



South East Cornwall Multi Academy Regional Trust

Curriculum Policy Statement Looe Community Academy

Date	Changes
June 24	Reviewed by Kelly Wood, Assistant Headteacher - Curriculum
Sept 24	Reviewed by Scott Yalden, Headteacher
Sept 25	Reviewed by Kate Jackman DHT

Next date for review: September 2026 by Deputy Headteacher - Curriculum QoE

Looe Community Academy

Curriculum Policy

“Ambitious for All – Rooted in Cornwall, Open to the World”

1. Introduction

At Looe Community Academy, we believe our curriculum is not a static plan but a living experience that shapes futures.

Our curriculum is designed to be **ambitious, inclusive, broad, and balanced**, preparing every student to thrive academically and personally.

Our guiding motto, “**Be the Best You Can Be,**” drives everything we do. It captures our commitment to high expectations, personal growth and the belief that every learner can achieve excellence in their own way.

2. Curriculum Intent

Our intent is that every learner will:

- **Access a broad and balanced curriculum** that goes beyond the national curriculum to include oracy, tutor reading, and cultural enrichment.
- **Know more, remember more, and do more** through carefully sequenced subject journeys that build knowledge and understanding over time.
- **Develop cultural capital:** from Cornwall's heritage to global perspectives, students will encounter diverse voices, texts, experiences, and opportunities.
- **Flourish as individuals:** becoming articulate, curious, creative, and confident learners who are respectful, resilient, responsible, and kind.
- **Be ambitious for their futures**, using the SMART Trust **EQUIP** to progress into higher education, apprenticeships, employment, and adult life with purpose and confidence.
- Live out the Academy motto: “**Be the Best You Can Be.**”

3. Curriculum Implementation

Our curriculum is delivered through:

a) Subject Expertise

- Each subject has been carefully sequenced by subject experts and continual tweaks to curriculum plans ensure that the curriculum continues to be ambitious.

- Subject experts ensure knowledge and skills are mapped suitably from Year 7 to Year 11.
- Schemes of learning are interleaved and spaced to aid long-term retention, and deliberate practice has strong intent.
- Departments align with whole-school pedagogical principles, while also developing subject-specific pedagogy.

b) The Looe Learning Loop

Every lesson follows a consistent research-informed model:

- Retrieval and recall (Do Now)
- Purpose and clarity ("Why this? Why now?")
- Explicit teaching of vocabulary and concepts
- Modelling, scaffolding, and deliberate practice
- Checks for understanding
- Consolidation and feed forward

This ensures **consistency, clarity, and high expectations** across all classrooms, supporting all learners to **be the best they can be**.

c) Literacy and Oracy

- Literacy is taught explicitly in every subject, with disciplinary vocabulary instruction embedded in lessons.
- Oracy is developed systematically through structured talk, debate, and presentation, supported by our Oracy Curriculum in Years 7–9 and our work with The Great Oracy Project, led by Dr Jim Rogers and Dr Laura Kerslake.
- Our Tutor Reading Programme builds knowledge, kindness, empathy, and resilience, weaving a "hidden curriculum" of character education through carefully chosen texts.

d) Inclusion and SEND

- Adaptive teaching ensures all learners, including those with SEND and disadvantaged backgrounds, access the full curriculum.
- Teachers use strategies from the **SEND Policy** and EEF guidance to support and challenge all learners.
- Curriculum planning considers equity at every stage — entitlement, access, and aspiration are non-negotiables.

e) Enrichment and Cultural Capital

- Trips, visits, guest speakers, and alumni links bring the curriculum to life.
- Our Cornish identity is celebrated through curriculum threads while global perspectives broaden horizons.

- Students experience “curriculum with conscience” (Myatt) and “curriculum conversations” (Tomsett), exploring values, ethics, and humanity alongside academic content.

f) Professional Development

- Curriculum delivery is supported by our **CPD Policy**. Weekly professional learning and StepLab coaching ensure staff continually refine practice.
- Non-specialist teachers meet with subject experts each half term.
- Leaders are accountable for curriculum intent, implementation, and impact within their areas.

4. Curriculum Impact

We measure the success of our curriculum through:

- **Student outcomes:** progress and attainment across all groups, including SEND and disadvantaged.
- **Teaching and Learning developments:** evidence of observations, coaching meetings complete, student knowledge retention, book presentation and quality, sequencing of concepts and learning, and depth of understanding.
- **Student voice:** pupils can articulate what they are learning, why they are learning it, and how it connects across subjects and time.
- **Behaviour and attitudes:** calm, purposeful learning environments where students are motivated, engaged, and respectful.
- **Destinations:** sustained progression into higher education, apprenticeships, employment, and life opportunities.

The ultimate measure of impact is that students at Looe Community Academy leave us ready to **be the best they can be**— as learners, citizens, and human beings.

5. Review and Accountability

- **Middle leaders** are accountable for curriculum intent, implementation, sequencing, and subject pedagogy.
- **Senior leaders** quality-assure curriculum design and delivery through regular monitoring.
- **Governors** hold leaders to account for the quality of education, with regular reports on curriculum intent, implementation, and impact.
- The curriculum is reviewed annually to remain **ambitious, relevant, and inclusive**.

