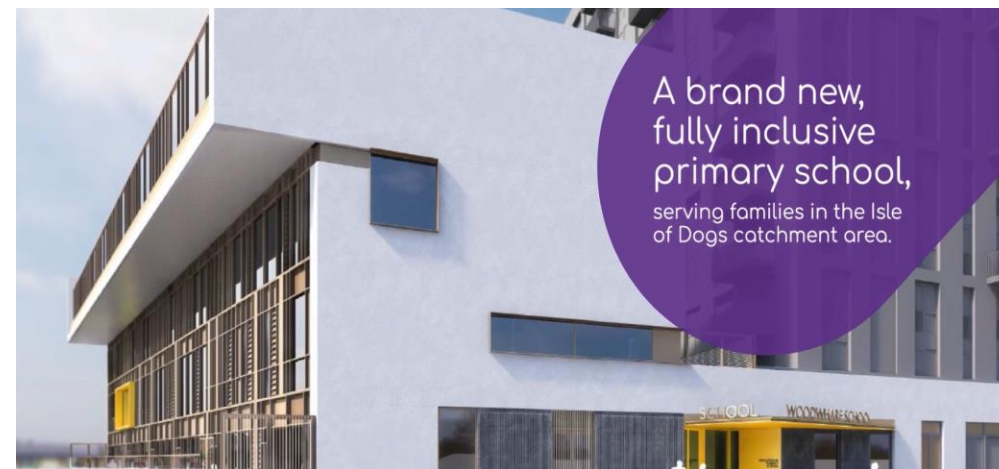
18.6 % pupils have pupil premium

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2024, the school has one Year Two Class, two Year One Classes and Two Reception classes. By 2028 the school will have reached its full capacity

40% 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.

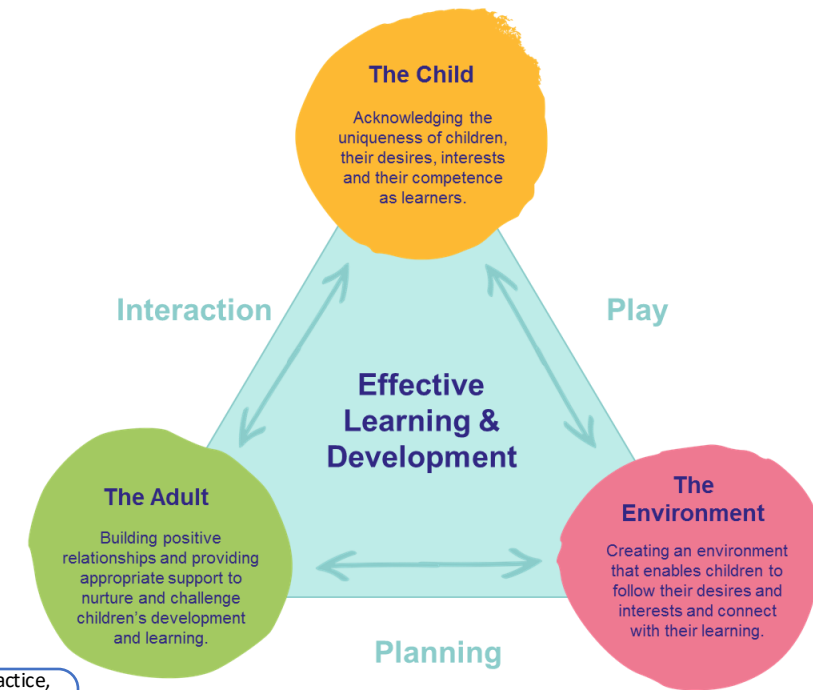
We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language 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
 - evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving
 - underpinned by explicit vocabulary instruction and research-focused pedagogy.
 - 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



- 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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Our Early Years curriculum is designed to provide children with the strongest possible foundations for lifelong learning and success. Grounded in research and aligned with the *Statutory Framework for the Early Years Foundation Stage (EYFS)*, our curriculum supports the holistic development of each child, ensuring they thrive in all **seven areas of learning and development**:

- Personal, Social, and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use *Development Matters* as a guiding document to shape our planning, teaching, and assessment, ensuring that every child is supported to achieve their developmental milestones at their own pace.

