



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Mousehole School Curriculum Policy

Policy approved by the full governing body on 10th June 2021

Signed (chair of governors) *L. Hodgson*

Signed (head teacher) *[Signature]*

1.0 General aims

The National Curriculum September 2013 states:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

At Mousehole School we believe our curriculum is an invaluable tool which ensures a breadth of knowledge, skills, aspirations and values for the children that attend our school. It prepares them for the next step in their education and promotes a love of learning, natures respect and develops confidence in the children who experience it.

The Mousehole School Curriculum ensures delivery of all statutory elements of the Primary National Curriculum 2013. It also develops and embellishes it further to include areas of study, knowledge and skills that meet the needs of the pupils at Mousehole School and enhances their understanding and appreciation of their environment and community locally, nationally and globally.

1.1 Whole School Aims

Our whole school aims which relate to this policy are:

- To pursue a creative, adaptable and forward thinking approach to education which fosters a love of learning, a thirst for knowledge and is focussed on the best outcomes for children.
 - To nurture children's confidence by promoting their independence. Children must believe they can achieve without support and know that support is intended to help them achieve this. They must be empowered and inspired to widen their educational opportunities and improve their life chances.
 - To communicate shared values based on mutual respect in the interest of the whole community.
 - To ensure an education of such high calibre and clear identity that all members of the community can feel pride in their school.
 - To establish a detailed understanding of the talents, needs and personalities of all our children, ensuring our capacity to nurture and challenge every individual.
 - To deliver a curriculum that is fully inclusive and to ensure all children have the same entitlement to a broad curriculum.
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2.0 Curriculum Content

We provide a broad and balanced curriculum. We meet the requirements of the National Curriculum and teach the statutory content in the following subjects

Core Subjects

English

Mathematics

Science

Foundation Subjects

Art and design

Music

Design and Technology

History

Geography

Computing

Languages

Religious Education

We are not restricted by the National Curriculum and our curriculum content is extended and broadened to include skills and knowledge which suit the needs of the children in our community. This is done through various projects and schemes of work. We classify our curriculum under six broad areas as detailed in the table below which also includes the other areas of study included in the Mousehole Curriculum.

English	Maths	Science and Technology	Humanities	Creativity	Health and well being
Reading	Fluency	Science	History	Art and Design	Physical Education
Writing	Reasoning	Computing	Geography	Music	Yoga
Oracy			Religious Education	Woodland Skills	Relationships and Sex Education
			Spanish		Beach and Harbour Skills

We also teach a programme of learning skills through weekly assemblies and in class follow up. We call this our Skills Progression: it is delivered under the headings below:

Expect to Connect

Think Big

The Reflective Perspective

Wander and Wonder

Believe in Me

Empathy and Equity

see appendix 1 for more detail.

3.0 Planning

Teachers have overall responsibility for coordinating the learning that takes place in their class. They do this with a variety of planning tools.

The aims of planning are to:

- Provide a broad, balanced and inclusive curriculum.
- Ensure progression, continuity and rigour
- Ensure teaching meets children's learning needs
- Ensure inclusive access to the curriculum for all students
- Link with formal and informal assessment
- Allow flexibility and adaptability
- Ensure all involved adults are informed about the planned learning
- Ensure the curriculum meets statutory requirements

We plan and deliver our curriculum content carefully to ensure rigour and appropriate progression through each subject area. We use Curriculum overviews to ensure we cover all the content of the Mousehole Curriculum cohesively and we use Curriculum Progressions to detail the content within each subject. The following offers more detail.

3.1 Curriculum Overviews

We plan our curriculum in four phases: Early Years; Key Stage 1; Lower Key Stage 2 and Upper Key Stage 2. The three later phases span two year groups. As our classes contain more than one year group, we use our Curriculum Overviews to ensure each child is taught all the appropriate content during each phase over a two year rolling programme. We review these documents each term to track when the delivery of each area has taken place.

This method of curriculum tracking allows some flexibility for teachers to vary how different subject areas link together to form part of a termly project (see 5.2 below) but this is not at the expense of coverage. We avoid creating tenuous links between subject areas for the sake of a project and some subjects will be taught discretely (without links to a class project) to ensure the content is covered and to avoid unnecessary cognitive load.

3.2 Curriculum Progressions

Class teachers have used our Curriculum Progression documents to plan which areas of the Curriculum Overviews will be delivered via a two year rolling program. These plans include project learning based termly themes and stand alone units as described above.

