



V E N N

## CURRICULUM PRINCIPLES

Together we will...

Pioneer | Inspire | Achieve | Collaborate | Create

# CURRICULUM PRINCIPLES



## The purpose of our curriculum principles

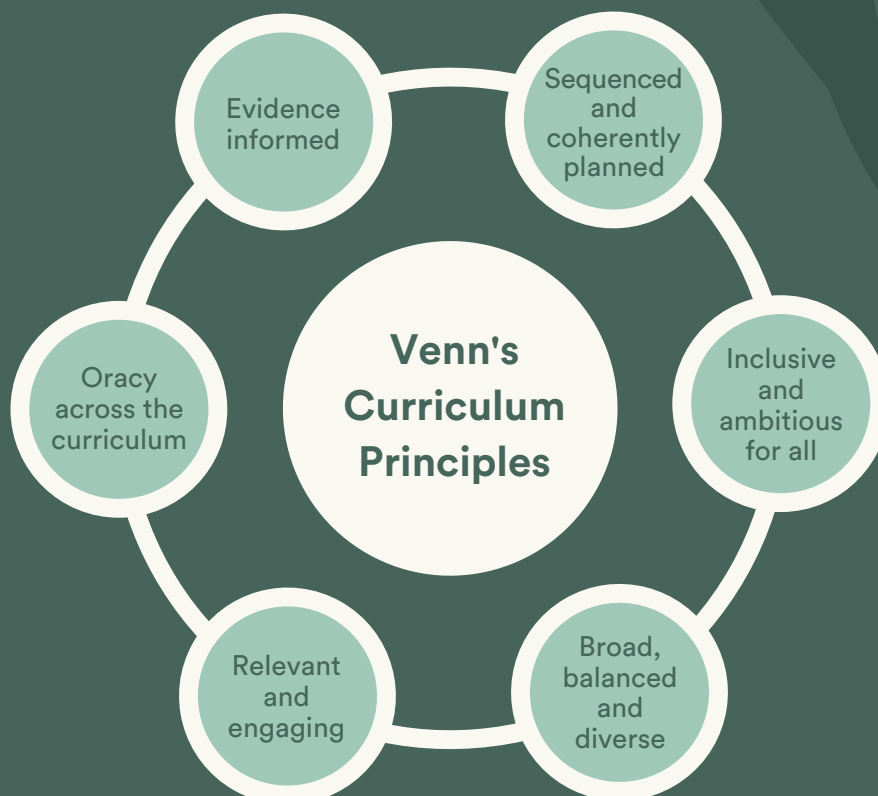
Our curriculum principles provide a shared rationale across the Trust so that our schools understand which elements of the curriculum are common, where they have discretion to innovate, and why. In turn, school staff can also articulate how their curriculum models fit within the Trust's shared curriculum principles.

These principles also help us focus our strategic thinking, our Trust's school improvement priorities and our allocation of time and resources.

Ultimately, we want to provide all our pupils with the best possible learning experiences that enables them all to achieve the best possible outcomes, that consequently drive social mobility and give all pupils (including our most vulnerable pupils) freedom of choice throughout their lives.

## WHAT DOES THE TRUST OFFER

These six key principles guide the curriculum intent and enhancement for all schools and subjects:



# KEY PERFORMANCE INDICATORS

How do we know the strategy is embedding?



## Sequenced and coherently planned

Our curriculums build on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. A focus is also placed upon vocabulary, as a form of knowledge, that carries great importance in our pupils' learning.

Our curriculums incorporate sequential foundational knowledge and skills that every child needs (particularly for pupils by the end of key stage 1) in how to communicate, read, write and calculate. By building their knowledge and skills and addressing gaps so that they can access the curriculum in the longer term, this gives them the best chance of educational success.

For learners to know more, remember more and be able to do more, our curriculums make explicit connections and links between the different topics studied both within the subject and across subjects.



## Broad, balanced and diverse

A range of subjects based on the National Curriculum are covered.

All subjects cover content that is broad and balanced, to ensure breadth and depth of their subjects.

Different subjects promote a range of intellectual, creative, emotional, physical, moral, spiritual, social and cultural development.



## Oracy across the curriculum

Oracy is promoted and taught throughout the curriculum so that pupils learn the skills and vocabulary needed to talk and listen effectively.

Pupils develop their subject knowledge and understanding through discussion and collaborative learning opportunities in lessons, which are planned, designed, modelled, scaffolded and structured.



# KEY PERFORMANCE INDICATORS

How do we know the strategy is embedding?



## Inclusive and ambitious for all learners

Our curriculums are:

Ambitious for all pupils, including Disadvantaged pupils and pupils with SEND.

Designed so that pupils are able to apply knowledge, concepts and procedures appropriately for their age, and in some cases stage of development.

Adapted or designed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Designed to give children, including Disadvantaged pupils and pupils with SEND, the knowledge, self-belief and cultural capital they need to succeed in life.

Designed to prepare pupils for the next stage of education, employment or training.



## Relevant and Engaging

All subjects seek to connect learners through relevant and engaging materials.

Our curriculums also develop links beyond the school environment. This is done through examples of real-life situations, or through visits and speakers that enrich the substantive knowledge. By doing so learners can foster a love of learning and provides opportunities for learners to make informed choices.



## