

The Curriculum Statement

A curriculum designed for Chacewater School

Our curriculum is the beating heart of our school day. We want the children to be immersed in their learning, through experiences and opportunities. We want them to be excited to learn.

Our Curriculum has a clear purpose, an intent.

Intent: What we intend to achieve through our curriculum

At Chacewater, our curriculum promotes a clear view that learning is an exciting journey, that requires effort and perseverance but pays rich rewards; it's a life-long companion, broadening horizons and opening up new pathways to varied experiences. We understand the need to prepare children for their role in the local and wider community. These themes are central to our ethos.

Subject Leader focus/ Curriculum Organisation:

Subjects have been developed to maintain their rigour and integrity, building understanding and skills progressively, integrating with other subjects to secure strong, meaningful and purposeful learning. It is essential for us that knowledge is embedded and reflected on throughout year groups. We hope that our children will aspire to a range of careers and personal interests in the future. To ensure that they gain knowledge and skills across all subjects, we have designed our curriculum to cover not only the statutory aspects of the National Curriculum, but to take account of our local mining and Cornish heritage. The curriculum is covered in subjects and through topics across the school year, with regular repetition of themes, supplemented with whole school learning e.g. around specific artists, eco days, current issues and whole school topics linked to our summer school production.

Reading:

It is a fundamental skill to read. We want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Enriching children's vocabulary gives them the word power they need to become successful speakers and writers, as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do.

Mental Health:

At Chacewater we understand that mental health disorders affect about 1 in 10 children and young people within the country. For us, emotional wellbeing is just as important as their physical health. We understand that good mental health allows children and young people to



develop resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.

Cooperative Learning:

A strong intent of our curriculum is for children to work co-operatively, giving children the tools to work together towards a learning goal. The more complex the outcomes (higher-order processing of information, problem solving, social skills and attitudes), the greater are the outcomes of learning.

Implementation: How do we deliver our curriculum?

Curriculum Structure

Our topic-based approach allows us to deliver the appropriate subject content through creative themes. We understand that not all subjects can be incorporated into a topic and therefore plan and ensure that subjects are taught to guarantee a broadness of the curriculum. This is planned within our key stages and then across the whole school. Long term plans are created and topics introduced through a launch day experience. This immerses the children in the learning and allows them to feedback their expertise and experiences; it allows us to ascertain prior knowledge and understand gaps of knowledge. Our teachers plan subjects using progressive knowledge and skills, which show what children should be learning in each year group and in each subject.

Subject Leaders

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. Subject leaders are motivated and have an in-depth knowledge of their subjects, supporting class teachers to deliver an ambitious curriculum. Knowledge is clearly and carefully shared with children using a variety of teaching methods. The curriculum is thoughtfully structured by subject leaders to ensure that knowledge is retained and can be recalled for independent work. Pupils are given frequent opportunities to apply their learning in a meaningful context, which allows teachers to continually monitor and address misconceptions. Teachers are then able to respond; adapting the learning as appropriate and giving timely feedback to pupils about their learning, both written and verbal. Summative and formative assessment is carefully planned by subject leaders and used as a tool for supporting progress.

Following on from our school's maths mastery success, we feel that to ensure the success of the curriculum, we must continue to develop opportunities for pupils to practise what they know, to deepen their understanding. Through lesson starters, revisiting key skills, vocabulary concept maps, quizzes and knowledge organisers to ensure that teachers know the 'sticky knowledge' that their pupils need to learn and remember.

Learning environment

Teachers and subject leaders ensure that the learning environment is bright, stimulating and supports pupils' learning. Communal displays are used to celebrate and motivate across key stages. Teachers plan educational visits to widen experience, and parents and families are regularly invited in through our aspiring assemblies, to show us that adults continue to learn even after they have left school.

Reading through the curriculum

Reading is given a high priority in our curriculum as the ability to read and understand opens up learning for children, and supports all areas of school life. We believe that every child should have access to high quality, inspirational reading material in order to develop a keen interest in the written word, which will stay with them throughout life. We strive to instil in our children a sense of excitement, fun and pleasure that can be derived through reading. It is recognised that reading permeates the curriculum, so texts are sharply matched to challenge and engage all learners in all subjects.



Co-operative learning

When our teachers design the learning opportunities, they look for ways for us to develop good learning behaviours (through the 4R'S). Our school understands that learning about learning helps us to become better learners! In our curriculum therefore, we look for ways to encourage the 4R' s of resilience, resourcefulness, being reflective and reciprocal.

Impact: How will we measure the effectiveness of our curriculum?

We strive to ensure that our children's attainments in core and foundation subjects are in line or exceeding their age-related expectations, when we consider the various starting points of children. We always consider age related expectations and have high expectations for all children to succeed.

We reflect on the standards achieved against planned outcomes. We celebrate the learning at the end of topics, where children demonstrate the knowledge they have gained, through work exhibitions for parents to visit, assemblies and open classrooms. Pupil conferencing allows children to display their understanding and discuss their learning with; teachers, subject leaders, senior leaders and governors.

We teach our children to ensure the development of their long-term memories and we define progress as knowing and remembering more. Teachers and staff work hard to plan a broad

and balanced curriculum. This is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge, and transferrable to see them through to further study and transition in KS3.

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values. Only by learning what these learning behaviours mean, can we prepare them for living in the community, demonstrating equality. We will measure this not just by the work that the children produce, but in the `behaviours, we see each and every day, on the playground, in the corridor, and in the many roles we give them.