The Importance of Play

Play is at the heart of our Early Years provision. Through carefully planned and spontaneous play opportunities, children develop critical thinking, creativity, and problem-solving skills. Play enables them to make sense of the world, build relationships, and explore their ideas in a safe, nurturing environment.

Quality Continuous Provision

Our classrooms and outdoor spaces are carefully designed to offer **high-quality continuous provision** that stimulates curiosity and supports independent learning. Each area of provision is intentionally resourced to encourage exploration, critical thinking, and collaboration. Through these environments, children revisit, embed, and extend their learning over time, developing a deeper understanding of concepts and skills.

The Role of the Adult

Skilled practitioners are integral to ensuring the success of our curriculum. Adults play a pivotal role in scaffolding children's learning, whether by modeling language, posing thought-provoking questions, or extending children's ideas through purposeful interactions. They observe and assess learning to ensure activities are appropriately challenging, providing just the right level of support to enable every child to make progress.

Wellbeing and Involvement

Children's wellbeing and involvement are central to our curriculum. We recognise that children learn best when they feel secure, valued, and engaged. By fostering high levels of involvement, we ensure that children are motivated, curious, and deeply engaged in their learning experiences.

Communication and Language

We prioritise the development of communication and language skills as the foundation for learning. Rich language environments, storytelling singing, and meaningful interactions help children expand their vocabulary, express their ideas, and develop confidence in communicating.

A Research-Informed Approach

Our curriculum reflects the latest research in child development and education. We emphasise the importance of high-quality adult-child interactions, the role of self-regulation in learning, and the power of positive relationships in shaping children's confidence and resilience.

Strong Foundations

Ultimately, our intent is to nurture happy, confident, and capable learners who are ready for the next stage of their education. By balancing structure with flexibility and rigor with creativity, we ensure that every child develops strong foundations for future learning and a lifelong love of exploration.



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 use the Ruth Miskin, Read, Write Inc phonics scheme in our school.

We start by teaching children about listening and identifying different sounds in the world, 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 fast track tutoring.

At Mulberry Wood Wharf Primary we ensure that all staff in all key stages are confident in the teaching and understanding of phonics. All staff receive regular phonics training as part of the yearly professional development offer.



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.

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.

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.



Music

Our music curriculum is designed to inspire a lifelong love of music, nurture creativity, and provide opportunities for all children to develop their musical potential. Rooted in the *National Curriculum for Music*, our approach ensures that every child gains a broad and balanced musical education, fostering their appreciation for music as both a universal language and a cultural expression.

Through engaging and progressive learning experiences, children will:

- Develop their musical skills and understanding through listening, performing, composing, and appraising.
- Explore a wide range of musical genres, styles, and traditions from different cultures and time periods.
- Gain confidence in using their voices, instruments, and technology to express themselves musically.
- Build essential skills such as teamwork, resilience, and communication through collaborative music-making.

Computing

Our computing curriculum is designed to equip children with the knowledge, skills, and understanding to thrive in an increasingly digital world. We aim to develop confident, responsible, and creative users of technology who can apply their learning in a range of contexts.

Through a broad and balanced curriculum, we enable children to:

- Develop computational thinking and problem-solving skills essential for understanding and creating digital systems.
- Learn the principles of computer science, including programming, algorithms, and data representation.
- Use information technology effectively, safely, and responsibly to communicate, collaborate, and create.
- Understand the importance of online safety and develop the skills to navigate the digital world securely.
- Foster curiosity, creativity, and resilience in using technology to explore and solve real-world problems.

Our intent is to empower children to become informed digital citizens with the confidence and skills to succeed in a technology-driven future.

Physical Education

Our physical education (PE) curriculum is designed to inspire all children to lead healthy, active lifestyles and to develop the physical skills, confidence, and resilience needed for lifelong participation in physical activity.