Our Curriculum Progression documents set out what content is taught in each area of the curriculum. We have detailed Curriculum Progression Documents for Science, for all National Curriculum foundation subjects and other areas bespoke to the Mousehole Curriculum: yoga (part of our PE curriculum), harbour skills, woodland skills and our Skills Progression (a set of metacognitive and learning skills that we believe create more effective, successful learners). Our Skills Progression is taught through assemblies, class reinforcement and the themes are shared each week with parents via Seesaw.

A number of our Curriculum Progressions have been designed by the teaching staff at Mousehole: at the beginning of this process we audited our teacher's own educational experience to ensure they had a suitable level of knowledge to do so i.e. A Levels and/or degrees in each subject area. Where this knowledge was not available in the school team, we have purchased curricula designed by experts e.g. in computing.

As we have adopted the Primary Strategy for Numeracy and Literacy, we take our medium-term planning directly from the guidance documents. To support medium term plans, we use aspects of White Rose Maths, Twinkl, Kapow (Computing and Design Technology), A Sense of Place, Hamilton Trust, Christopher Winter Project (Relationships and Sex Education), the Historical Association.

In early years we follow the Early Years Foundation Stage Framework introduced in September 2021.

3.3 More detailed planning (daily and weekly)

In addition to the above, teachers will also produce plans for the delivery of teaching over the shorter term. The format for this planning is down to teacher's own preferred style and the needs of their class and adult teaching team. This planning should be shared with any adult working in the class and subject leaders may need to scrutinise it from time to time.

4.0 How our curriculum promotes British Values

All (independent and state-, maintained schools) have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- Department for Education November 2014

At Mousehole. School we promote British values in the following ways.

4.1 Democracy

Within class staff make all efforts to involve children in making democratic decisions about the children's experiences for example by involving them in the planning process for whole class projects (see 2.2 below) or deciding class roles and responsibilities.

Each class has elected school council members who meet with members of the school parliament which includes elected year 6 officials (usually 3). This group agrees issues to present to the whole school for debate or to be voted on in class. The children are supported in choosing issues which can change school practice and have impact for

example helping to choose the menu for school meals and agreeing future development of the school grounds.

4.2 The rule of law

We reinforce the rule of law in Britain by carrying out our legal duties and helping children to understand and appreciate them for example school attendance registers and safeguarding procedures - "It is our legal duty to keep you safe. That is why you need to follow this rule". We promote school rules through our behaviour policy and principles.

4.3. Individual liberty

Through the curriculum, we teach children to use informed debate and to understand the difference between fact and opinion; we teach them how to argue and defend points of view; we learn about and celebrate famous individuals who have fought for individual liberty through history.

When dealing with disputes, staff endeavour to give all interested parties a chance to express their feelings and understanding of the situation.

4.4 Mutual respect and tolerance

Whole school assemblies and a variety of class learning activities promote children's right to hold and express their own opinions and beliefs. Through a termly RE block we explore different religions in modern Britain and wherever possible have British representatives of those religions visit the school.

We recognise our geographic isolation in West Cornwall and limited cultural diversity, as a consequence we work hard to create links outside the county and to celebrate cultural diversity.

5.0 Teaching

Effective learning, the core purpose of the school, is ensured by effective teaching. Effective teaching enables pupils to understand the clear lines of progression through the knowledge, skills and understanding being learned and ensures consistently high expectations for all.

Teachers do not create learning, learners create learning, teachers create the conditions in which students learn - Dylan **William**

5.1 Effective pedagogy

Pedagogy describes the methods and practice of teaching. Using consistent, rigorous approaches across the school helps to ensure good transition from class to class and to establish clear lines of progression. The school and this policy also recognise the need for a varied diet of lessons and learning experiences.

Within this varied diet, the following elements of good practice are essential (although not necessarily in every lesson) and help to reinforce the learning culture and a love of learning within the school:

- **Excellent subject knowledge:** Teacher's knowledge and understanding of the subject matter to be learnt is crucial. Exploring subjects and learning alongside pupils is useful and pupils may ask questions which teachers cannot answer but teachers must have a thorough knowledge of the curriculum being delivered and know the methods and language used across the school (for example adhering to the school's calculation policy)

in maths lessons). Teachers carry out their own learning including support from colleagues to ensure their knowledge is thorough and up to date.

