



## Ludgvan School - Curriculum Statement

### **CURRICULUM INTENT** - what we aim to achieve through our curriculum:

To provide an inspirational, innovative and ambitious education for all; so that every Ludgvan School pupil reaches their full potential, equipped with the unique, personal qualities they require to succeed in the next stage of their education and their transition to secondary school.

Our broad and balanced curriculum is ambitious for all, tailored to individual needs and carefully planned to ensure children progress in line with the national curriculum: immersing **every** child in progressive knowledge, skills and enriching experiences, giving them **all** the cultural capital to DREAM, BELIEVE and **ACHIEVE** regardless of their individual circumstances.

Our curriculum prioritises development of the whole-child, including physical health and wellbeing and developing an understanding of oneself. Building outdoor learning – through forest school and farm schools opportunities, and rich, real-life experiences within and beyond the curriculum develops children's understanding of themselves, as locality and as global citizens.

It is our intention that all children leave Ludgvan School confident, motivated, aspirational and ready (academically, emotionally, socially) to embrace the opportunities that await at secondary school and beyond.

### **CURRICULUM IMPLEMENTATION** – how we deliver our curriculum:

Our curriculum offers a complete planned educational experience, informed by logical, age-appropriate sequencing and aligned with the expectations of the National Curriculum and EYFS Framework. It enables children to accumulate knowledge that is crucial for each subsequent step in their learning journey and requires them to apply and build upon their prior learning and experiences.

Throughout this curriculum journey, our skilled teaching team monitors progress, personalises and adapts delivery, and uses various feedback methods to address misconceptions, celebrate successes, and clarify next steps. This continuous assessment ensures that teachers make thoughtful adaptations to support individual needs and considers the personalised guidance each child needs to enhance their learning experience.

Beyond academic progress, we prioritise the well-being of our students. Our staff carefully monitor and support children's social and emotional health, ensuring they are happy, focused, and ready to learn. This helps children meet the challenges set by their teachers and prepares them to positively tackle the next stage in their education.

Children's progress and attainment against curriculum milestones is continually assessed and monitored. This ongoing evaluation allows our staff to adapt learning strategies where appropriate and provide individualised feedback to both children and parents.

Texts and resources are thoughtfully chosen to support our curriculum intent, enhance children's reading skills, and provide a broad range of experiences. Teachers carefully consider tasks and activities, planning task to inspire, engage, and develop children's cultural capital. We place a strong emphasis on extending learning beyond the classroom, making full use of real-world learning opportunities and the school's forest school and community farm. This approach enriches the educational experience and helps children thrive regardless of their starting points.

We ensure that teaching and learning are adapted to meet the needs of all learners, including those with Special Educational Needs (SEN), enabling access to the full curriculum for everyone.

### **Broader Curriculum Implementation developing the whole child:**

In order to further develop well-rounded, secondary-ready, healthy pupils our curriculum builds sport, healthy lifestyles and all aspects of SMSC into the curriculum. Through specifically taught sessions (PE, Science, PSHE, RSE), but also intertwined with our broader curriculum delivery – ensuring that these core elements of learning are delivered in relevant and real contexts. Assemblies ensure specific coverage of events in the news; equality; diversity; cultural traditions and celebrations; charities, British Values; and our motto, rules and values.

Memorable learning experiences, theme days, whole school experiences, relevant and stimulating educational visits – including residential are employed as appropriate to bring learning to life, inspire and celebrate the learning undertaken.

Offering broad and varied extra-curricular provision encourages all children to 'seize the day', making the most of the opportunities to uncover their passions, hone their skills and build healthy and positive relationship and habits for life.

### **Curriculum IMPACT – How we will know how successful our curriculum is:**

The effectiveness of the curriculum is measured in numerous ways at Ludgvan School, reflecting the diverse approach the school has to the curriculum.

- The culmination of these measures is that children leave Ludgvan as the curriculum intends, as confident, aspirational (Dream, Believe, Achieve) and reflective learners.

Children will have developed detailed knowledge of all NC subjects taught and be ready to apply this in the next stage of their education.

- Nationally reported data at the end of key stages, for phonics and timestables will reflect this.

Children will have benefitted from a rich, strategically planned personal development curriculum enabling them to develop the social, emotional and learning skills required for them to continue to succeed in education and beyond.

- This will result in children being inspired and enabled to take their learning further by for example: selecting and reading texts at home; taking part in extra-curricular activities at school and in the community; conducting research into areas that interest them; being ready to lead others and take on responsibility in the school environment and community.

Pupils will have benefitted from the curriculum being adapted to meet their needs, in particular pupils with SEN.

- As a result, children will leave Ludgvan School ready to continue to achieve in the next stage of their education, having received the academic guidance, support for well-being and cultural capital this requires.