CELT Primary Curriculum

Intent, Implementation and Impact

Intent

At CELT, our curriculum is rooted in a clear moral purpose: every child deserves an inclusive, equitable and inspiring education that nurtures academic success, personal growth and wellbeing. We are committed to providing an exceptional educational experience for every learner, every day, so that all children feel valued, supported and experience a strong sense of belonging, with their identities, backgrounds and experiences recognised and affirmed. We believe that education opens doors to lives of choice and opportunity.

We recognise that childhood has intrinsic value and believe education should be joyful, challenging and deeply meaningful. Primary education establishes the strong foundations children need for future learning and future life, while learning should remain purposeful, coherent and responsive to children, their communities and the world in which they are growing up.

We maintain high expectations for every learner. Children should see themselves reflected within their curriculum, while also encountering people, places, cultures, experiences and perspectives beyond their own. Inclusion and representation are fundamental to belonging, motivation and achievement, and all pupils are entitled to the same ambitious curriculum. We recognise that knowledge, skills and character develop cumulatively through intentional and interconnected learning over time.

Our curriculum is intentionally designed to develop learners who are:



Happy & Healthy



Global Citizens



Prepared for the Future



Inspired to learn



Creative Thinkers

These 5 aims of our curriculum are not aspirational statements alone. They define our **pupil entitlement** and provide the criteria against which decisions about curriculum content, pedagogy, resources and assessment are made. Academic learning, personal development and wellbeing are therefore interconnected within our curriculum rather than treated as separate priorities.

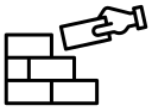
Our curriculum is underpinned by thirteen carefully considered design principles which ensure our curriculum design is:



Research-Informed



Subject-Specific & Disciplinary



Built on strong foundations.



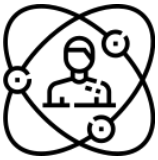
Sequenced, Connected & Progressive



Generative



Ambitious & supportive



Enriched by experiences



Rooted in story



Knowledge-Rich & Skills-Focused



Vocabulary-& Oracy-rich



Responsive & Evolving



Inclusive



Representative

Together, these principles ensure that learning is coherent, cumulative and equitable.

Through carefully selected texts, stories, experiences and curriculum content, children encounter both windows into lives, cultures and perspectives beyond their own and mirrors in which they can recognise themselves. Our curriculum celebrates Cornish and British heritage alongside the diverse identities and heritages of our learners and the wider world, supporting children to understand diversity, equality, citizenship and their place within modern society.

Ultimately, our curriculum intent extends beyond what children know at the end of primary school. We seek to develop knowledgeable, articulate, curious and thoughtful young people with the foundations, character and confidence to participate fully in society and pursue fulfilling and purposeful lives of their own choosing.

Our Curriculum Aims: Bringing Our Intent to Life

Our five curriculum aims translate our philosophy into a clear pupil entitlement. They describe the learners we seek to develop through their primary education at CELT and provide a lens through which decisions about curriculum content, pedagogy, experiences, resources and assessment are made.

The aims deliberately recognise that academic achievement, personal development and wellbeing are inseparable. They are not additional areas of curriculum content; they describe what we want the collective experience of a CELT education to achieve.

Happy and Healthy

We aim to develop learners who are happy and healthy.

We believe childhood has intrinsic value and that children learn best when they feel safe, known, valued and that they belong. Our curriculum therefore supports academic success alongside physical health, mental health, wellbeing and positive relationships.

Learning at CELT should be joyful, challenging and curiosity-driven. Children experience opportunities for play, creativity, movement, connection with others and the natural world. Through curriculum learning and the wider CELT Experience Offer, pupils encounter academic enrichment, sport and life skills, civic engagement, arts and culture, nature and adventure, and keystone experiences which broaden horizons and enhance cultural capital.

Together, these experiences contribute to children's resilience, confidence, wellbeing and positive sense of self while helping them develop an appreciation of balance, healthy lifestyles, the natural world and sustainability.

Our curriculum therefore strives to provide joyful learning, physical health, mental health, wellbeing, belonging, connection to the natural world, play, experiences and recognition of every child's right to childhood.