- **Effective questioning:** questioning should be varied and include open and closed questions. Effective teaching will always involve effective questioning. There should be variety in the ways that children respond - calling out, writing an answer down, telling a partner, randomly selecting a child to answer (lolly lotto) etc. There should also be a variety of ways to process a question - time to think, time to discuss or rapid recall.
- **Systematically checking pupil's understanding:** good assessment starts with teachers and support staff recognising misconceptions through every lesson. When these misconceptions have not been predicted, lessons must spontaneously adapt to address them. When individuals or small groups of children need extra support or consolidation (intervention) this should happen as soon as possible within the restrictions of a busy school day. It should not result in pupils consistently missing any part of the curriculum.
- **Clear and consistent feedback:** pupils are able to adapt their understanding and know how to improve their work due to consistent, effective and timely feedback. This can be verbal or written and should be given by all staff involved in lessons and by peers (through peer critique for example). Where it is written by staff it should adhere to the whole school marking guidelines (appendix 2). Routines must be in place which give adequate time for pupils to process and respond to marking. See also appendix 3. School Marking Codes and Appendix 4. Feedback aide memoire.
- **Project based pedagogy** We use some elements of project based pedagogy, namely:
 - An essential question: an open question that stimulates interest in project and acts like a title for a term's planned study
 - Authentic outcomes: involves the children in creating an outcome a having an audience for their work
 - Working with experts: children meet an expert in their field who can inspire them and promote further interest in the real world application of the knowledge they are learning
 - Off site visits: an event which stimulates interest and excitement about a subject area or areas and will often involve working with experts
- **Effective Differentiation:** Where appropriate, activities should be differentiated effectively to ensure all pupils can access the curriculum effectively. Pupils should understand their own learning well enough to make informed, guided choices about the appropriate level of challenge. We consider resilience and independence as essential skills and teachers should design lessons and routines that promote these skills. They can only be learnt when all children are appropriately supported and challenged. Scaffolding and other strategies that may be specific to individuals - such as typing, visual clues and pre-teaching - are used to ensure that learning objectives can be inclusive and accessed by all children.
- **Dynamic grouping:** variety is an essential element in the way that pupils are grouped. Pupils often learn more effectively in particular modes for example preferring to work alone however all pupils should have opportunities to work individually, in pairs and in groups. We also recognise the "propinquity effect" and know that by varying who pupils work with, we can improve the social dynamics of the class and improve pupils relationships and ability to work with different people. We consider effective relationships and good communication skills an essential part of being successful in school and the wider world.

5.2 Whole school approaches

There are a number of teaching and learning approaches which are consistent across the school. They include the following.

- **Early reading** We use a systematic synthetic phonics approach to teach early reading with consistent pedagogy, images and routines. We use the structure of Letters and Sounds to plan progression in our phonics teaching and learning. Our phonics teaching starts from the beginning of the reception year (children who have spent time in our pre-school will already have experience of phase 1 early reading activities). All staff delivering phonics sessions are trained and teachers take responsibility for adapting resources and approaches to meet the needs of the children in their classes. We use banded decodable books so that children can independently practice their reading skills.
- **Reading with adults** All classes have routines in place for reading and sharing books daily. Every child will share a text with their teacher at least once a day (more often for younger classes) and this will include the teachers sharing their love of reading and we may also use regular guided reading sessions where children will learn reading skills in small groups with an adult. We recognise the limitations and inefficiencies of reading one to one with an adult however this will happen for children at risk of falling behind in reading as will other interventions.
- **Maths** The whole school uses the White Rose Maths programme to help sequence maths teaching. We use exercise books and resources from the WRM resource alongside other resources to practice fluency and problem solving in particular Club 99, Test Base and NCETM resources. We also ensure all our staff have up to date training; all of our teaching staff have been a part of teaching for mastery courses and work groups within the last 5 years and we are always updating and refining practice with support from the NCETM and our local Maths Hub.
- **ELSA (Emotional Literacy Support) / TIS (Trauma Informed Schools)** These draw the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help the school to understand the needs being signalled by children's behaviour. They give us targeted strategies and activities to help support children to engage with learning and life. The school has a trained ELSA (Emotional Literacy Support Assistant) who drives regular group and individual work and emotional support for children and trained TIS practitioners who support children on a day to day basis depending on their needs.
- **Technology** Each class has access to iPads and these are used to enhance learning experiences when appropriate. Outside of teaching specific computing skills from the computing curriculum children may use technology to research, present work and to practice specific knowledge or skills (for example by playing times tables games).
- **Learning at home** All classes use some form of home learning or home work to reinforce learning and to involve parents in their children's learning. The school expects parents to support children in their homework and they agree to do so by signing our home-school agreement. Teachers will occasionally set projects to be completed at home but the majority of work set is to recap content already taught in school and to support embedding knowledge into the long term memory. Depending on the age of the children routine homework will include:
 - Regular reading practice of books chosen by teachers that children can independently read fluently
 - Spelling practice to learn spelling patterns for quizzing in school (some ideas for this can be found [here](#))

5.3 Outdoor learning

Outdoor learning is an important part of the Mousehole School pedagogy. It can be broadly classified in two main approaches.

