

Together we **B**elieve we can learn
Value each other and
work to **S**ucceed.

One School



3 sites

Croxteth
Fazakerley
Speke

Each Unique

Bank View Curriculum 2025 -2026

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Intent

The curriculum at Bank View School is designed to be broad, balanced, inclusive and ambitious so that it challenges all learners across all phases. It places an emphasis on personal and social development, enabling learners to develop self-belief and become confident, independent young people, while building resilience to manage challenges and challenge themselves. We are committed to improving life chances for all, and we recognise the importance of supporting our learners' emotional well-being and mental health.

Our curriculum is designed and personalised to ensure learners have the knowledge and cultural capital they need to succeed in life. The curriculum prepares them for the opportunities, responsibilities and experiences they will encounter after leaving us whilst promoting personal development. We have high expectations, and we want all pupils to enjoy and engage in their learning and the wider opportunities offered in school so that they achieve their full potential.

All learners enjoy equality of opportunity, we celebrate diversity. As an educational community, we have been reflective, critical and creative to co-construct a meaningful curriculum with associated activities. Our intent is to give learners the knowledge and skills they need to overcome their barriers to learning so they can engage fully with the curriculum and school life.

Our priorities include:

- Self-regulation skills and emotional literacy
- Reading skills
- Speaking and Listening/Communication skills
- Independent and Co-operative Thinking and Learning skills
- Life and independence skills, including employability skills

The curriculum is enriched with a range of activities designed to build character and resilience whilst also enhancing wellbeing. We believe that by providing opportunities for play, thinking, exploration and creativity, our learners will continue to develop their confidence and independence, and we provide both challenge and support to achieve this aim.

We also utilise a wide range of opportunities to build cultural capital and values, develop our learners' understanding of the wider world and promote healthy lifestyles, both mentally and physically, thereby adding to their-learning experiences and broadening their mindset so they have high aspirations.

Our aim is to provide an education which is relevant in preparing our learners for the wider world, further education, training and employment.

Implementation

Bank View has an ambitious and inclusive curriculum designed to ensure learners achieve the outcomes in their educational and health care plans.

The curriculum is based on the National Curriculum and is divided into Primary (Key Stages 1 and 2), Secondary (Key Stages 3 and 4) and post-16 (Key Stage 5).

Teachers have very good subject knowledge and make regular and precise checks on what learners know and remember.

They support learners effectively to address any gaps or misconceptions that they may have. Assessment data informs teachers on how their learners are performing against the outcomes in our Bank View curriculum and EHCP outcomes. This information is then used to support learners to progress and deepen their knowledge and promote understanding and develop skills.

At Bank View, in line with the Government's careers strategy, we aim for all learners in secondary education to get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. Career encounters open all our learners' eyes to the world of future job possibilities and challenge stereotypes.

We value reading as a key life skill, our 'Let's Read' session shows reading for pleasure is highly valued and provides a stimulating and immersive reading environment. A diagnostic reading test is completed annually to check progress and to target individuals for intervention (1:1 or small group).

We are using Thinking Moves across school to help learners develop metacognitive skills (their ability to think about and manage their own thinking). Using consistent language helps learners recognise how they are thinking, apply strategies to solve problems, and become more independent, reflective learners.

The promotion of social interaction is being further developed across all sites with the addition of OPAL play (the primary department already holds the platinum award).

All class groups are supported by at least one teaching assistant. They support with the curriculum content (in some cases, we have subject specialists) and with learners' regulation and readiness to learn. At Bank View School, we use the Zones of Regulation throughout the school to help learners develop their self-regulation skills.

Curriculum Organisation

Bank View offers a weekly timetable of 25 hours with 5 lessons per day. There is also a sensory circuit for learners to access each morning.

Times of the day	
Registration and class reading time	8.45 – 9.15
Lesson 1	9.15 – 10.10
Lesson 2	10.10 – 11.05
Break	11.05 – 11.20
Lesson 3	11.20 – 12.15
Lunch	12.15 – 12.55
Lesson 4	12.55 – 1.50
Lesson 5	1.50 – 2.40
Buses	2.40 – 3.00
Teacher/TA Planning Time	3.00 – 3.30

Primary

'At Bank View, the overall intent is for each learner to engage, achieve, and make the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.'

The primary department currently consists of four classes across Key Stages 1 and 2. Two classes are based at Bank View@Croxteth Primary School, while two classes are located at Bank View, Fazakerley.

Our curriculum is designed to support learners with diverse starting points to make progress academically, emotionally, creatively, socially, and physically. It is delivered mainly through a thematic approach in Key Stages 1 and 2, providing a holistic and integrated method where concepts are taught through interconnected activities. This allows learners, MFL to make real-life links, deepening their understanding and enriching their learning.

