



Charlestown Primary School

Curriculum Policy

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Statutory or Optional policy	Optional
Appendices	No

Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01726 812831 or email: charlestown@kernowlearning.co.uk

Charlestown Primary - Curriculum Policy

Our Intent- What we aim to do

We lead the way and INSPIRE our pupils' enthusiasm for learning by ENRICHING their curriculum with hands-on experiences and ENLIGHTENING them, and our community, to work collaboratively and support each other.

Inspire

At Charlestown we pride ourselves on our exciting and engaging curriculum which aims to inspire our pupils, staff and parents. The children are encouraged to have 'a spirit of enquiry' and take responsibility for their own learning whilst fostering the values of truth, justice, honesty, trust and responsibility.

Using the National Curriculum as a basis from which we cover and go beyond, we teach our children with the school community, local area, national and global context in mind. Our curriculum is the product of an evolving school and the talent of our staff in creating learning that is enjoyed by all.

The curriculum is designed to allow pupils to begin to develop the knowledge, concepts, skills and attitudes necessary for their own development and to enable them to play a full part in a society. The personal development of pupils spiritually, morally, socially and culturally plays a significant part in the ability to learn, achieve and celebrate diversity. All pupils are respected and have equal rights of access and opportunities to engage with our curriculum.

Enrich

We enrich our pupils' learning experience at Charlestown with purposeful activities that are bold, exciting and inspiring. These range from residential trips and visits as well as a range of experiences both on and off site that not only motivate our pupils but support their mental health and well-being too; ensuring there are opportunities for personal growth in all aspects of their learning.

Our curriculum is very much based on enriching the lives of our learners through the great outdoors and experiences beyond the classroom. Learning is enhanced by our school forest and outdoor learning spaces. This is not a separate entity to the classroom, instead it is used as an extended part of our learning environment that successfully supports our children in their learning.

At Charlestown we embrace technology, using it innovatively to support teaching and learning across the curriculum and to make links with others beyond the classroom.

Enlighten

Charlestown Primary School is at the heart of our local community. We often welcome visitors such as the Fire Service or RNLI so that we can learn from them whilst also offering to share our expertise with others. It is important that our pupils feel a sense of belonging, not only to their school community but the one in which they live too; locally and globally.

Our Implementation- How we aim to do this

Our curriculum starts in the **Early Years Foundation Stage (EYFS)** with immersive, practical hands-on experiences based on the **Characteristics of Effective Learning**.

This provides the solid foundation for future child centred-learning which permeates throughout the school.

When talking about learning, and to ensure that our children understand that we are **applying** particular **skills** in a particular **context**, we make it clear for example that we are not '*doing history*' – we are '*being historians*.'

The **spiritual, moral, social and cultural development** of our children and their understanding of **British Values** prepare them positively for life in modern Britain.

Children's learning experiences are **enriched** with extra-curricular activities and **immersive trips, visits and residential**.

Children's understanding is deepened through **higher order questioning** which challenges all pupils and promotes curiosity.

Embedded throughout every lesson is our **Teaching Model**, known as The 'I Do, We Do, You Do' model promoted by Chris Moyse.

Teaching sequences are organised to build on prior learning lesson-to-lesson, year-to-year.

Learning at Charlestown What does it look like?

IMPLEMENTATION

Subject Leads are advocates for their subjects and, as such, resources are appropriate and effectively support in the delivery of curriculum content.

Subject Leads keep up-to-date with relevant research and provide **CPD** to staff through training in staff meetings or INSET on a termly basis.

Working in **partnership** across our trust enables further enrichment of our curriculum provision and subject specific support for staff.

We are passionate about the **skills and knowledge** that our children will **learn, refine and deepen**.

This is evident in the way in which we talk about our learning; at Charlestown we don't "do" geography, **we are geographers, historians and scientists** etc and we talk about the skills and qualities needed to "be" these things.

Our Impact- what is the outcome?

Our extensive and well resourced **outdoor environment**, and the **local community** provides further opportunities for **active learning** for all our pupils.

Each class has a scheduled session in our **'wild area'** on a weekly basis and teachers actively plan and allow numerous opportunities for our pupils to **learn outdoors**.

Governors, Senior Leaders and Subject Leads **monitor** the implementation of the curriculum in a range of ways which may include, observing teaching, scrutinising books, pupil conferencing etc. This information is used to identify **best practice** and further training needs.

Learning at Charlestown *What is the outcome?*

IMPACT

Overall, children understand their **sense of belonging in the world**. They can articulate times gone by and the impact they have had on **their lives**. They are able to discuss the world as a global as well as a local and national **community** and understand their place in it.

We have secure links that ensure children learn about local history and geography during their time at Charlestown **through the lived experiences of those in their community**. We take part in the local carnival, lantern parades, Festival of Speech, Church services, library events as well as taking part in 'Silver Stories' weekly.

By answering **questions, revisiting and furthering understanding** and skills and reflecting on their next steps, children can see how their learning can be applied in a variety of contexts and in doing so, do more and remember more.

The curriculum is **mapped** across the school carefully where children are encouraged to be inquisitive by finding the answers to **'big questions'** and make links to previous learning. Each topic incorporates a **rich experience**; a visitor, specific artefacts or a visit to a significant local place.

Every child, whatever their starting point and whatever their **individual need** is supported to achieve through our **personalised approach**.

Using Chris Quigley resources, subject leads and teachers know the attainment and progress of all pupils, **including those in our vulnerable groups**, and monitor this routinely and robustly.

A fundamental part of our curriculum is that we are **'being'**; not 'doing'. **'Being'** an historian involves key **skills** and **attributes** such as investigating the past, understanding chronology, the effects of history on the world and being able to talk confidently about this using key vocabulary.

Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils
- observations and feedback from staff – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

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