Prepared for the Future

We aim to develop learners who are prepared for their futures.

Primary education provides the foundations upon which future learning and opportunity are built. Our ambitious curriculum therefore develops the knowledge, skills, vocabulary, understanding and dispositions pupils need for their next stage of education and beyond.

Carefully sequenced and interconnected learning enables knowledge and understanding to develop cumulatively. Strong foundations and clearly identified core concepts provide secure starting points from which increasingly complex learning can grow. Alongside this, children develop digital and financial literacy and encounter a broader range of future careers and possibilities.

High expectations apply to every learner. Appropriate scaffolding and meaningful challenge enable pupils to participate successfully in an ambitious curriculum rather than having their entitlement narrowed. Through this, we seek to ensure that children's future

possibilities are not predetermined by their starting points or circumstances: education opens doors to lives of choice and opportunity.

Our curriculum therefore strives to provide digital literacy, financial literacy, preparedness for future learning, career awareness, opportunities for lives of choice, appropriate scaffolding and meaningful challenge.

Global Citizens

We aim to develop learners who see themselves as citizens of their communities, their country and the wider world.

Our curriculum develops character, citizenship and skills for life, supporting children to become respectful, kind and responsible members of modern society. Pupils learn about their responsibilities towards other people and the world around them and develop empathy, ethical awareness and an understanding of sustainability and equality.

Children should both see themselves within their curriculum and encounter lives and perspectives beyond their own experience. We celebrate our Cornish and British heritage alongside the rich heritages and identities of our learners, while deliberately broadening children's understanding of cultures, perspectives and lived experiences beyond their local context.

Through curriculum content, representation, civic engagement and meaningful connections with the wider world, children learn to value difference, understand identity and diversity, engage respectfully with different perspectives and consider how their choices and actions can contribute to their communities and the wider world.

Our curriculum therefore strives to provide a consideration for sustainability, a sense of citizenship, character development, civic engagement, identity, equality, heritage, diversity, equity and inclusion.

Inspired to Learn

We aim to develop learners who are curious, motivated and inspired to continue learning throughout their lives.

Learning at CELT is rooted in curiosity, story and meaning. Because memory privileges story, narrative and meaningful contexts sit at the heart of our curriculum design alongside the deliberate development of vocabulary and oracy.

We want children to experience the pleasure of knowing more, understanding more and becoming increasingly able to make sense of the world around them. Classrooms therefore promote wonder, questioning, exploration and connection, helping children recognise themselves as capable learners who are confident to explore ideas.

Reading has a particularly important place within this ambition. We seek not only to teach children to read successfully but to develop a lifelong love of reading and learning which extends beyond the classroom. Through rich texts, stories, language and experiences, pupils encounter new knowledge, ideas, perspectives and possibilities.

Our curriculum therefore strives to provide a love of learning, curiosity, reading for pleasure, rich vocabulary and purposeful opportunities for oracy.

Creative Thinkers

We aim to develop learners who can think deeply, critically, creatively and independently.

Knowledge provides the foundation for increasingly sophisticated thought. Our curriculum therefore moves beyond pupils simply acquiring information towards enabling them to question, analyse, connect, apply, create and solve problems.

Each curriculum subject has its own distinctive body of knowledge, skills and disciplinary practices. Children progressively learn what it means to think, talk and work like artists, scientists, historians, geographers, theologians, writers, mathematicians, programmers and designers. This disciplinary understanding helps pupils recognise that different subjects ask different questions and develop knowledge in different ways.

Through imaginative teaching, rich tasks, meaningful challenge and opportunities to generate and communicate ideas, children develop independence and intellectual confidence. They are encouraged to question, analyse, express opinions, consider alternatives and reflect thoughtfully.

In doing so, we want every child to discover their strengths and passions and develop the creativity, confidence, resilience and sense of identity that will enable them to participate fully in their future and lead fulfilling lives of their own choosing.

Our curriculum therefore strives to provide creativity, questioning, deep and critical thinking and analysis, independence, opportunities for challenge and opportunities to share opinions.

