



ST WENN SCHOOL CURRICULUM POLICY

Reviewed: March 2021

Date of next Review: October 2022`

Headteacher: Mrs Grace Smith

Chair of Governors: Mr Richard Fenwick

February 2nd 2021 - note re COVID 19:

Developing our bespoke curriculum was initiated prior to school closure during lockdowns. Implementation is in the first phase but has been delayed due to this unforeseen change to school priorities.

Full return to implementation will be resumed as soon as children return to full time face to face learning.

School Aims:

At St Wenn School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips children for life as citizens in the 21st century.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school.

St Wenn School Motto is: '*Step Forward Together*'

St Wenn Curriculum

We are committed to developing the whole child. Our children have the opportunity to be creative, to be physically active and to be academically challenged. They have some ownership of our termly projects and the direction of their learning; wherever possible this learning is placed in an authentic context and may be celebrated with the wider community.

Our learning is empowered by following the **Mastery Flow Model**. This model ensures learning is not superficial but becomes embedded; children are challenged individually or as a group to progress along the model – during one lesson, during a unit of work or/and progressively through the school. Differentiation is rooted in the application of this model.

Please see the model below:

DEEP LEARNING: MASTERY FLOW MODEL – THE FIVE STEPS

Teacher led >

pupils participate Pupil-led > Teacher is facilitating and monitoring (gate-keeping)

Representation	Fluency	Probing Questions	Further extension	Rich tasks
Pupils establish conceptual	Pupils can independently	Pupils independently	Pupils independently	Pupils independently

understanding of learning by making connections with prior learning (contextualized and with the bigger picture)	and directly answer routine and familiar questions	debate, justify, reason and convince to prove their conceptual understanding	apply their knowledge in familiar contexts with prior learning.	apply learning in unfamiliar contexts and reflect on their response
Multiple representation		Pupils often act as teachers when answering	Pupils can explain common misconceptions	Pupils use creativity and make decisions
Assessment questions completed				Assessment questions repeated

Values

Our school curriculum is underpinned by respect for the views of each individual child, as well as for people of all cultures.

We have adopted and adapted the ‘Learning Power Approach’ which is rooted in the ‘6 Rs’: resourcefulness, reasoning, resilience, reflection, responsibility and respect. These values underpin all that we do and are reflected in a half termly ‘Learning Power Approach’ focus which runs alongside one of the following British value focuses: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. These values are celebrated in collective assemblies.

Please follow the link below to read more about the Learning Power Approach:

<https://www.buildinglearningpower.com/about/whats-different-about-a-learning-powered-school>

We are currently working towards achieving UNICEF ‘Rights Respecting Children’ status.

Please follow the link below to find out more about this award:

<https://www.unicef.org.uk/rights-respecting-schools/>

Below is our Yearly coverage.

The values which underpin our learning are supported by developing Life Skills.

Forest School is an integral part of learning across the school.

	RRC	LPA	BV	LIFE SKILLS
Autumn 1	Children challenge injustice and make informed choices. Children feel safe	Responsibility	Rule of Law	The Arts <ol style="list-style-type: none"> 1. Has taken part in a small-scale performance such as a class assembly 2. Has tried two or three new forms of artistic expression such as dance, poetry or computer art 3. Has tried their hand at more challenging arts such as video, sculpture or embroidery 4. Has toured a local workplace or facility Has observed work in a business, service or other workplace
Autumn 2	Children make decisions about learning. They treat each other as equals. Children have better relationships.	Resourcefulness	Individual liberty	The Arts <ol style="list-style-type: none"> 1. Enjoys self-expression through art e.g. using paint, singing, clay 2. Has visited a public exhibition, performance or place of interest. 3. Has visited a museum or art gallery 4. Can research and is comfortable in arranging a visit to a theatre, garden,

				event, cinema, art gallery, museum or similar place of interest
Spring 1	Children show respect; they understand their rights and the rights of others. Children are happier and healthier	Respect	Tolerance	Managing a Budget <ol style="list-style-type: none"> 1. Begin to understand what certain amounts of cash can buy e.g. treats, gifts, food. 2. Understands the difference between a need and a want - a need is something you cannot live without, and a want is something you can. 3. Is aware that there can be a wide range of prices for a similar product and know that they can save money by not always buying the most expensive brand. Understands that we can save up for things that we can buy in the future. A savings plan or a savings account can help to keep track of money. 4. Understands in simple terms the link between the economy, work, wages, tax and personal prosperity .
Spring 2	Children make informed decisions about justice	Resilience	Tolerance	Careers and Aspirations <ol style="list-style-type: none"> 1. Understands that grown-ups work in various jobs and that one day he or she will have a working life. 2. Shows interest in different jobs and what they have to offer. 3. Understands the purpose of education and its link with future work.

				4. Has considered what kind of personal career would be suitable and realistic, and what needs to be done to make it possible.
Summer 1	Children are actively involved in school decision making; they take part in campaigns/activities to help bring about change	Reasoning	Democracy	The money you make and pay
Summer 2	Children are increasingly active within the wider world; they take part in campaigns/activities to help bring about change	Reflection	Democracy	

Aims and objectives

In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the EYFS Framework and early learning goals; there is planned progression in all curriculum areas. Early Years planning is included on our whole school long term planning, adapted appropriately to match the Early Learning Goals.

We have totally rewritten our curriculum and it is now bespoke to St Wenn School.