1. **The extended classroom** Teachers consistently take lessons outside in all areas of the curriculum. The main site at school and the school field are both very suited to lesson delivery and we have ready access to the beach, harbour and a variety of different environments. A minimum of 10% of curriculum time should be spent outdoors. This includes in the winter months. In better weather and for younger children there will often be considerably more than 10% of lessons outside.
2. **Specific outdoor skills** The Mousehole School curriculum includes the teaching of a progression of specific outdoor skills through our woodland and harbour skills programmes. These include things like using tools, risk assessing environments and developing team work.

5.4 Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special educational need, our school does all it can to meet their individual needs in an inclusive manner. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a barrier to learning has been identified in a child, his/her teacher makes an assessment of their possible need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's needs are such that more additional and different provision is required, we involve the appropriate external agencies when making any further assessments. We provide additional resources and support for children with special needs.

6.0 Assessment

Assessment is a crucial part of effective teaching and learning and its inclusion in this policy reflects this.

6.1 General Principles and Aims for Assessment

In our school teachers are involved in assessment and recording procedures that:

- Support quality teaching and learning
- Require discussion and communication between relevant adults and the pupils themselves
- Find out what children already know and inform what they will learn next
- Are based on clear, shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements
- Provide useful information to parents that is clear, timely and supports learning

In our school children are involved in assessment processes that:

- Form part of regular classroom practice

- Provide reliable and credible information to support progression in learning
- Measure attainment and track progress
- Raise the expectations of success
- Are motivating and actively involves them in review and target setting
- Inform any short or medium term interventions in small groups or 1:1 (see also Special Educational Needs policy)

6.2 Types of assessment

Formative assessment

Formative assessment forms part of every learning experience that children receive. Effective questioning (3.1 above) and informal assessment is a crucial element in the craft of teaching. Teachers and teaching assistants adapt their teaching and questioning to meet the needs and progress of individuals and groups of children as they teach. Children are involved in this process by responding to questions in different ways and by being encouraged to reflect on what they already know and what they need to learn next. They also support each other by sharing their understanding with each other and giving each other feedback about what is working well and how they can improve.

Pupils are more able to self assess their work if learning objectives are clear and universally understood. So that by the end of a lesson all children can answer the question: What have you learnt in this lesson? The question should be answered in terms of knowledge, skills and/or understanding. So, for example, a pupil would answer: I have learnt how to use adverbs to improve my writing rather than I have learnt how to write a story.

Summative assessment

Summative assessments are planned assessments which occur at regular intervals and are designed to measure pupil's attainment i.e. their understanding of the curriculum which has been covered. At Mousehole School summative assessment includes:

- Cohort specific tests each term (from NFER). These include tests in reading, maths, grammar, punctuation and spelling (GPS) and writing tasks. They inform teacher's planning, individual pupil target setting and teacher's termly assessments against Age Related Expectations (ARE). These may be supported by 1:1 or small group working with children if appropriate to their needs or if test results do not represent the teacher's knowledge of the child's abilities.
- Early years foundation stage profile (EYFSP). The profile is used to inform teaching in our reception class and the end of year data is used to aid transition in to year 1 and compare the school's performance locally and nationally. We also carry out the Reception Baseline Assessment (RBA) within the first few weeks of reception which became statutory in the Autumn term 2021. We use this assessment to inform our provision.
- Statutory national Summative Assessments Tests (SATs). From the Autumn term 2021 these include:
 - Reception Baseline Assessments
 - Year 1 phonics screening tests
 - Year 2 (end of Key Stage 1) SATs in reading; Spelling, Punctuation and Grammar (SPaG) and maths

- Year 6 (end of Key Stage 2) SATs in reading; Spelling, Punctuation and Grammar (SPaG) and maths

All testing is carried out in a positive environment in which the needs of individual children are met as supportively as possible within the requirements of the Standards and Testing Agency's Assessing and Reporting Arrangements for Key Stages 1 and 2.

7.0 Monitoring

The Head teacher is ultimately responsible for monitoring the delivery of this policy. He is supported in this by leaders of specific subjects and more widely by all teaching and support staff and members of the governing body. The detail of the school's procedures for monitoring is contained in the monitoring and evaluation policy.

