


Grove Street Primary Curriculum

| Intent  |  |  |  |  |
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| All children to have a secure long term, deep and adaptable understanding of curriculum subjects which they can apply in different contexts.  |  |  |  |  |
| High Expectations   | Reading  | Mental Health & Well-Being   | Inclusion: SEND, EAL, disadvantaged, vulnerable groups (purple hearts)   |  |
| All children are expected and able to make progress from their varied starting points. We follow a 'low threshold, high ceiling' approach. We have high expectations of positive interactions and relationships between staff, children, parents and our community. | Across the curriculum, reading is seen as the springboard to success. Reading unlocks the concepts, knowledge and skills in the curriculum, introduces inspirational figures, challenges stereotypes whilst also helping children to expand their vocabulary, develop empathy and build connections. A full-time Reading Leader monitors progress across the school. Teachers ensure reading for pleasure is a priority in their classrooms. | Mental health and well-being underpin the entire curriculum; we support children to understand, recognise and regulate their emotions and offer individual support to children and families where needed.  | The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. |  |
| Knowledge & Concepts  | Skills   | Oracy / Vocabulary   | Cultural Capital   | British Values   |
| All children will learn a variety of concepts, knowledge and skills across all subject areas, following a progressive model in each subject area that builds upon prior knowledge.  | All children will have opportunities to practice and hone the skills specific to the subject being taught, combining prior and new knowledge to guide and strengthen the application of these skills.  | We intend to create an oracy and vocabulary rich environment. Children will be given opportunities to practice and develop their skills in all strands of oracy (physical, linguistic, cognitive, social and emotional) with Voice 21 embedded across the curriculum. Vocabulary development is pivotal to each subject. | The curriculum will introduce children to inspirational figures and engaging real-life opportunities.  | All children will have opportunities to make sure their voice is heard, to explore how democracy, the rule of law, individual liberty and mutual respect look in a modern world. |

| Implementation   |  |   |
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| Curriculum (Concepts, Knowledge & Skills)  | Reading Across the Curriculum  | Vocabulary & Oracy  |
| At Grove Street, we use the National Curriculum to guide our curriculum. Additional resources, schemes and initiatives are developed by subject leaders and teachers. We ensure a progressive blend of knowledge and skills so children can build on their prior knowledge and skills with confidence.<br>As part of Covid recovery, additional support and intervention has been put in place in core areas of learning (specifically Reading and Maths). Subject Leaders held a staff meeting to ensure key knowledge for teachers to focus on (e.g. locational knowledge in Geography, chronology in History), as well as ideas to plug gaps in knowledge (key texts from across the curriculum as part of end of day reading). | Stories are used to unlock the knowledge, skills and concepts of our curriculum. In each subject, in each year group, there are a selection of stories to act as a hook for children in their learning. High-quality texts are used across the curriculum to engage, inspire, introduce new concepts, celebrate diversity introduce new vocabulary, cement their understanding and most importantly, to place their learning in real-life contexts. The school has developed a reading spine across all subjects as well as a whole school Curriculum Library, which is stocked with ambitious, diverse, engaging and aspirational texts. Daily story time ensures access to a range of diverse and engaging literature. | Oracy is expected in all lessons, including strategies such as: <ul style="list-style-type: none"> <li>• Voice 21 training, resources and pedagogy.</li> <li>• Following established talk guidelines</li> <li>• My turn-your turn</li> <li>• Talk Partners or Talk Groups</li> <li>• Sentence Stems</li> <li>• Talking Points</li> <li>• Oracy Detectives</li> </ul>    |
| Inclusion / Vulnerable Groups  | Assessment / Monitoring  | CPD / Research Projects   |
| All children, including SEND and EAL and vulnerable, are included and supported in all lessons. Children with SEND will not be limited in their learning opportunities but will be supported in their learning outcomes. All children will be given the same opportunities but will be able to show it in different ways - suited to their individual needs. We recognise that where a child might need support in one lesson, they may also thrive independently in another – we pride ourselves on knowing our children's individual strengths and needs.  | Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled twice across the year, AFL strategies and principles underpin everything we do. Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring, CPD and working across the local cluster with other subject leaders. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.  | <ul style="list-style-type: none"> <li>• NELI, EEF STARS Incredible Years, Raspberry Pi Gender Balance in Computing, NFER Story Time, NHS CAMHS, Everton in the Community -Tackling the Blues, Uni of Chester – Attachment, Trauma &amp; Mental Health, Voice 21, NCETM Sustaining Mastery, Liverpool Hope EYFS Research, Curriculum &amp; SEND group.</li> <li>• National College – CPD and training / coaching within school</li> <li>• Subject leaders conducting their own subject-specific research projects.</li> <li>• Liverpool School Improvement / HMI Alan Torr / Cluster</li> <li>• Training needs are reflective of monitoring / staff CPD meetings</li> </ul> |
| Modelling  | Whole School / Parental Involvement  | Cultural Capital  |
| Across the curriculum, teachers model the skills needed to be successful in that subject. We see high-quality modelling as a key way to inspire and engage, as well as deepen learning.  | Across the year, we host events and days to celebrate our curriculum. Parents are regularly invited into school to share children's success in Reading, starting from our two-year-old provision. Reading Leader supports parents of children with bottom 20% readers  | <ul style="list-style-type: none"> <li>• 100 things to do at Grove Street</li> <li>• Trips &amp; Visitors</li> <li>• Authors / High-quality texts / Inspirational Figures</li> <li>• Classroom environment / Outdoor Learning</li> </ul>  |
| Working Walls / Whole School Displays  | All classroom displays celebrate and support learning across the curriculum. Subject leaders to ensure whole-school display boards are updated termly and reflect the Grove Street curriculum.   |   |

| Impact   |   |   |  |
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| Pupil Voice  | Evidence in Knowledge   | Evidence in Skills  | Outcomes   |
| Children are enthusiastic about their learning; they are able to talk about the content they have studied. They are able to share their own questions about the world they live in. Children are confident to talk about their previous learning and learning across their current and previous year groups. | Work is recorded in books or floor books. Several subjects utilise knowledge organiser, identifying key learning and vocabulary. High-quality work is shared through display, the school website and with parents directly on Class Dojo. | Children become increasingly confident in the skills required in each subject. Children are able to understand and correctly utilise subject specific vocabulary. They can use these skills to enhance but also unlock new knowledge. | Children understand and regulate their emotions.<br>Children are interested and engaged in their learning.<br>Children make good progress from their individualised starting points.<br>Children will continue to develop their natural curiosity for the world around them.<br>All children will have access to knowledge and skills that will prepare them for life in secondary school. |