

Our Vision:

At Perran-ar-Worthal School, our vision is to make ‘every moment matter’ for each and every child, where we recognise ‘every moment’ as a learning opportunity that cannot be wasted.



Every Moment Matters

OBJECTIVES		2024/2025	2025/2026	2026/2027
OBJECTIVE 2 Our ambitious skills based curriculum provides a strong platform for inspirational creative teaching.	ACTIONS	1. Develop a strong, evidence-based skills curriculum (Skills Builder) across the school ❑ Ensure staff training ❑ Ensure staff buy in through staff meetings and CPD ❑ Implement Skills Builder within timetabled curriculum 2. Implement practice from ACE Creative Collaboratives pilot and legacy to upskill staff and students understanding of skill delivery and teaching for creativity ❑ Continuation of Imagination Firelighters. Alfresco Learning. ❑ Development of creativity across the curriculum ❑ Access regional and national CPD to ensure outward looking	1. Implement a strong, evidence-based skills curriculum across the school building on skills builder and creativity collaboratives ❑ Continued staff CPD ❑ Continued place within timetabled curriculum ❑ Evident in planning bespoke to each subject and stage (phase and year) For example; critical thinking in science, listening in languages ❑ Skills builder curriculum is explored in the wider areas of school life including Fab-Fridays, extra-curricular, wrap-around. 2. Embed practice from ACE Creative Collaboratives pilot and legacy to ensure skills-based fosters equity, diversity and inclusion (DAPs, SEND) ❑ Embedded CPD through ❑ Ensure sustainability post-legacy funding fostering networks and partnership ❑ Access regional and national CPD to ensure outward looking	1. Implement a strong, evidence-based skills curriculum ensure students are prepared for the future ❑ Embed links across skills, careers and future experiences linked to local context ❑ Create a ‘calendar/map/pathway’ of wider opportunities and enrichment ensuring career and aspirational outcomes are drawn through the development and application of key skills ❑ Planning for trips, visitors and extra-curricular clubs exploits opportunities to develop skills. 2. Build on partnerships with other schools, regional and national organisations, local employers, parents and HE to create curriculum that supports students next steps.
	OUTCOMES	1. The curriculum at PAW offers a structured and progressive skills-based education. ❑ Reflect on impact through Strand 1 school for Creativity Collaboratives including; Student, Teacher and Leaders evaluation (Jan and June) ❑ Strand 1 evaluation demonstrates improvement in students, staff and leaders understanding of the skills curriculum (Jan and June) 2. Audit of curriculum identifies place for skills across the curriculum subjects. ❑ Initial steps evident in each termly unit over for each class. ❑ Skills Builder evident in each class	1. The curriculum at PAW offers a structured and progressive skills-based education ❑ Skills are evident in the long- and medium-term plans across all subjects ❑ Strand 1 evaluation demonstrates a clear understanding of skills within the curriculum at PAW and demonstrates improvement in students, staff and leaders understanding of the skills curriculum (Nov and March) 2. Audit of curriculum identifies place for skills across the curriculum subjects. ❑ Audit of curriculum shows opportunities to apply skills in a range of contexts are systematically taken advantage of. ❑ Monitoring and lesson observations note skills are embedded into language for learning. ❑ Individual pupil progress is monitored following each unit using the Skills Builder Hub for each class	1. The curriculum and personal development curriculum offers a structured and progressive skills-based education ❑ Monitoring and evaluation shows pupils are able to make links and articulate how skills look outside the classrooms and to future careers. ❑ Wider curriculum including Fab Friday has evidence of skills being embedded in creative and experiential learning. 2. Track and Monitor curriculum and personal development opportunities so they are enriching, accessible and targeted Ensure all students benefit fully from wider opportunities including DAPs and SEND. Through ❑ Student Voice ❑ Staff Survey?