In Tower Hamlets, where data highlights concerning levels of childhood obesity and lower physical activity rates compared to national averages, our PE curriculum addresses these challenges by promoting health, well-being, and inclusivity. We aim to provide opportunities for every child to develop their physical fitness, motor skills, and understanding of the importance of regular exercise for both physical and mental health.

Through engaging and varied activities, we enable children to:

- Develop competence and confidence in a wide range of physical activities, including games, dance, gymnastics, athletics, and outdoor adventurous activities.
- Understand the benefits of regular exercise and healthy lifestyles in combating obesity and enhancing mental well-being.
- Foster teamwork, leadership, and perseverance through collaborative and competitive opportunities.
- Build positive attitudes towards physical activity, ensuring inclusivity and equity for all children, regardless of ability or background.

By providing a high-quality PE curriculum tailored to our community's needs, we aim to empower children in Tower Hamlets to overcome barriers to physical activity and embrace healthy habits that will benefit them for life.

Religious Education and our Spiritual, Moral, Social and Cultural Journey at Mulberry Wood Wharf Primary

At Mulberry Wood Wharf Primary, our Religious Education (RE) curriculum is designed to foster respect, understanding, and tolerance of the diverse beliefs and values that shape our world. Guided by the Tower Hamlets SACRE framework and scheme of work, our curriculum ensures that children develop a broad understanding of different religions and worldviews, while reflecting on their own beliefs and values. Through our RE curriculum, we aim to:

- Promote Understanding:** Introduce children to a variety of religions and worldviews, including Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism, and secular perspectives, fostering empathy and appreciation for diversity.
 - Encourage Critical Thinking:** Enable children to explore and reflect on big questions about life, meaning, and morality in a respectful and thoughtful way.
 - Support Community Cohesion:** Celebrate the multicultural and multi-faith context of Tower Hamlets, helping children understand the importance of living harmoniously in a diverse society.
 - Build Knowledge and Respect:** Equip children with accurate knowledge of key beliefs, practices, and traditions, while encouraging respect for others' perspectives.
 - Develop Personal Reflection:** Provide opportunities for children to explore their own sense of identity, spirituality, and values, supporting their personal growth and well-being.
- By embedding these principles, our RE curriculum supports the development of thoughtful, respectful, and informed citizens who are well-prepared to contribute positively to their community and the wider world.

Promoting Spiritual, Moral, Social, and Cultural (SMSC) Education at Mulberry Wood Wharf Primary

At Mulberry Wood Wharf Primary, SMSC education is embedded across our curriculum and daily school life, nurturing well-rounded individuals who are prepared to contribute positively to society.

Spiritual Development

- Encouraging curiosity, reflection, and awe through experiences such as observing nature (e.g., hatching chicks, growing butterflies) and engaging with the arts, music, and literature.
- Supporting self-expression and creativity through performance opportunities, art, and imaginative play.
- Providing space for reflection and exploring questions about meaning, purpose, and belief, including through Religious Education and assemblies.

Moral Development

- Teaching children to distinguish right from wrong through our behavior policy, restorative practices, and discussions about ethics in subjects like PSHE and RE.
- Encouraging responsibility for actions and understanding the impact of choices on others.
- Exploring moral issues in stories, history, and current events, fostering empathy and ethical reasoning.

Social Development

- Promoting teamwork, communication, and collaboration through group projects, sports, and performances.
- Providing leadership opportunities such as school council, peer mentoring, and classroom responsibilities.
- Engaging with the local community through trips, events, and partnerships, including performing at venues like John Lewis and participating in local festivals.

Cultural Development

- Celebrating the diverse cultures of our school and local community through assemblies, themed weeks, and curriculum content.
- Enriching children's cultural capital through trips to museums, theatres, and historical landmarks, and inviting visitors like authors, artists, and scientists.
- Promoting appreciation of a wide range of music, art, literature, and traditions from around the world.

Through our holistic approach to SMSC education, we ensure that children develop the knowledge, skills, and values to thrive as confident, respectful, and active members of their community and beyond.