The Five Aims as a Collective Entitlement

Our five aims are deliberately interconnected. A child who is happy and healthy is better positioned to be inspired to learn; secure knowledge and strong foundations enable pupils to become increasingly creative thinkers; understanding identity, diversity and the wider world supports the development of global citizens; and collectively these experiences help children become prepared for their future.

They therefore do not operate as five additional areas of curriculum content or separate initiatives to be delivered. Instead, they describe the collective entitlement we intend every CELT pupil to experience through the curriculum as a whole.

Our ambition is that children leave CELT with more than a body of curriculum knowledge. They should possess the knowledge, skills, character, curiosity, confidence and sense of belonging that enable them to continue learning, contribute to their communities and increasingly make informed choices about the lives they wish to lead.

Implementation

Our curriculum strategy is characterised by precision design and inclusive enactment. Carefully sequenced programmes of study identify the core knowledge, concepts, vocabulary, skills and disciplinary thinking that pupils need to develop over time. Learning is deliberately connected so that new knowledge builds upon secure foundations, pupils make meaningful connections and increasingly apply what they know in new contexts.

From planned curriculum to enacted curriculum

Our curriculum is brought to life through the expertise, passion and professional judgement of teachers. Teachers are trusted as skilled professionals who interpret and enact the curriculum in ways that meet the needs of the pupils in front of them, using the CELT Chronicles, our teaching and learning framework, and Intellectual Preparation, to inform teaching and learning.

Teachers are not expected simply to follow a script. Instead, they understand curriculum and subject intent and use their knowledge of pupils and professional judgement to make informed pedagogical decisions. They adapt teaching approaches and select appropriate strategies while remaining aligned with curriculum intent and design principles. This creates consistency of ambition alongside professional creativity and responsiveness.

Supporting expert curriculum enactment

High-quality implementation is enabled through sustained professional development and collaborative professional learning. Staff develop both subject knowledge and pedagogical expertise and are supported through the CELT Chronicles, Curate & Narrate, the Adjustive Teaching Toolkit, coaching, professional dialogue, shared subject leadership, network meetings and collaboration across schools.

Our "we, not me" culture creates collective responsibility for developing one another, sharing effective practice and continually improving curriculum enactment. Teachers retain autonomy and professional judgement to adapt teaching and learning to pupil need and context while maintaining the shared ambition of the curriculum.

Inclusive enactment

All pupils are entitled to the same ambitious curriculum, and our curriculum is designed through a lens of inclusion. Implementation is therefore built around appropriate adjustment rather than reduced ambition. Curriculum designers and resourcers have had extensive training in inclusive lesson and resource design using our Curriculum Chronicle and aligned training, and aligned templates support and reinforce an inclusion-first approach.

Teachers use their understanding of learners to adapt teaching and provide appropriate scaffolding and challenge so that pupils, including those with SEND and those who are disadvantaged, can access, participate in and succeed within age-appropriate curriculum learning.

Our Adjustive Teaching Toolkit, which is woven through our chronicles, supports teachers to make purposeful adjustments for pupils who require additional support without unnecessarily narrowing or diluting curriculum ambition.

Assessment as part of teaching and learning

Assessment is integral to curriculum enactment and is used primarily to support learning and inform teaching, rather than to generate excessive data.

Teachers use ongoing formative assessment including checks for understanding, questioning, dialogue, observation and feedback alongside planned opportunities for retrieval and recall. End-of-unit checks and assessments focus on whether pupils have secured core knowledge and concepts, while summative assessment is used carefully where appropriate to evaluate impact over time. Alongside this, trackers and half-termly assessments for the strong foundations, ensure a precision-focus on these key skills and a keep-up not catch-up approach.

Teachers use this information to identify strengths, gaps and misconceptions and adapt teaching and curriculum sequencing accordingly. Senior Leaders and Curriculum Leaders use this information to refine and inform curriculum development and adaptation.

Experiences that enrich the curriculum

Implementation extends beyond individual lessons. Purposeful enrichment, reading, story, vocabulary and oracy, cultural experiences, civic engagement, creativity, movement and connection to nature broaden children's horizons and build cultural capital.

