

Curriculum Statement 2020 – 2021

INTENT

At Perranporth, we want to give every child the very best learning experience that we can. We provide a rich and exciting curriculum that promotes independence and opportunities for everyone, regardless of individual need, to succeed. We endeavour to find out what interests the children and aim to give them the academic knowledge, skills and cultural capital they need to allow them to progress confidently onto their future learning and into the world. We feel that reading is fundamental to a child's success and ensure that this is embedded throughout the curriculum. All staff have a shared ethos and high expectations for all our pupils and celebrate their successes in all aspects of school life, encouraging pupils to reach their full potential and adapting the curriculum to meet the needs of every pupil. We take a project approach to teaching and learning, through which we deliver a coherently planned and sequenced, broad and varied curriculum which is engaging and designed to ensure that all of our children succeed and love to learn.



Following our return to school in September 2020, we have needed to respond to the enforced absence due to the Covid-19 pandemic.

Initial assessments have identified priority pupils across the curriculum and also those requiring pastoral support. Following this, we have timetabled additional teacher led intervention or 'catch-up' sessions to allow us to focus on our identified priorities, as well as increasing the focus on "gaps" during lessons. We are focusing our efforts particularly on key skills in Reading, Writing and Maths.

We have a whole-school priority of children's mental health and wellbeing. We are dedicating additional time to PSHE and to providing particular pupils with any additional pastoral support they may need as well as increased opportunities to talk as needed.

IMPLEMENTATION

We follow the National Curriculum programmes of study for Science, Art, Design Technology, Geography, History, Music and Computing. In addition we promote pupils' spiritual, moral, social and cultural (SMSC) development including fundamental British values.

As a vehicle for teaching these subjects we have chosen to use [The Cornerstones Curriculum](#). It is a skills and knowledge-based curriculum with a creative edge. It's rooted in a proven pedagogy based on how children learn best. At its heart is the principle that every child deserves a rich, fun, engaging and broad learning experience. The curriculum nurtures engagement, curiosity and innovation, brings learning to life in meaningful ways, and really makes an impact.



The Cornerstones Curriculum is based on Imaginative Learning Projects. Each ILP has an overarching theme linked to a national curriculum subject. In addition to the main subject focus, each ILP makes meaningful links across a range of subjects and covers multiple aspects of the national curriculum. Lessons are organised in a weekly series and link national curriculum programmes of study (the knowledge bit) and age-related skills (the skills bit).

The Four Cornerstones of Learning provides the structure for every ILP. We call these **Engage**, **Develop**, **Innovate**, and **Express**. We believe this pedagogy reflects the best way children learn and is rooted in a variety of different educational approaches and research.



Engage – hook children in with a memorable experience.

Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.

Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.

Express – provide the space and time for reflecting, evaluating, and celebrating learning.

Our projects take a cohesive and coherent, cross-curricular approach towards the planning, sequencing and delivery of lessons in order to immerse the children in their topic and ensure they accumulate the knowledge and skills needed for future learning. Our curriculum ensures full and rigorous coverage in all year groups, enabling pupils to revisit and remember the content and skills they have been taught and to link these into new learning. A range of feedback and assessments are used to check understanding, identify and respond to misconceptions and inform our practice and priorities, adapting teaching as needed.

Each half term, classes take on a new project theme which drives the children's learning and the teachers' planning. Teachers create environments that enable pupils to focus on learning and we plan and design learning opportunities that are relevant, memorable and engaging, often with real-life outcomes. The children's learning is enhanced by launch days, outdoor learning opportunities, visits and visitors. The knowledge that an authentic audience will see their work gives the motivation to ensure that it is completed to the highest possible standard.

Teachers have good knowledge of the subjects they teach and are supported by each other's expertise. They have high expectations for their own knowledge and understanding and ensure, particularly, that their own English and Maths supports pupils in obtaining these key skills.



Confidence and fluency in reading are prioritised in all year groups and we actively encourage a love of reading; the EYFS and Key Stage 1 ensure that children obtain the phonics, reading and communication skills needed to access the curriculum as they progress further through the school and we ensure that we address any gaps in pupils' reading skills.

We provide many varied opportunities for excellence beyond the classroom such as through our sports teams, music productions and a range of other events. Our pupils have the opportunity to take on a range of leadership roles and responsibilities including the Diamond Sixes and School

Parliament. From Reception through to Year 6, we take opportunities to extend the curriculum through visits and visitors. We use our amazing grounds as much as possible and get out and about in the locality and the wider environment as well as planning educational visits to enhance the children's learning. Year 6 also have the opportunity to spend time at a residential centre during the Summer Term, helping to develop self-reliance, co-operation and initiative as well as giving the children the chance to experience different activities and environments.

Following Covid-19, we have added teacher led catch-up sessions to our timetables. This has necessitated a small reduction in the time spent on foundation subjects for some pupils, but we have ensured that all children still access a broad curriculum and have used opportunities to incorporate these subjects in, for example, reading sessions and writing opportunities.



Teacher led catch-up sessions provide increased opportunities to focus on age-appropriate key skills in reading, phonics, handwriting, SPaG and arithmetic as well as enabling us to revisit and / or cover objectives from previous years as necessary.

We have reviewed how we deliver reading and are changing this in 2020 – 2021; this is also intended to try to address any learning 'gaps' which may have arisen with a different approach and increased sessions, and interventions, for reading. Phonics is now also taught daily in Year 3 and Phonics intervention is also supporting in Lower Key Stage 2.

IMPACT

The impact of our curriculum is strong. Our pupils demonstrate work across the curriculum of a high quality and children are given the opportunity to show what they learn and know, often in real-world contexts such as the Year 3 and 4 "Rain Forests – Can we help?" project which culminated in a Green Protest to raise awareness of environmental issues. Our final outcomes value the children's work and ensure that their learning is memorable and has an impact both on the pupils themselves and more widely in the locality and beyond.



We always aim for our headline assessment data to be at least in line with national figures and, by the end of Key Stage 2, most often this is achieved, if not bettered, confirming that our pupils acquire detailed knowledge and skills at Perranporth. This ensures that our pupils are well-prepared for the next stage in their

education, including those children with SEND who have been supported to achieve the best possible outcomes.

As a school, we have developed a culture of reading for pleasure. We want every child to see themselves as a 'reader' and provide daily opportunities for this to take place. We even encourage reading at playtimes through our fantastic Reading Cabin!



Regulation 2014 to make our curriculum accessible for those with disabilities or special educational needs.

Following Covid-19, we will continue with our existing range of assessments ensuring, in particular, that regular assessment in relation to intervention ensures that these are accurately focused on the correct pupils, enabling maximum progress to be made.

Please visit our Equality Information page to find out more about how we ensure our curriculum complies with our duties under the Equality Act 2010 and our Special Education Needs section to find out how we meet the Special Educational Needs and Disabilities