Appendix 1 - Skills progression

Curriculum Overview for Learning Skills

Expect to Connect		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I can borrow and share ideas	I can work well as a team leader and member	I can constructively challenge the ideas and opinions of others
I can express my ideas and thoughts with confidence	I notice when others do not achieve success and am supportive	I can compromise in order to improve the learning experience of everyone
I show respect for the ideas and feelings of others		

The Reflective Perspective		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I can talk confidently about what I have learnt	I can look back and learn from my mistakes and successes	I can use my mistakes and success to help the learning of others
I can use feedback and respond well to this in my learning	I can use what I have learnt to improve my ideas and learning	I can evaluate how I have learnt and use this to make me a great learner
I can identify what has helped me to learn well		


Empathy and Equity		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I can talk about how I feel	I recognise we are all unique and celebrate this	I can read body language well
I can manage my own feelings	I can put myself in someone else's shoes and show empathy	I am open minded and can look at things from different perspectives
I can understand the feelings of others		

Believe in Me		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I always try my best	I know its ok to make mistakes and learn from these	I show resilience when my learning is challenging
I know what to do when I get stuck	I can look for solutions to overcome problems in my learning	I have set belief in myself and use this to help me be successful
I can resist distractions and keep focused		







Think Big		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I can think of lots of ideas	I can ask some good questions to help my thinking	I can apply what I know to new learning
I can spot patterns and similarities in my learning	I can extract key information and use this to help my learning	I can evaluate the impact of my new ideas and ways of seeing things in my learning
I can use my imagination and creativity to help me learn		

Wander and Wonder		
Key Stage 1	Lower Key stage 2	Upper Key Stage 2
I can actively take part in my learning	I can ask good questions about things that really interest and puzzle me	I can explore different choices in my learning and justify these
I am keen to learn about new things	I can use a range of skills to search for the answers to my questions	I can evaluate the impact that my choice has on my learning and motivation
I can talk about what fascinates and amazes me		

Appendix 2 - Marking guidelines for staff

Written Feedback	Method of feedback	Purpose of feedback	When and how to be used
Using toolkits -	Genre/focus specific writer's tool kit to be used for pieces of extended writing. Tick where child has achieved objectives	To offer explicit feedback connected to tool kits.	When tool kits are used
	Written next to piece of work. i = independent SS = some support S = supported	To ensure the teacher knows how independent the child has been and whether they need more support.	As necessary. NB not necessary if the adults can pass on the information verbally.
WOW!	Use WOW! to show where the child has particularly dazzled you. Make it explicit.	To praise success and highlight good use of previously taught techniques.	As soon as possible after a completed piece of writing or when working alongside a child.
NOW!	Next step comments. (NOWS!)	To revisit learning or to extend the learning of previous lessons. These would normally be specific to a particular child. If a number of children have made the same mistake then some reteaching would be necessary. These should relate to the toolkit or learning objective.	To respond to extended pieces of writing or other work if appropriate
Self –Assessment (Children use BLUE or PURPLE polishing pens)	Self Assessment by child (using a toolkit)	Encourages reflection in relation to the LO and encourages pupils to think about next steps. Promotes independence.	After a finished piece or specific task
Peer Assessment (Children use BLUE or PURPLE polishing pens)	Peer Assessment by partner	Encourages children to review the LO for that lesson. Encourages children to work co-operatively and develop constructive feedback techniques including receiving and acting on other's feedback.	After a completed piece of writing
Peer critique	Feedback tool used to facilitate peer to peer feedback	See above	During the process of drafting a final piece of work. May also be used for creative work.

	<h1>Mousehole Marking Codes</h1>
	<p>Make sure you know what to do about any marking on your work</p>

WOW!	You have done this really well
NOW!	This is your next challenge
CL	Capital letter missing or in the wrong place
SP	Spelling mistake
//	New paragraph needed
	Finger space needed
	Full stop missing
	Punctuation missing
	Start writing at the margin
	Writing must go on the line or in the box
	Missing word
write ...	Copy this correction 3 times

Finding your own mistakes really helps you learn. If an adult notices a mistake, work with them to find it and make sure you correct it. If you find some written feedback, make sure you respond to it.

Feedback is an incredibly powerful learning tool. It can also take considerable time. When using feedback make sure it has the best possible impact especially if it is written feedback.

Feedback can be written or verbal.

The best feedback occurs alongside learning.

Not all work has to receive written feedback, but all mistakes should be addressed, ideally at the point of learning or as soon after as possible.

Where feedback is used, we expect children to respond, usually by making corrections or by completing a further task. They must be given time to do so before moving on to new learning. This should be evident in books when written feedback occurs.

The following colours are used as part of written feedback.

Green for adult feedback using the marking code or making comments

Blue or purple for polishing pens – Children's corrections when returning to books at a later date. Used in Key Stage 2 and for editing extended writing in Key Stage 1