



INTENT	Our Beliefs	<p>We aim for our curriculum to be rich and stimulating, broad and balanced as well as exciting, engaging and relevant to our learners in our context.</p>		<p>We strive for the highest possible academic standards ensuring our curriculum meets the needs of all our learners irrespective of their starting points. Our pupils will experience high quality teaching, to enable them to achieve high quality outcomes. Our curriculum is ambitious for all our pupils including those with SEND and the most disadvantaged.</p>		<p>Our curriculum is coherently planned and sequenced to be age appropriate whilst ensuring depth of knowledge and progression of skills across all phases.</p>		<p>We want our pupils to be life-long learners, who have the knowledge, skills and ability to succeed throughout their future. We want our pupils to develop into responsible citizens who value their local community and understand the part they can play in the global community.</p>				
	Adapting the Curriculum	<p>National Curriculum We ensure that our learners are taught the National Curriculum in a coherent and sequenced way. We provide real, relevant and purposeful learning experiences that meet the needs of our school community. These experiences enrich and raise aspirations to develop a love of learning.</p>		<p>Vocabulary We believe that vocabulary development, speaking, and listening skills are critical for ensuring that our pupils become confident communicators. We believe our curriculum reflects this.</p>		<p>Health and Wellbeing We have well developed systems that support the emotional and mental health of our pupils and their ability to keep themselves safe in different situations.</p>		<p>Community, Heritage, and Identity Our Cornish identity is very important to our school. We ensure that our children experience the best that Cornwall has to offer so that they appreciate their heritage, as well as understanding their place in protecting the beauty and diversity of the wider world.</p>		<p>Cultural Diversity We embrace a rich, diverse British culture and actively seek out opportunities for our children to experience the multi-culturalism that they may not experience in their home county. Beyond Britain, we ensure our children develop an understanding of, and curiosity about, the wider world, preparing them for their role as global citizens.</p>		
	Phases	<p>EYFS In EYFS we have a bold vision to ensure that our children have the very best start in school. Children learn both through child-initiated play and carefully planned adult-led activities. In a safe and stimulating environment, children are encouraged to apply all the skills they have learnt in a variety of exciting and interesting ways. This promotes a firm foundation which ensures children are ready for KS1.</p>				<p>KS1 Children in KS1 focus on acquiring the skills which are needed to be successful in the next phase of their education. We teach these skills through engagement in exciting topics which broaden their understanding of the world around them. Building on success from EYFS, our children will be confident readers with a love of books.</p>				<p>KS2 Children in KS2 focus on acquiring knowledge through a topic based approach. These topics have been carefully selected to map the National Curriculum and provide exciting opportunities for meaningful learning. Building on strong fundamentals acquired in KS1, children broaden their skills, applying them in challenging and stimulating situations, ensuring that they are ready to take full advantage of the secondary curriculum.</p>		