At Mulberry Wood Wharf, enrichment is integral to our curriculum, providing children with opportunities to broaden their horizons, build cultural capital, and develop lifelong memories.

Expanding Horizons Through Real-Life Experiences

- Hands-On Learning:** Our curriculum is enriched with real-life experiences, such as observing eggs hatching into chicks and caterpillars transforming into butterflies.
- Cooking in Early Years:** Our youngest learners cook every week, developing practical skills, teamwork, and a love for healthy eating.
- Regular Trips:** Every class goes on at least one trip each half term, visiting local farms, cafés, museums, theatres, the seaside, and iconic landmarks.
- Inspirational Visitors:** Authors, scientists, and other role models visit our school to inspire and engage our pupils.

A Wealth of Opportunities After School

- Diverse Clubs:** We offer a wide range of afterschool clubs, including magic, STEM, sports, choir, arts and crafts, Spanish, and board games, ensuring all children can participate and explore their interests.

Enhanced Music Provision

- Pupils can learn guitar, piano, and violin in addition to our core music curriculum.
- We fund music lessons for pupil premium children to ensure every child has access to these opportunities.

Community and Cultural Connections

- Our choir performs at venues such as John Lewis, giving children opportunities to showcase their talents and build confidence.
 - Located in Canary Wharf, we are forging partnerships to further enrich our pupils' experiences and learning.
- Through these meaningful experiences, we nurture well-rounded individuals, instilling confidence, curiosity, and a lifelong love for learning.



The Importance of Performance Opportunities at Mulberry Wood Wharf Primary

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- At Mulberry Wood Wharf Primary, we believe that performance is a powerful tool for developing confidence, oracy, and creativity. From the very start of their journey with us, children are encouraged to express themselves through a wide variety of performance opportunities, including:

- Songs
- Dance
- Poetry
- Shows and Drama

Building Confidence and Inclusion

- **Support for All:** Every child has a role to play, including our less confident performers. No one is forgotten, ensuring that all children feel valued and included.

Confidence and Oracy: Regular performance opportunities help children develop their public speaking skills, self-assurance, and ability to articulate ideas clearly.

Celebrating Achievements

- **Christmas Nativity:** Our Reception pupils perform an annual Christmas Nativity, a much-loved tradition.
- **Festival of Arts:** Last year, our Year 2 pupils proudly performed at the Festival of Arts, and we are excited to continue this tradition as our school grows.

Fostering Creativity and Self-Expression

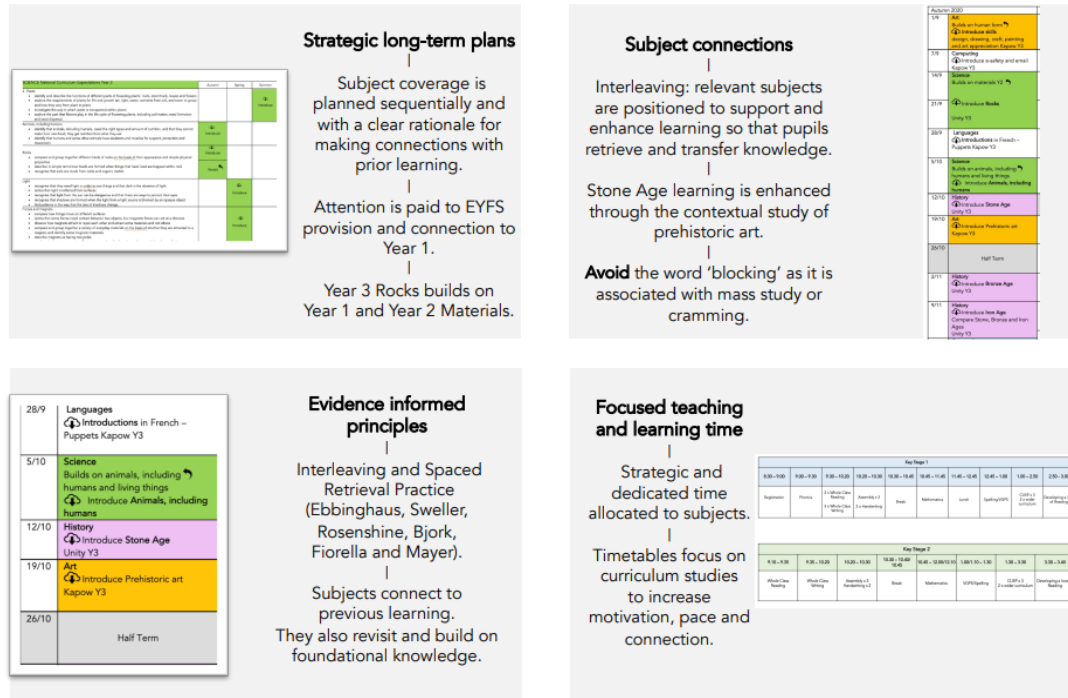
- We want our children to feel comfortable in their own skin, express their unique ideas, and develop a lifelong interest in the arts. By celebrating individuality and creativity, we nurture well-rounded, confident learners who are proud of their achievements and ready to take on new challenges.