Through the CELT Experience Offer, children access opportunities for academic enrichment, sport and life skills, civic engagement, arts and culture, nature and adventure, and keystone experiences. These experiences enrich rather than sit apart from the curriculum, helping pupils connect knowledge with the wider world. The Personal Development trackers ensure an equitable offer for all pupil groups across all schools.

Impact

The impact of the CELT curriculum is seen in what pupils know, remember, understand and can do over time because of the curriculum they have been taught.

We expect pupils to:

- secure and retain key knowledge, concepts and vocabulary over time;
- develop increasing fluency, independence and disciplinary thinking within subjects;
- make meaningful connections between prior and new learning; and
- be well prepared for their next stage of education and life.

Evaluating the learned curriculum

Whilst we use trackers, statutory assessments, aligned trust assessments, pupil voice, community champion reports and implementation review boards to be laser-focussed on trends and patterns in data and how we can work together to refine our offer for all learners; we do not reduce curriculum impact to attainment data alone. At classroom, school and Trust level, we build a rounded understanding of the relationship between the planned, taught and learned curriculum.

Curriculum-focused quality assurance is supportive, developmental and proportionate. Feedback loops are built into curriculum implementation and development and remain open to all staff at all times to help the continual growth and development of our curriculum offer. Evidence is gathered through lesson visits and learning walks, book and work scrutiny, pupil discussions, assessment information and subject reviews at both a school and trust level. These processes enable leaders to understand what children have actually learned and remembered rather than simply whether curriculum content has been delivered.

Coaching and continuous improvement

Evaluation is used to improve practice rather than simply describe it. Coaching through Steplab provides a developmental mechanism for translating curriculum priorities and evaluation into increasingly effective classroom practice. Our StepLab coaching is closely aligned with school priorities as well as individual development for teachers and relies heavily on our CELT Chronicles.

Monitoring through book looks, data analysis, lesson visits and pupil voice identify strengths to celebrate and share alongside areas where teaching, curriculum materials or professional development may require further refinement.

This creates an ongoing cycle:

Curriculum Design → Enactment → Assessment → Evaluation → Coaching and Professional Development → Refinement

School and Trust-level evaluation

At school and Trust level, leaders analyse information from statutory assessments and CELT summative assessments alongside wider curriculum evidence to identify patterns, strengths, gaps and variation.

Internal Review Boards provide opportunities to analyse outcomes, identify areas of strength and concern and share effective practice. Insight Days support leaders in evaluating the quality of curriculum enactment, teaching and learning within schools and identifying where further support or development is required.

Trust leaders use this collective evidence to evaluate the effectiveness of curriculum design and implementation across CELT. Findings inform refinements to curriculum content and sequencing and enable support, coaching, subject development and CPD to be targeted where they will have greatest value.

Impact for every learner

Impact is considered for all groups of learners, not simply at cohort level. Leaders evaluate whether pupils with SEND, disadvantaged pupils and those requiring additional support are successfully accessing, understanding and retaining the curriculum intended for their age and stage.

We consider whether adjustments are enabling pupils to participate successfully in the same ambitious curriculum and whether differences in access, experience or outcomes indicate that further curriculum or pedagogical adaptation is required.

A responsive and evolving curriculum

Curriculum evaluation at CELT is an ongoing process. Evidence from assessment, quality assurance and professional dialogue is used to:

- refine curriculum sequencing and content where necessary.
- strengthen subject knowledge and pedagogy through targeted professional development; and
- ensure the curriculum remains responsive to pupils, communities and societal change while maintaining coherence and ambition.

In this way, Intent, Implementation and Impact form a continuous cycle rather than three separate processes. We design precisely, enact inclusively, evaluate thoughtfully and refine responsively.

The ultimate impact we seek is reflected in our five curriculum aims: children who leave CELT happy and healthy, prepared for the future, responsible global citizens, inspired to continue learning and able to think creatively and critically.

They leave with secure foundations, rich knowledge, strong communication skills, curiosity, character, confidence and a sense of belonging – equipped not simply for their next educational destination, but to lead lives of choice and opportunity.