IMPLEMENTATION	Learning Behaviour	<p>Our School Vision is embedded in our curriculum. <i>Perranporth is a school in which we learn together and respect individuality. A place in which we are determined that everyone will reach their full potential within a safe, inclusive and stimulating environment; where enjoyment and creativity are priorities enabling all to become independent life-long learners.</i></p>		<p>Positive Learning Behaviours We aim to create safe, effective and positive learning environments that reduce anxiety and supports emotional and behavioural regulation of our pupils.</p>	<p>Learning to Learn Using a Building Learning Power (BLP) and self-regulation approaches, we aim to give pupils a repertoire of strategies to choose from and skills to select from when approaching their learning.</p>	<p>Engaged in Learning Our children deserve to be captivated in the awe and wonder of their learning. Through amazing launch days and exciting legacies, together with opportunities to access real-life learning, our children learn with passion and enthusiasm.</p>	
	Curriculum Leadership	<p>As senior leaders, we work collaboratively across key stages to ensure learning is connected. Using research to inform their approaches, curriculum co-ordinators guide the learning within their subject, whilst making relevant links with other subjects and themes. SLT: Curriculum design and review, English, Mathematics Subject Co-ordinators: Computing, P.E., Health and Well-Being, R.E., EYFS curriculum, RSE, Art & Design, Music, MFL, D.T., PSHE</p>					
	Planning	<p>Long term planning: Our long-term planning ensures that progression of knowledge and skills is mapped across all subjects. Our subject drivers are History, Geography and Science as well as core Maths and English.</p>		<p>Medium Term Planning: Progression within each subject ensures all children can link prior knowledge to new knowledge. Cross-curricular planning provides opportunities for pupils to develop transferable and cohesive skills, gives real-world meaning to school projects and increases engagement.</p>		<p>Short term planning: Regular assessment ensures children’s learning is matched to their next steps so that the goals set by the medium plans are achieved.</p>	
	Key Drivers	<p>High Expectations We ensure learning is challenging and matches the aims of the curriculum for all pupils.</p>	<p>Subject Knowledge We understand the importance of teachers’ having excellent subject knowledge for the skills and knowledge they are teaching. This is developed through a collaborative approach, research and effective CPD.</p>	<p>Locality and Heritage: Our locality and heritage is a focal point of our curriculum. During the Spring Term, we ensure that the whole school joins together to both learn about and celebrate the rich historical and geographical significance of Cornwall and indeed Perranporth. We’re very proud of our community and want to ensure our learners are too.</p>	<p>Assessment: We use a variety of Assessment methods including standardised tests and self-made tests too. Accelerated Reader and Star Reader Challenges. We use Target Tracker to record our formative and summative assessment this in turn identifies gaps in learning and calculates progress and attainment data.</p>	<p>Real Experiences: We ensure that children have access to high quality experiences inside and outside of the classroom. This includes trips, visitors, residential, extra-curricular activities, charity and community events too.</p>	
	Reading	<p>We recognise that reading is key to the successful education and future prosperity of our children.</p>	<p>Phonics We ensure our children have the best start by using a systematic synthetic Phonics scheme (RWI).</p>	<p>Cohesion: As children progress in their reading skills, we ensure books are matched to their ability, initially selecting books matched to their phonics ability and then progressing onto the Accelerated Reader scheme.</p>	<p>Vocabulary: We understand the importance of children building a wide and varied vocabulary. From EYFS through to Year 6, our teachers teach new vocabulary across all subjects. Teachers also select rich, high-quality texts to share.</p>	<p>Reading Skills: We understand the importance of teaching phonemic awareness, phonics, fluency, vocabulary and comprehension skills so that our pupils can become accomplished readers.</p>	<p>Love Reading: We want our children to develop a love for reading early, as this gives them a head start on expanding their vocabulary, building independence and self-confidence. It also helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.</p>
	Teacher Workload	<p>We value our teachers and understand the importance of managing workload. We provide mental health support to all staff by signposting and implementing workload reduction strategies. We also have a Mental Health First Aider to support all staff when needed.</p>					

IMPACT	Assessment & Attainment	<p>We assess academic standards and progress through: National Tests, AR Star Reader, BAM Assessments, RWI Assessments Analysis undertaken by class teachers, termly assessment in Re, Wr & Ma which is SLT Reviewed and shared with Governors</p>		<p>How we assess that children are ready for the next stage of their learning: transition meetings, pupil progress meetings each term, analysis of key skills: Reading, Writing, Maths, Science, analysis of wider curriculum: knowledge and skills.</p>		<p>How we assess children's personal development: analysis of attendance, analysis of behaviour pupil conferencing & questionnaires</p>	
	Evaluation	<p>Governance Committee Meetings, Full Governors, Meetings, Subject Curriculum and Class Governors</p>	<p>SLT & Subject Co-ordinators: review of Curriculum outcomes, termly review of data, learning observations. Class Development Meetings (CDM), book scrutiny, pupil conferencing, planning reviews, staff feedback and collaboration.</p>	<p>Parents & Community Parent consultations questionnaires, and community groups</p>	<p>Staff Questionnaires Staff Welfare Collaborative approach</p>	<p>Pupils Pupil- Conferencing Curriculum School Parliament</p>	