3 YEAR ACTION PLAN – CURRICULUM

***Dates and progress have been delayed by one year in the light of school closures due to COVID19 lockdowns**

Year 1 (2020/2021)	Year 2 (2021/20212:	Year 3 (2022/2023):
Agree and share curriculum vision with staff, governors and parents (website)	Mastery flow model	Widen Horizons/diversity
Build a bespoke, progressive curriculum and share with all staff, governors and parents - intent	Evaluate curriculum implementation and outcomes - impact Artsmark	Real life outcomes – how can I make a difference? Raise aspirations and expectations of life beyond school
Focus-vocabulary	Focus-Questioning	Focus – taking risks and embracing change

Curriculum Organisation and Planning

See individual subject areas for bespoke St Wenn long term planning

- As a whole school, we agree a long-term plan. All plans include expected vocabulary coverage. We do not plan a 2 year rolling programme of topics as we prefer to choose these in response to current affairs and the interests/ experiences of the children in that particular cohort. Our topics are therefore always fresh and relevant.
- We highlight objectives covered in our long term planning at the end of each term so that all objectives are covered over a 2-year period, and we avoid repetition of learning. Medium plans are ‘top and tailed’ at the end of each term to identify those exceeding expectations and those ‘working toward’.
- Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each **topic**; they also include clear guidance on what the children need to already know in order to access this new learning. If gaps are identified at the beginning of a unit, this ‘previous learning’ clarifies whole class/group or individual starting points. In addition to this, our medium plans include opportunities for recall of past learning, links to other learning and links to real life experience.
- Our subject focus is flexible – children are taught a range of subjects through each topic and mini outcomes may be presented to reflect learning as each topic progresses.
- Outcomes are recorded in topic exercise books and floor books (where appropriate) which show evidence of learning through children’s written work, photographs, reviews of learning and self-assessment.
- Assessment is termly. Evidence includes mind mapping around carefully chosen questions; Socratic quizzes and pupil conference. (see assessment policy)

English

- English is taught using a Talk for Writing approach throughout KS1 and 2; links are made through the framework of the curriculum where appropriate. This is combined with regular ‘Big writes’; writing across the curriculum; and the explicit teaching of editing and handwriting.

- Phonics is taught in EYFS and KS1 and follows the LCP Letters and Sounds scheme of work. This is complemented by a range of other resources to ensure that phonics learning is visual, tactile and engaging and includes repetition and revisiting at its core to truly embed learning. (see English policy).

Maths

- Maths Mastery is now embedded throughout the school reflecting changes within the New National Curriculum, this may be taught stand alone or through links to other curriculum areas where appropriate. Our teaching for mastery approach is strengthened by links with the Cornwall and Devon Maths Hub. (see Maths policy).

RE

- RE planning is based on the Cornwall Agreed Syllabus, this may be taught stand alone or through links to other curriculum areas where appropriate. (see RE policy). Our Relationships and sex Education curriculum is currently being written and will be incorporated into our learning from the summer term 2021. Planning will be based on the JIGSAW scheme of work.

Science

This may be taught stand alone or through links to other Curriculum areas **where appropriate.** (see Science policy).

Pupils with Special Educational Needs or Disabilities

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so.

If a pupil has a special need/ additional need beyond or different to other children, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for pupils with special needs. If a pupil displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the pupil's needs through Quality First Teaching within the normal class organisation. If a pupil's need is more severe, we consider the pupil for an Educational Health Care Plan (EHCP), and we involve parents and the appropriate external agencies when making this assessment.

Class teachers set personal learning targets for each pupil on the SEN Record of Need. These targets identify the pupil's next step in learning, taking account of the child's specific need, and outlines how the school aims to address the need. The impact of this provision is measured half termly so that we review and monitor the progress of each pupil and set next targets (Assess-Plan-Do-Review)

The school also recognises and celebrates Gifted and Talented pupils; these pupils are extended through personalised planning, extra responsibilities and lead roles.

The Early Years Foundation Stage (EYFS)

The curriculum that we teach in the Seahorses class meets the requirements set out in the revised EYFS Framework. Our planning focuses on the seven areas of learning which lead to the Early Learning Goals and on developing pupils' skills and experiences, as set out in this document. There are 3 prime areas: Communication & Language; Physical Development; Personal, Social & Emotional Development. *The other 4 specific areas are: literacy; maths; understanding the world; expressive arts and design.* (see EYFS policy).

Our school fully supports the principle that young pupils learn through play, and by engaging in well-planned structured activities. Teaching our Reception pupils builds on the experiences of children gained in their pre-school learning; our pre-school pupils form part of our Seahorse Class and these children often work collaboratively with our Reception children.

We build positive partnerships with nurseries and other pre-school providers in the area where possible.

During the pupils' first term in the EYFS class, their teacher makes a baseline assessment to record the skills of each pupil on entry to the school. This assessment forms an important part of the future curriculum planning for each pupil.

We are well aware that all pupils need the support of parents and teachers to make good progress in school. We build positive links with the parents of each pupil by keeping them informed about the way in which the pupils are being taught and how well each pupil is progressing.

The role of the Subject Leader

- provide a strategic lead and direction for the subject;

- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area using our internal tracking system – Mappix:
- provide efficient resource management and manage a budget for the subject.
- Monitor coverage and progression in the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives

Monitoring and review

The Head teacher is responsible for monitoring the way the school curriculum is implemented.

The Head teacher is responsible for monitoring and reviewing. This process is achieved through:

Regular observations of lessons

Regular scrutiny of books

Pupil conferencing

Scrutiny of planning

The Head teacher is also responsible for the day to day organisation of the curriculum. She monitors teachers' planning, ensuring that all classes are taught the full requirements of the National Curriculum, that all lessons have appropriate learning objectives and that outcomes are in line with expectations.

Governing Body members liaise with the subject leaders and monitor closely the way the school teaches these subjects.

This monitoring informs future actions in our School Improvement Development Plan.

Pupils are taught about the necessity to keep themselves safe online at every available opportunity. This can occur within computing lessons, but also whenever electronic devices are used in other areas of the curriculum.