



All of our actions in school are informed by our guiding principles that form the 'Penoweth DNA'

Our curriculum is no exception to this and is planned and delivered within the framework created by the guiding principles. We firmly believe that to be in the best place to progress, children need to feel safe, loved and able to take responsibility for their own learning. We also know that vocabulary is the key to unlocking communication and work to ensure that children know the importance and power of their words.

Our curriculum is broad and balanced and provides significant opportunity for children to apply and express their knowledge and understanding across subject areas. Due to the fact that our approach has 'focus subjects' for short periods of time, it enables children to become 'experts' and apply their learning in various ways. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are ready to face all of life's challenges and grasp all of life's opportunities.

"I'll be ready. I'm not sure for what exactly. But maybe that's what being ready really means..."

Holly Goldberg

Our Curriculum

OUR DNA

- We are safe
- We feel loved
- We take responsibility
- We are always learning
- We are ready

KEY AIMS

Through our curriculum design, we aim to provide children with the opportunity to:

- Develop their confidence to enable them to experience the challenge and enjoyment of learning
- Learn within a coherent and progressive framework
- Develop a rich and deep subject knowledge
- Develop their capacity to work independently and collaboratively
- Recognise the value and power of their own words



Penoweth Primary School & Nursery

"Working together to unlock and realise potential"

Core Subjects

English, Maths

CURRICULUM DESIGN

ENGLISH: READING

VIPERS (Vocabulary, inference, prediction, explanation, retrieval, sequence/summarise). Focused upon shared class reader. Approach supported by 'Love to Read'

ENGLISH: WRITING

National Curriculum expectations for year groups set out / mapped. Genre expectations set across the year ensuring blend of writing to persuade, inform and entertain. Year group expectations in sentence progression supported by tailored Alan Peat sentence types progression document

ENGLISH: SPAG

National Curriculum expectations for each year group set

MATHS

White Rose scheme followed



CURRICULUM DELIVERY

ENGLISH:

Taught daily. Carefully chosen novels form the basis of reading and writing tasks throughout all English lessons. Non-fiction texts carefully chosen to support the focus subjects, with VIPERS referring to these texts.

ENGLISH: READING

Taught daily. In Early Years and KS1 the focus is upon phonics (taught through Read, Write Inc). Comprehension skills are taught through the structure of VIPERS. In upper KS1 and KS2, VIPERS are utilized as the main framework for delivery of reading lessons.

ENGLISH: WRITING

Taught daily. SPaG is interwoven into writing lessons in line with genre expectations. Genre coverage is mapped across the year groups to ensure a balanced and varied mix.

MATHS

Taught daily in line with the sequencing set out by the White Rose documents



FORMATIVE ASSESSMENT TAKES PLACE THROUGHOUT ALL LEARNING SCAFFOLDED THROUGH QUESTIONING, VERBAL FEEDBACK AND LIVE MARKING. THIS ASSESSMENT INFORMS FUTURE PLANNING.

ASSESSMENT

ENGLISH: READING

Baseline summative assessments (NGRT) carried out in September and progress across the year measured with follow-up assessment in July. Practice SATS papers utilized in year 2 and 6 at spaced intervals across the year. The use of data from Accelerated Reader assessed to look at reading ages and progress. Reading domains interwoven throughout VIPERS and assessed against termly

ENGLISH: WRITING

Moderation of evidence banks against year group expectations take place termly



MATHS

Baseline summative assessments carried out in September and progress across the year measured with follow up assessment in July. Practice SATS papers utilized in year 2 and 6 at spaced intervals across the year.

Focus Subjects

Science, Geography, History, Music, Art, Design Technology

CURRICULUM DESIGN

All subjects are 'in focus' at various times throughout the year and delivered through 'Cornerstones' inspired projects. Science is in focus in some half terms and, where it is not, it is taught discretely either through investigative approaches or through timetabling of individual objectives.



CURRICULUM DELIVERY

Subjects are in focus through Cornerstones inspired projects at various times of the year. Split year group classes require a 2 year rolling programme to ensure curriculum coverage.

The rationale for the 'focus' approach is to enable greater opportunity for children to learn and apply their knowledge in depth and become 'mini experts' on the subject.

Knowledge and skills progression documents are referred to through to guide lesson planning and provision.

Key vocabulary for all subjects (arranged across projects) is in place.



FORMATIVE ASSESSMENT TAKES PLACE THROUGHOUT ALL LEARNING SCAFFOLDED THROUGH QUESTIONING, VERBAL FEEDBACK AND LIVE MARKING. THIS ASSESSMENT INFORMS FUTURE PLANNING.

For each period that the subject is 'in focus'
Prior to start:

KNOWLEDGE RECALL:

Key knowledge from previous learning that will be starting point for learning in this project is 'recalled' so links are clearly defined.

PIT STOPS;

Key assessment questions given through the project that are linked to the identified National Curriculum objectives that are to be assessed at the end of the project. *Target Tracker* is completed at the end of each project; assessments are made against identified objectives (ensuring assessment against all defined objectives over the rolling 2 year programme)



ASSESSMENT

Foundation Subjects

Computing, MFL, PE, PSHE, RE

CURRICULUM DESIGN

COMPUTING

Delivered through Cornerstones projects (each project has some defined Computing objectives)

MFL

Spanish is the chosen modern foreign language for the school

PE

Taught through the REAL PE scheme

PSHE

The 'Lifewise' programme is utilized by the school

RE

Cornwall agreed syllabus used

CURRICULUM DELIVERY

Subjects taught discretely every week with reference to required learning times.

ASSESSMENT

Formative assessment is undertaken throughout and following lessons for all subjects as per usual practice for the school. Summative assessments are not currently undertaken in the foundation subjects with the exception of RE. Plans for the future include the inputting of data to Target Tracker based on formative assessments / teacher judgements. Implementation is scheduled over the next six month period.