



<p><u>School Development Plan Priority</u></p> <p>Quality of education - Delivery of a broad and balanced FLE curriculum based on our policy.</p> <p>Leadership and management - Ensuring teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time and that this consistently translates into improvements in the teaching of the curriculum.</p>	<p><u>Focus of Visit - Curriculum</u></p> <p>The school's curriculum, intent and implementation are embedded securely and consistently across school – it is evident from what the teachers do that they have a firm and common understanding of the school and that the series of lessons contribute well to delivering the curriculum intent.</p> <p>The school curriculum is ambitious and meets the needs of all learners</p>
<p><u>Visit time, date and Governor name:</u></p> <p>- Vicky Richards</p>	<p><u>Staff name:</u></p> <p>Emily Green & Fran Ferguson</p>
<p><u>SDP actions to consider</u></p> <ul style="list-style-type: none"> • PM in place to coach, mentor and monitor the planning, lessons and outcomes. The monitoring (see evidence for list of documents) will ensure the work given to children, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills and of a consistently high quality for all children from all groups. <p>Monitoring of the school curriculum meeting the needs of every learner will take place in staff meetings and will demonstrate:</p> <ul style="list-style-type: none"> • Use of pre-teach strategies – In places • Effective use of widgeo so every child can access every subject in the curriculum • Early identification of areas of need • Provision maps – <i>we are now providing a pupil profile for every child identified with SEN – new initiative Dec21</i> <p>Planning demonstrates challenges aimed at deepening thinking and reasoning as applicable in every subject.</p> <p>Planning, knowledge organisers and photobooks are used to support children in remembering so that children develop a fluency to their learning and unconsciously apply their knowledge as skills</p>	
<p>Ofsted</p> <p>Outstanding:</p> <ul style="list-style-type: none"> • The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. • The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 	



- Pupils' work across the curriculum is consistently of a high quality.

Good:

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum)

Implementation

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Previous visit: Progress on agreed actions and Impact

Staff to participate in subject cluster meetings.

Feedback on trips



Observations and Discussions

The school's curriculum, intent and implementation continue to be embedded securely and consistently across school and meets the needs of all learners. Every half term as a team we look at each other's knowledge organisers and photo books to check coverage and progressing. Evidenced in workbooks and photobooks.

Photobooks are now available as hard copies for the children to look through and discuss their previous learning with each other.

Following a meeting attended by HB, what is being offered does not fit our curriculum implementation (small school).

SEN one page profiles – making clear the adaptations made to the curriculum for SEN children.

Every class has at least one trip planned:

STEM workshop (KS2)

RLNI (KS2)

Truro Cathedral and museum (Yr 5/6)

In school experience (Mark's Arc)

Class Tamar camping residential

FS/KS1 beach day

FS/KS1 trip to the church

Taunton cricket trip (Yr 3,4 & 6)

Queens Jubilee Baton @ Mt Edgcumbe (KS2)

Y6 trip to Plymouth

Archeologist camp PP children (Tamar)

Further Action Required:

New staff in September – ensure all following school policies and expectations.

Continue embedding curriculum policy.

Impact of Governance:

Checking that the SDP actions have been addressed and the curriculum has been delivered.

Date and time of next visit:

Autumn 22

Governor signature:

Date:

Staff signature:

Egner