

Childwall Valley Primary School



Our Curriculum Intent Statement

“Easy is boring – Challenge is fun”

[Our Unique Childwall Valley Curriculum: 2021 2022](#)

(Complemented by how we deliver the 9 protected characteristics of the Equality Act 2010)

Our Curriculum: What follows is what we want our curriculum to achieve for all children by the time they leave because we passionately believe that our children deserve the best!

CVP's experiential curriculum enables our children to aim high and live life to the full. This is our offer to them and their families:

- Our aspirational, whole school curriculum is based upon our mission, aims and values.
- Through the vision of our curriculum, we offer a holistic spiritual, moral, social and cultural experience for all, not just through lessons, but through extra-curricular clubs and activities, day trips, residential weeks away and our Extended Services.
- Our curriculum is chunked into a set of building blocks that set out the aims of a programme of education, including the building of sequential progress of knowledge, skills and understanding to be gained at each stage.
- Planning and delivery of our full and rich curriculum will build upon what children already know to give them powerful knowledge, transferable knowledge and recall knowledge. This will be done using the National Curriculum alongside the progression of skills.
- We take ownership of our curriculum design and make it as exciting, engaging and creative as possible to give our children a rich, high-quality, first hand learning journey. This will ensure that a higher level of learning takes place with a deeper secured subject knowledge as well as producing better quality of work for all children across the school.
- We will ensure that the objectives we teach link as much as possible to the children's current learning to make it relevant and meaningful. Lessons will have a high impact on children's engagement as we will be teaching through a creative approach, which will therefore impact on their learning; making progress even better for all learners through an improving memory and the children's good power of recall.
- We aim to support all children's progress through high quality brain and memory development (and by that we mean what children pay attention to, avoidance of overloading working memory and providing opportunity for spaced repetition for overlearning). We expect this to then ignite children's creativity and skills, knowledge, retention and vocabulary.
- Offer aspirational examples through our parent community, local businesses, local universities, F.E. colleges and career days.

How will we do it?

Our curriculum ensures that all children receive a quality first teach for every subject with the highest of expectation for all.

We adopt a mastery approach to our curriculum with the expectation of children having an equal balance of invaluable knowledge, understanding, vocabulary and essential skills (with 'skills' being the capacity to perform through analysis / evaluation / problem solving / creativity / independence). Our curriculum is designed to intertwine specific subject knowledge and skills in a cross-curricular approach that consistently reinforces essential core basic skills to facilitate progress. The aim of our curriculum is to enrich the schools' quality of education with well-planned regular trips to the local area and beyond, or through 'wow' moments in school, that are tightly linked to engage and motivate; to drive progress and raise attainment for all.

KNOWLEDGE – SKILL – PROGRESS (& understanding deepens as knowledge is stored, recalled and repeated).

Planning to the learning, not to the activity: Evaluating our sequential curriculum layering

- **How do curriculum leaders and subject leaders evidence the sequential build-up of knowledge, skills and vocabulary within their curriculum through monitoring, evaluation and SIMS assessment systems?**
 - Through clearly mapped out long and short term planning, including pre and post assessments for specific subjects
 - Through speaking to the children about enjoying and helping to lead their own learning
 - Through scrutiny of work in books and marking feedback
 - Through consistent feedback about how to improve the learning environment
- **What do our curriculum leaders and subject leaders do when designing, implementing and evaluating the curriculum?**
 - Check that the children demonstrate it
 - Ensure that it is an experiential curriculum
 - Check that all opportunities to maximise knowledge, skills and understanding are explored
 - Have high expectations for quality displays that support and celebrate current learning
 - Through Action Plans, ongoing termly 'Positional Statements' & Achievement Team meetings
- **How have our curriculum leaders and subject leaders developed a holistic, well planned out curriculum over time?**
 - Regularly review it
 - Through research for each subject area, including high quality internal and external CPD
 - Through research about how children learn best over time
 - Through speaking to the children about their curriculum experiences
 - Through visiting other schools to share best practice
- **Is there a common conceptual language / vocabulary / philosophy employed by curriculum managers and subject leaders when evaluating its impact and quality upon pupil progress?**
 - Through triangulation: Milestones (tested out) + in books + through talking to children
 - Through accurate analysis of pupil progress information across the whole curriculum
 - Through Achievement Team meetings (termly)
 - Through R.O.A.R – a whole school mental health, wellbeing and relationships strategy that **R**ecognises the signs and symptoms, asks **O**pen questions (try to support the BIG thought), **A**ccess support, services and self-care, build **R**esilience.

