



Mylor Bridge School: Curriculum Statement

Introduction and Rationale

The core outcome for our curriculum is for all our pupils to move on to the next chapter of their learning with the skills they need to be successful:

- Confidence and success in their learning
- Strong self-esteem and high personal expectations.
- Enquiring minds that want to know more.
- Independence, imagination and creativity.
- Strong moral values of honesty, integrity and good judgement.
- A clear understanding of core British and School Values
- A sense of justice, self-discipline and personal responsibility.
- Empathy, team-work and self-regulation

The school's culture and our climate for learning provide the following drivers that underpin all areas of our curriculum:

Resourcefulness:

Ask questions/Make links/Imagine/Think things through/Use a range of resources

Resilience

Get absorbed /Manage distractions/ Notice things/ Persevere/ know your motivations/ Try new things

Relationships

Take charge/ Do your bit/ Learn alone / learn together /Show empathy/ imitate others

Reflection

Understand consequences /Have goals (plan)/ Revise learning /Prioritise/ Know how you learn best.

Alongside these drivers, we have woven the teaching of metacognitive strategies to help our learners maximise their outcomes in all subjects.

The main three primary metacognitive skills are:

- **Planning effectively for tasks,**
- **Monitoring ongoing progress**
- **Evaluate outcomes.**

These are displayed in each classroom for the children to use as they are completing their work



Curriculum Intent

It is our intent to ensure that our curriculum goes **beyond the experiences of the classroom** to provide the richest and most varied opportunities possible, in order to:

- Provide outstanding outcomes for the future of young people.
- Deliver a curriculum which celebrates our Cornish heritage, alongside being inquisitive and respectful of others, including those who share a protected characteristic.
- Engage children in a relevant, meaningful and challenging curriculum that stimulates and engages all pupils, encouraging and supporting the development of fluency and expertise to ensure that children know more and remember more.
- Ensure excellent delivery of carefully sequenced knowledge and skills that children can transfer between subjects and phases of their education.
- Develop children's ambition and use of initiative, to encourage them to question and to not always accept the first answer.
- Understand their roles and responsibilities within their community; be that local, national, international or virtual. Know how the core British and School Values underpin these roles and responsibilities and know how to stay safe and keep others safe within these worlds.
- Enjoy positive mental and physical health.

Curriculum Implementation:

In order to ensure that learning in every subject is sequenced appropriately, we have linked progression documents to our curriculum maps– through the Essentials Curriculum and supported in specific subjects by specialist materials (Kapow – DT and Art and Design, Charanga – Music, JASMINE PE – PE, Purple Mash – Computing, Cornwall Syllabus – RE, White Rose Maths – Maths, Key Stage History – History, Developing Experts – Science) These ensure that learning is staged and builds on prior knowledge. This provides the children with the opportunity to revisit vital skills and knowledge regularly, embedding this learning and therefore becoming subject-specific experts.

Curriculum Impact

As demonstrated in school data outcomes, children achieve in-line with other schools nationally in English, Maths and Science. This ensures that children are ready to face the next stage of their education because they are working in-line with national expectations.

Within Foundation subjects, Proof of Progress (POP) quizzes are used to monitor and ensure retention of information, in order to allow children to build on this knowledge and skills as they progress through their learning.

Monitoring opportunities within school, both with subject leaders, governors, the Headteacher and SIPs show that children can apply key developmental skills independently in a range of contexts.

Through yearly whole school pupil feedback, and through subject-specific conferencing, pupils talk about developing knowledge, building skills and exciting experiences, and how these positively impact upon their learning and retention of learning.

Yearly parental feedback demonstrates a culture of positivity and needs being met, alongside close working relationships which support learners and their families.