

Mersey Park Primary School



Curriculum Intent Statement

The aim of Mersey Park Primary School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding.

We aim for all learners to enjoy their education and most make very good progress in all areas of learning. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed knowledge and skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

The school's focus on curriculum development has been carefully designed to ensure coverage and progression with frequent opportunities to embed prior learning. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills (Mersey Park Life Skills). The children's own community is frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations (Mersey Park Mindset), engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. As the school serves a community where there is a high percentage of disadvantaged pupils, we provide activities that children may not otherwise experience. We recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They regularly hold pupil interviews in order to check on knowledge and skill acquisition and retention. Subjects are planned to ensure progression of knowledge and skills throughout their primary education. Key vocabulary is taught progressively and re-visited at regular intervals. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Creatively produced topic books and displays give children a sense of pride in the presentation of their work. High quality visits and visitors enhance the curriculum and make learning memorable.

To promote physical health and wellbeing, a range of extra-curricular clubs gives learners an opportunity to access a variety of sports clubs after school hours. Our PSHE scheme (Jigsaw) provides children with opportunities to discuss and learn about personal health, wellbeing, safety, relationships (including anti-bullying work), differences and aspirations. Philosophy for Children is embedded into the school curriculum and offers our children the chance to raise questions, discuss

important issues, learn to listen to others views and share their own thoughts. They are given the opportunity to discuss the Rights of the Child articles and share their views. Our diversity work helps children to realise that everyone is special and unique and we should celebrate differences and different kinds of families.

In recognising the development of the whole child the pastoral support given to children so they can access the curriculum is very strong. Various programmes of support are provided for children where a need has been identified such as self-esteem, anger management and bereavement.

Individual mentor meetings are provided for pupils with their class teacher each term to discuss their learning and what they need to do to make further progress.

Our Principles for Learning and Teaching

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.
- All children are entitled to understand what they have achieved and know what to do to make progress.
- All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.
- All children are entitled to time to evaluate and reflect on their learning.
- All children are entitled to teaching that inspires their learning.
- All children are entitled to teaching that encourages them to be creative.
- All children are entitled to be challenged and enjoy learning, as well as encouraging problem solving.
- All children are entitled to develop spiritually, morally and as considerate members of their community and the wider community.

