



Curriculum at Penair School

Our Vision is for all members of our Penair Community to live to learn. This vision is underpinned by our core values of pride, belonging, learning and opportunity which are at the heart of everything we do. We set high expectations to ensure that every student excels across all aspects of school life.

Our intention is to ensure students make outstanding progress and that our broad and balanced curriculum helps to remove any potential barriers to learning.

We want our students to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the school.

At Penair, students will,

- experience a broad, deep and knowledge rich curriculum.
- be literate and numerate.
- have high expectations for their behaviour and achievement.
- build their character.
- develop their cultural, social, moral, mental and physical development.
- secure solid foundations for progression post-16.

CURRICULUM INTENT

Students experience a broad, deep and knowledge rich curriculum

Our school curriculum helps students to achieve high standards and make excellent progress. At KS3, the curriculum is broad and students learn essential knowledge built around a 'learning journey' to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

The transition between key stage three and four (Key Stage 4 and Beyond) see students select their options choices in year 9. Students are well supported through this process with advice from teachers, tutors and subject leaders. Our Key Stage 4 and Beyond booklet is available at this link <https://penair.cornwall.sch.uk/students/year-9-options-booklet/>. Students and

parents have access to a comprehensive programme to make sure they are supported in making their choices as outlined in the booklet. Our KS4 offer invites students to enrol in a broad range of subjects and includes access to the English Baccalaureate (EBacc) for all students.

Students will be literate and numerate

The development of student language is a fundamental part of our curriculum. At Key Stage 3 we have allocated 60 minutes every week for students to read a shared text with their form tutor. In Year 10 students read for 10 minutes every day during the tutor period. We understand how important it is for our students to build confidence in communication skills not only for their time in school but also to prepare them for working life. We ensure students have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Numeracy skills are developed across the curriculum.

Students who arrive with below expected numeracy and literacy skills are supported through expert teaching and incisive intervention. The school strives to ensure that students are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training.

Students will have high expectations for their behaviour and achievement

The school is inclusive and ambitious for all. We have high expectations of all students and provide opportunity for students to learn what is expected of them morally. Our behaviour policy ensures that students learn that actions have consequences. Whilst students gain knowledge through KS3 and KS4, we also want them to become learners who are enquiring, enthusiastic, engaged and mannerly. Students will develop high expectations of themselves and embed our key principles: Ready. Respectful. Safe. It is important to us that all students learn about and accept the differences between people.

Students will build their character

We are totally committed to improving the life chances and aspirations of students. A rigorous Personal Development Curriculum sits behind the tutorial programme to ensure that students do not miss out on opportunities to explore new experiences and challenges.

We ensure students have access to a wider curriculum which provides numerous opportunities in sport, creativity, performing, world of work, volunteering, Outdoor Education and our hugely popular Combined Cadet Force. An extensive enrichment programme supports the development of students into well rounded citizens.

Students will develop their cultural, moral, social, mental and physical development

At Penair, we pride ourselves on delivering a curriculum which values SMSC (Spiritual, Moral, Social and Cultural) development. SMSC is championed at the school to develop students as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain, students are able to envision 'The Bigger Picture' and show that learning is linked to the real world and experiences. Students are encouraged to engage in community groups that celebrate difference. Links with local and national business enrich the curriculum offer and help to contextualise learning.

Students will secure foundations for progression

It is our intention to ensure students have secure foundations for progression to secondary school from our partner primaries. We have a close working relationship with our primary schools. In terms of work-related learning from Year 7-9, students receive careers information with a clear focus on the Gatsby benchmarks, and this is supported through drop-down days and focused careers fairs. All students participate in work experience in Year 10. We also support students at the Key Stage 4-5 transition into further education and apprenticeships.

CURRICULUM IMPLEMENTATION

Penair School follows the National Curriculum, we believe that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares students for the next stage in their education. Lessons are engaging and suitably differentiated so that students spend time in lessons working independently at their level of ability.

Development of language and building knowledge are integral to curriculum planning. Subject Leaders, who are experts in their subjects, carefully construct a

curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows students to embed and recall knowledge. This builds firm foundations for progression to the next level and exam success.

At Penair School, WalkThrus are a key tool in supporting the consistent and effective implementation of our curriculum. They provide a clear, research-informed framework for high-quality teaching practices, enabling staff to focus on the most impactful strategies in a manageable, step-by-step way. Our Penair Teaching and Learning model is underpinned by the **Core 8 WalkThrus**, which establish a shared foundation of evidence-based approaches across the school. These core strategies ensure alignment with our curriculum intent and promote consistency in classroom practice.

In addition, each faculty and individual member of teaching staff is empowered to select and develop their own pedagogy by choosing relevant WalkThrus that reflect their subject priorities and professional goals. This approach fosters ownership, reflective practice, and a culture of continuous improvement, ensuring that teaching at Penair remains dynamic and responsive to the needs of all learners.

Key Stage 3 (KS3)

At KS3 the curriculum is designed around key themes. This encourages students to focus on deeper learning to ensure real understanding of key concepts. Each subject has a planned learning journey with clear statements setting out what students need to know, understand and do to reach their potential. The National curriculum content is carefully tracked to ensure that students have covered all areas of content by the end of Year 9.

Key Stage 4 (KS4)

Options are structured in such a way to allow students to make a guided and informed choice. Students, however are free to study the subjects that they are passionate about. This ensures equity of delivery, with all students having equal access to subjects. The options are designed to stretch and challenge students. Students are offered a mixture of practical and academic subjects from all areas of the curriculum. Within the option subjects, Penair offers a range of different accreditation routes including academic and vocational options. This gives every student a broad and balanced curriculum but still offers a flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for

progression routes Post 16 as every student will have a greater range of subjects on which to choose future opportunities for education and training.