The curriculum is further enhanced by a wide range of special experiences ("WOW" events), such as educational visits, guest speakers, use of local expertise and facilities, themed learning days or weeks, and charity events.

Across the primary department, the class teacher delivers most subjects. With subject specialists teaching music, MFL and PE at the Fazakerley classes.

Where appropriate, learning is approached through sensory, hands-on activities, structured play, and investigative learning.

In Year 6, learners may be entered for SATs following consultation with parents and carers. One student was entered in the last academic year.

Secondary

Key Stage 3

This provision is based across two sites: Fazakerley and Speke.

All learners in Years 7, 8 and 9 study English, mathematics, science, MFL, history, geography, technology, computing, art, PSHE, music, world views, PE and citizenship.

Our learners need overlearning as well as the explicit teaching of life skills. In years 7 and 8 learners have a life skills lesson once a week.

Years 7, 8 and 9 are part of the enrichment carousel. This gives them the platform to succeed in different environments with different peers and provides an opportunity to learn new skills and transfer and apply these skills in a variety of settings. These experiences will help to broaden the mindset of the learners. Moreover, their personal, social and communication skills are further developed through vertical streaming of the year groups, allowing learners to increase their self-confidence, resilience and independence by working with different peers and staff.

Learners with a reading age of 7 years and below receive bespoke reading interventions. Our amber readers will receive extra support in lessons on decoding and comprehension. All learners have access to a Lexia package to further develop their Literacy skills at home.

Key Stage 4

Learners work towards external accreditation and qualifications. This is offered at a level appropriate to the individual pupil and ranges from Entry Level 1 to GCSE and is designed to ensure students attain relevant qualifications so that they can progress to the next stage of their education, training or employment.

All KS4 learners join options groups (see page 13). They choose their own option, allowing them to study an area they have identified as having a talent and/or interest in, from a range of vocational courses. The vocational element to the course introduces the students to different options where they develop skills that they may choose to pursue after school, in college and the world of work.

In year 11, learners access a carousel one morning a week to promote personal and social development. This includes travel training, college visits for vocational taster sessions and social time, RSE and language development linked to further education, training and employment.

Base provision

Learners requiring increased support for academic and social needs have a place in the school's base provision. We currently have nine bases across the Fazakerley and Speke sites. These classes have higher staffing ratios and provide support for our most complex students. These learners often have a dual diagnosis of ASD and ADHD, may have SLD rather than MLD, may have communication needs or have social and emotional needs, which are their main barrier to engaging in learning. The base classes operate on a primary model with most lessons being taught by their class teacher. Learners have the opportunity, if appropriate, to access subjects in the main body of the school, further personalising their curriculum pathway.

KS3 base classes follow a thematic curriculum, which ensures learners make progress academically and socially to achieve the outcomes in their EHC plans.

Learners access enrichment activities such as swimming sessions; yoga and the inclusive hub across the year to promote physical wellbeing and life skills. Opportunities are included within the curriculum for student's to work towards achieving their EHCP Outcomes.

Where appropriate, base learners in KS4 and 5 are included in options. Those that do not access options are provided with the opportunity to complete Lifeskills lessons which focus upon their social development. Within these lessons student's work towards a qualification in "Skills for Further and Employment". They are also entered for external accreditation with the class teacher who is supported by the subject leads. External accreditation and qualifications are informed by the EHCP outcomes.

The accreditation offer includes a course designed to prepare for further learning and employment. To achieve these qualifications, pupils complete a range of units on a wide variety of topics. Learners and Base staff have an opportunity to co-construct the course.

6th form

Learners who stay in the 6th Form continue to gain academic qualifications. However, the main focus is the continued development of personal and social skills in readiness for leaving school.

Learners complete ASDAN accreditation in personal effectiveness and the DoE awards (bronze, silver and gold). These courses provide the opportunity for learners to work on tasks which promote independence, confidence and self-reliance and provide opportunities to volunteer and act as peer mentors.

All 6th Form learners continue to study functional skills in English, maths. They follow an independence/community programme and the opportunity to use these skills in real life settings. 6th form learners run an enterprise programme on a Friday morning called 'Bank View Brew'

They continue to participate in the Options carousel.

