

# Alverton Primary School

## Curriculum Statement 2024 – 2025



**We live in an area of deprivation with, for many, limited opportunities and limited knowledge of life and diversity beyond our immediate locality. The Golden Thread that runs through our curriculum is therefore to give our children the academic knowledge, skills (especially reading) and cultural capital they need to allow them to progress confidently onto their future learning and into the world.**

### **INTENT**

At Alverton, 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 are conscious that we live in an area of deprivation and that there is a lack of cultural diversity in Cornwall; the opportunities available to our children, as well as their knowledge of life outside of their immediate experience, may be narrow and this needs to be addressed through our curriculum. We therefore endeavour to give the children the academic knowledge, skills and cultural capital they need to allow them to progress confidently onto their future learning and into the world.

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 deliver a coherently planned and sequenced, broad and varied curriculum which is hugely engaging and designed to ensure that all of our children succeed and love to learn. We feel that reading is fundamental to a child's success and this is embedded throughout the curriculum.

### **IMPLEMENTATION**

We take a cohesive and coherent approach towards the planning, sequencing and delivery of lessons in order to enable the children accumulate the knowledge and skills needed for future learning. Each key stage follows a rolling programme which ensures full and rigorous curriculum 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. Planning days enable teachers to evaluate previous learning and next steps as well as consider how to develop the children's cultural capital and broaden their range of experiences. A range of feedback and assessments are used effectively to check understanding, identify and respond to misconceptions and inform our practice and priorities, adapting teaching as needed.

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.

We firmly believe that our pupils need to be prepared for life in a digital world. We use iPads across the curriculum to enhance learning, develop IT skills and enable pupils to access learning and record their work in a variety of ways.

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 address any gaps in pupils' reading skills.

We provide many varied opportunities for excellence beyond the classroom such as through our highly successful sports teams or our annual musical production. Our pupils have the opportunity to take on a range of leadership roles and responsibilities including the School Council and Parliament. From Reception through to Year 6, we extend the curriculum through visits and visitors. We use our amazing grounds and get out and about in the locality and the wider environment as well as planning educational visits to enhance the children's learning. Years 5 and 6 have the opportunity to spend time on a residential 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.

### **Supporting Pupils with SEND**

Our curriculum is fully inclusive and we ensure all children have the same entitlement to a broad curriculum by making adaptations where needed. Teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their individual needs and make subject-specific adaptations as appropriate.

### **IMPACT**

The impact of our curriculum is strong. Our pupils demonstrate work across the curriculum of a high quality; children are given the opportunity to show what they learn and know and recognise that their work is valued and, where possible, has an impact in the locality and beyond. Further details can be found in our Curriculum Statements for each subject.

As a school, we have developed a culture of reading for pleasure. Children's work demonstrates that they are able to apply the key skills of reading, writing and Maths across the curriculum.

On entry to Alverton School, there are typically low % of children at age-related expectations. Across the school, our headline assessment data is at least in line with national figures and, by the end of Key Stage 2, often significantly exceeds this, confirming that pupils make very good progress and acquire detailed knowledge and skills at Alverton. This ensures that our pupils (including those children with SEND who have been supported to achieve their best possible outcomes) are well-prepared for the next stage in their education.