Curriculum allocation and grouping

- At KS3, students are taught in half populations. Students are mainly taught in mixed attainment groups although there are some adjustments made in some subjects to best suit each cohort. The school considers that mixed attainment grouping and setting both have their merits and will decide which approach is best suited to each cohort based on their stage and phase of learning.
- KS4 students are carefully grouped to ensure progress is at the forefront of planning and to support students in maintaining a broad curriculum in subjects they enjoy.
- On average, group sizes are between 26-30 students.
- All lessons are 1 hour in length although some subjects are taught over a double period. There are 25 lessons per week.
- SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) are taught as a discrete subject through Religion and World Views. In addition, all subject staff look for opportunities to embed these aspects into the wider curriculum.
- PSHE (Personal, Social and Health Education) provision is taught as a discrete subject as well as through a series of drop-down days that are derived by staff and experts (as appropriate to the theme).

Penair Curriculum 2025/26

| KS3 | English | Maths | Science | PE | RW | PSHE | Geography | History | MFL | Art | Computing | Drama & Dance | Design Technology | Music | Total (hrs/fortnight) |
|-----|---------|-------|---------|----|----|------|-----------|---------|-----|-----|-----------|---------------|-------------------|-------|-----------------------|
| Yr7 | 8 | 8 | 6 | 4 | 2 | 1 | 3 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 50 |
| % | 16% | 16% | 12% | 8% | 4% | 2% | 6% | 6% | 10% | 4% | 4% | 4% | 4% | 4% | |
| Yr8 | 8 | 8 | 6 | 4 | 2 | 1 | 3 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 50 |
| % | 16% | 16% | 12% | 8% | 4% | 2% | 6% | 6% | 10% | 4% | 4% | 4% | 4% | 4% | |
| Yr9 | 8 | 8 | 6 | 4 | 2 | 1 | 3 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 50 |
| % | 16% | 16% | 12% | 8% | 4% | 2% | 6% | 6% | 10% | 4% | 4% | 4% | 4% | 4% | |

| KS4 | English | Maths | Core Science | PE | RW/PSHE/Cit/ICT Rotation | Option 1 | Option 2 | Option 3 | Option 4 | Total (hrs/fortnight) |
|------|---------|-------|--------------|----|--------------------------|----------|----------|----------|----------|-----------------------|
| Yr10 | 8 | 8 | 9 | 4 | 1 | 5 | 5 | 5 | 5 | 50 |
| % | 16% | 16% | 18% | 8% | 2% | 10% | 10% | 10% | 10% | |
| Yr11 | 8 | 8 | 9 | 4 | 1 | 5 | 5 | 5 | 5 | 50 |
| % | 16% | 16% | 18% | 8% | 2% | 10% | 10% | 10% | 10% | |

Note: Options contain Biology from Triple Science (S); RW = Religion & Worldviews, PSHE = Personal, Social, Health and Economic (PSHE) education, Cit = Citizenship

CURRICULUM IMPACT

At Penair, our curriculum will:

- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- lead to qualifications that are valued by employers and for entry to further and higher education.
- enable all students to fulfil their potential.
- meet the needs of all students irrespective of their starting points.
- allow students to acquire an appreciation and respect for their own and other cultures.
- prepare students to compete in the global economy.
- prepare students to make informed choices at the end of KS3, KS4 and beyond.
- help students develop lively, enquiring minds and the ability to question and argue rationally.

We regularly review our curriculum to ensure it continues to provide high quality learning, it evolves to reflect the society in which we live and meet that it meets the needs of our students.

Assessment

- Penair has introduced learning journeys at KS3 and KS4 across all subjects. The learning journeys are shared with parents and students. As a result, students are engaged in their learning and know which stage of the journey they are in and what the journey will take them. Assessments are undertaken at appropriate points along a subject's journey.
- Regular, low-stake, testing supports students embed to knowledge and informs staff of where learning is secure.
- Students are assessed by a combination of peer, self, and teacher assessments.
- Assessments are strategically planned by subject and curriculum leads to allow staff to assess student progress and inform students of how and where they can improve. Percentage scores are collected in Key Stage 3 on a half-termly basis alongside teacher assessments of Quality of Classwork and Behaviour for Learning (STAR Behaviours).
- Following each assessment, incisive intervention to fill gaps in knowledge means that students make rapid progress.

- Parents receive a data report 3 times per year. In KS3 the reports will indicate the percentage scores that students have attained alongside subject and similar student averages alongside Quality of Classwork (QofC) and Behaviour for Learning (B4L) (STAR Behaviours). The Key Stage 3 assessment tracking system was reviewed during 22/23 with a new system developed and in place from September 2023.
- In KS4 the data report shows the students' current predicted grade as well as the Quality of Classwork (QofC) and Behaviour for Learning (B4L) (STAR Behaviours).

Curriculum Review

- Curriculum implementation is reviewed, and quality assured through line management, Senior Leadership Team (SLT) lesson drop ins, lesson observations and in-depth curriculum learning walks.
- The curriculum content in each subject is reviewed annually by leaders to ensure the coverage and sequence of delivery allows students to build on their knowledge, address gaps in learning, and to be sufficiently stretched and challenged.
- The curriculum hours and subjects offered will be analysed by the Senior Leadership Team (SLT) and Governors on an annual basis.
- Student voice groups, across all years, discuss curriculum content and delivery annually. This will be shared with the senior team and staff.
- Parents and students will have the opportunity to review the curriculum content and delivery through parent and student surveys and student voice panels.

If parents / carers would like to find out more information about the curriculum at Penair please contact Mrs Hosking, Deputy Headteacher