Curriculum models

Key Stages 1 and 2

Subject area	Primary			
	Pearl @Croxteth	Jasper @Croxteth	Emerald (Years 4, 5 and 6) Fazakerley	Turquoise (Years 5 and 6) Fazakerley
English	5	5	5	5
Maths	5	5	5	5
Science	2	2	2	2
Citizenship	2	2	2	2
Computing	1	1	1	1
Art	1	1	1	1
Design / food technology	1	1	1	1
Humanities	2	2	2	2
MFL	1	1	1 Specialist teacher	1
Music	1	1	1 Specialist teacher	1 Specialist teacher
PE	2	2	2 Specialist teacher	2 Specialist teacher
Pshee	1	1	1	1
World views	1	1	1	1
Swimming	All students, provided they are appropriate will have a 10-week block of swimming lessons			

The primary curriculum is taught as a theme-based curriculum. Students are encouraged in outdoor play.
Those students for whom it is appropriate will be entered for SATS

Key Stage 3

Subject area	Key Stage 3			
	Bases	Year 7	Year 8	Year 9
Form time	Taught by class teacher	2	1	1
English		4	4	4
Maths		3	3	3
Science		2	2	3
Citizenship		1	1	1
Computing	1	1	1	1
Art	1	1	1	2
Design / food technology on a carousel	1	1	1	1
Humanities	2	2	2	2
Life skills	1	1	1	
MFL	1	1	1	1
Music	1	1	1	1
PE	2	1	2	2
Pshee	1	1	1	1
World Views	1	1	1	1
Enrichment		2 Carousel of activities including Drama, social swimming, climbing		

Key Stage 4

Subject area	Key stage 4		
	Bases	Year 10	Year 11
English	Taught by class teacher	4. Functional skills, Entry level and Level 1(Open awards) Entry Level (OCR) GCSE Language (Eduqas), GCSE Literature (AQA),	3. Functional skills, Entry level and Level 1(Open awards) Entry Level (OCR) GCSE Language (Eduqas), GCSE Literature (AQA)
Maths	Open awards	4. Functional skills, Entry level and Level 1 (Edexcel) GCSE (OCR), Entry Level (Edexcel)	3. Functional skills, Entry level and Level 1 GCSE Entry Level, Level 1,2 Open Awards qualifications
Science		3 GCSE (AQA) Entry Level Certificate (AQA)	3 GCSE (AQA) Entry Level Certificate (AQA)
Citizenship		1 Entry Level pathways WJEC	1 Entry Level pathways WJEC
Computing	1	1 Entry Level pathways WJEC	1. Entry Level pathways WJEC
Art	1	2 GCSE (AQA)	2 GCSE (AQA)
Design technology	1	2 GCSE food technology or Entry Level Design technology	2 GCSE food technology/Entry Level Design technology/Graphics
Humanities		OPTION - Entry Level pathways	OPTION- Entry Level pathways
Life Skills		1 - Entry Level pathways	
MFL (Spanish)	1	OPTION - Entry Level / Level 1 WJEC Languages	OPTION - Entry Level / Level 1 WJEC Languages
Performing Arts		OPTION - Entry Level pathways	OPTION - Entry Level pathways
PE	2	2 Entry Level (OCR)	2 Entry Level (OCR)
Pshee		1	1
World views	1	1 Entry Level pathways	1 Entry Level pathways
Form time	1	1	1
Options	2	Childcare (WJEC pathways Entry level and Level 1), Construction (Open awards Entry level) Home cooking (Level 1/2 Btec), Horticulture (Entry Level Open Awards), Hair (WJEC pathways Entry level and Level 1) humanities (WJEC Entry Level pathways), Sports Leadership (Level 1 Btec), Languages	
College			RSE, College, travel training

Key Stage 5

Subject area	Key Stage 5		
	Year 12	Year 13	Year 14
Duke of Edinburgh	Bronze, Silver, Gold awards		
Employability	Asdan award		
Personal and social development	WJEC pathways qualification		
Independence	Travel training, college visits, community visits		
Vocational skills	Childcare (WJEC pathways), Construction (Entry level) Home cooking (Level 1 Btec), Horticulture (Entry Level Open Awards) Hair (Entry Level, Level 1 Open Awards) humanities (Entry Level pathways), Sports Leadership (Level 1 Btec)		
Functional skills	Developing Functional Skills in English and maths		
Computing	Developing Digital skills		

Impact

Learners enjoy reading with a fluency and comprehension that is to the very best of their ability. The school has embodied a reading culture that aims to develop the reading proficiency of all pupils. Reading enables Bank View students to communicate their emotions, develop empathy and build an awareness of different cultures. They can apply mathematical knowledges, concepts, and procedures at a level appropriate for them. They develop knowledge and skills in a wide range of areas across the curriculum, their work is of a good quality, and they achieve well.

Bank View learners are caring young adults who have positive attitudes and are respectful of others. They have the self-belief they need to become confident and independent young people and the resilience to manage challenge and challenge themselves.

References:

- Bank View subject overviews and curriculum pages on the website
- Teaching, learning and assessment policy