



Curriculum Vision Statement

“Cultivating character and nurturing growth so that learning blossoms”

Curriculum Intent

At Kehelland School we believe in giving all children the very best learning experience we can. We aim to provide an education that will equip our pupils for a lifetime of learning. As well as highly valuing academic achievement, we passionately believe in cultivating individual character that ensures learning blossoms. We use Virtues to support our development of character, these Virtues are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment. We strongly value children’s individuality and encourage them to pursue their interests, celebrating their achievements academically, socially and emotionally and in extra-curricular activities. We make the most of our fantastic setting to get the children out in the environment learning through real life experiences. We ensure we have a wealth of extra opportunities, from music, to cooking and art to encourage expression and ensure experiences and opportunities for all children regardless of their background.

We aim to provide children with a well-rounded and ambitious curriculum. High academic standards and expectations run alongside our virtues, creativity, imagination, and joy. Through our Virtues project children learn to challenge themselves; demonstrate excellence; care for themselves and their community; develop kindness and compassion; be reflective and understand the importance of appreciating everyone’s individual strengths. Our curriculum draws on resources in our local community and Cornish identity ensuring experiences are relevant, real, and inspiring. Our community involvement ensures a family feel, rooted in care and compassion. The COVID pandemic has caused significant difficulties for our families socially, economically, and academically. We have supported each other through these difficult times and intend to continue to support our community with their health and wellbeing as well as reigniting their love for learning and closing gaps as soon as possible.

Curriculum Implementation

Throughout our curriculum delivery at Kehelland, run our Virtues which support our positive environment and learning behaviours. These Virtues are taught and developed alongside the understanding and mastery of the Primary National Curriculum. We believe that developing the children’s ability to learn and reflect on their approach and ability to learn, is crucial to prepare them for secondary school and beyond. Clear, effective methodologies and lessons structures devised by teaching staff, drawing on research and best practice from



many areas, enables high quality delivery of core subjects. This is going to be especially important in a world post lockdown where teachers will ascertain learning gaps, planning interventions and lessons to enable pupils to catch up. Staff work hard to adapt and personalise the curriculum to meet the needs and skill set of individuals, ensuring each pupil learns at their zone of proximal development, either as part of a whole class, in small groups or in tailored 1-1 time. Through experienced, dedicated and highly skilled staff children make good progress and their ZPD changes rapidly.

Our approach fully immerses children with a learning hook day and gives them a purpose with a showcase day at the end of their unit, where learning is shared and celebrated. Children are taught in mixed age classes, and this supports their development academically, socially, and emotionally. Children will have the opportunity to have a wide range of experiences to develop their individual talents, a balanced outlook, and academic skills. At its heart is the principle that every child deserves a rich, fun engaging and broad learning experience – which is exactly what we believe in at Kehelland. Subject leads devise and monitor two year rolling programmes to ensure efficacy and rigor in our curriculum, often using high quality schemes to ensure progression and rigor. These include White Rose Maths, Kapow and the Teach Computing scheme developed by the NCCE. Reading is prioritised and we use RWI and AR to support this across the school.

Curriculum Impact

Subject leaders and the Headteacher systematically monitor throughout the year to gauge the impact of the curriculum we have here at Kehelland. We always aim for our headline data to be at least in line with national figures, and at the end of KS2 this is often achieved and if not, bettered, confirming that our pupils acquire the detailed knowledge and skills that we teach. Children's knowledge and memory is measured through outcomes in their books, through weekly tests, age-appropriate formal termly assessments and informal questioning by our experienced staff. Our small family feel allows us to really know and understand our children. We hope that the systems we manage to put in place will help children to catch up with their learning after the pandemic and be fully ready for their next stage – whatever that may be.

As a school, we have developed a culture of reading for pleasure. We want all children to see themselves as a reader and use their reading skills across the curriculum in all subjects. We provide daily opportunities for reading and celebrate this as well as our virtues in whole school assemblies, and with our wider community.

Most importantly however, our success will be measured in the children's attitudes to learning and their well-being. Their ability to discuss and reflect on their learning with positivity, confidence and the breadth of opportunities that have been afforded to them. We actively seek the views of parents and children to ensure we do this to the best of our



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ability and inform our curriculum delivery and help us reach our aims. These measures ensure that ALL of our pupils achieve their best possible outcomes, whatever they may be for them. It ensures that our children leave Kehelland with an understanding of themselves and their strengths; a love of learning; a positive approach to their wellbeing; are environmentally aware and are equipped for life as citizens in a rapidly changing world.