



CURRICULUM INTENT STATEMENT

The curriculum is understood as both the formal and informal learning experiences which develop character and future success. It is the key vehicle through which our mission statement is realised and should be read in conjunction with our SMSC* policy. Through its daily challenge, depth and breadth all members of our school community will be valued, inspired and empowered.

All students appreciate their own intrinsic value and their potential to contribute significantly to the service of the common good starting with their positive contribution to learning and the classroom climate; teaching and support staff are professionally valued and attended to – continuously enabling our students and each other to embrace new challenges for further, future success.

- All students acquire transformational knowledge* and skills that take them beyond their experience and enables them to make new conceptual connections.
- All students are encouraged to appreciate the value of each subject and content of lessons for their spiritual, moral, social, cultural and academic development.
- All students are well-prepared for terminal exams at the end of five or seven years of study, and the ways in which exam success will contribute to well-informed, potential future destinations.
- All students build their academic background knowledge and cultural capital by acquiring tier two and tier three vocabulary, enhanced by wider reading and research.
- At each key stage, all students acquire and retain the foundational knowledge required for the next key stage at the very least.

Underlying Principles of the formal curriculum

- The curriculum must provide a map that directs what knowledge should be taught and when it should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic.
- When possible, each new unit of learning should build upon the previous unit.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. Curriculum design should support real learning which requires durable changes to long-term memory.
- Where relevant, the application of learning that genuinely enhances personal development (health/ well-being/contribution to others) will be explicitly encouraged.
- Tier two and tier three vocabulary should be incorporated into curriculum planning.
- Wider reading and research will enhance students' capacity as self-regulated learners.

How do we achieve this?

- Each subject/team should develop a long-term map that clearly lays out the curriculum across the relevant key stages, so that the knowledge students are expected to acquire each academic year is made explicit. This knowledge should build

cumulatively in terms of its breadth and depth. Maps should identify the CEIAG aspirations / destinations that underlie the ambition for every student.

- Subject/teaching teams should identify the concepts that are central to the mastery of each subject. They must then maintain an unrelenting focus on helping students to learn this knowledge.
- Regular retrieval practice and spaced practice should be built into the curriculum to help students form durable long-term memories.
- CPD, specifically must maintain an unrelenting focus on improving and evolving the curriculum, and ensure that all teachers are developing their subject pedagogical knowledge.
- Each unit of work must be supported by a knowledge organiser that stipulates with precision the material-to-be-learnt. This must include relevant tier two and tier three vocabulary and should be used consistently across each department.
- Where appropriate, strategies must be in place (e.g. check lists) that support students in self-regulating their learning of the curriculum.
- Homework should be planned into the curriculum and consistently applied across teams. It should provide students with the opportunity to practise, embed, extend upon or apply the knowledge that they have been taught in lessons, or provide the opportunity to improve a piece of work. Wider reading and research should be key to support this.
- Key curriculum documents must be centralised and made available for students, parents and carers.

Monitoring & Evaluation

- Line managers and SLT must be responsible for the quality-assurance of curriculum plans and knowledge organisers. When possible, line managers should be subject specialists.
- Curriculum provision will be reviewed as a part of the termly teaching and learning reviews.
- Curriculum content provision must be evaluated and reviewed each academic year.
- Senior and Middle Leaders ensure Personal Development, Behaviour and Attitudes are responded to strategically; practice is secured and embedded.
- Homework will be monitored by the Head of Department. Its focus will be largely upon Revision or Practice.
- Heads of Department must regularly review and remap the curriculum in response to the effectiveness of its delivery.
- At the end of each year, the curriculum must be formally evaluated and reviewed.

*SMSC: spiritual, moral, social, cultural development.

**Transformational knowledge is “*knowledge which enables ‘subsequent learning’ or ‘a desired complex (skilled) performance’*”.