As the school grows, we look forward to expanding these opportunities, ensuring performance remains at the heart of our curriculum.

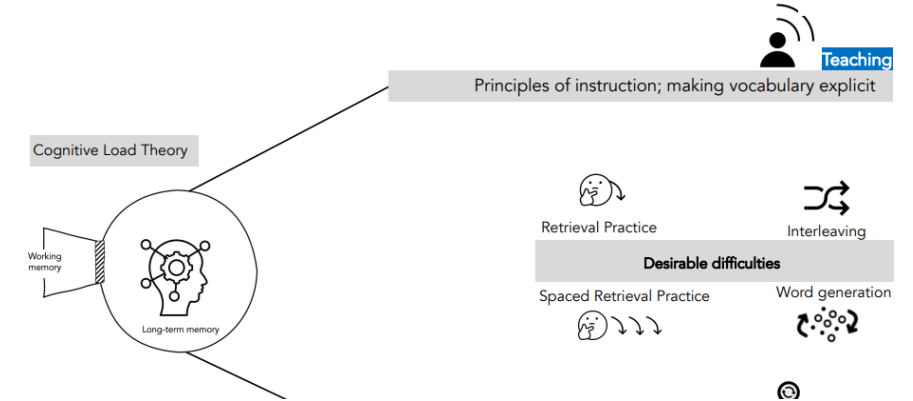


Curriculum Intent and Architecture

CUSP Curriculum structure and design

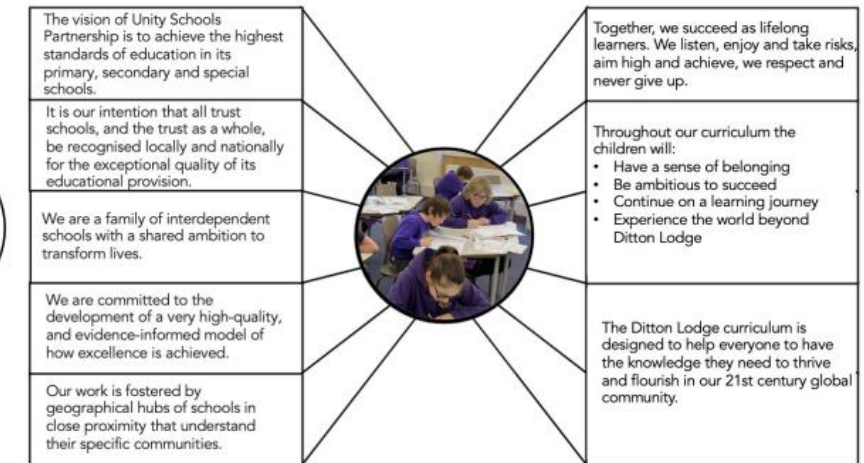


What evidence have we built this from?



Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

#MakingRemarkableChangeHappen



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.

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.



Assessment

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 Three assessment check points during the academic year to support teacher assessment of their next steps. These checkpoints 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 Reception Baseline, the phonics screening 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.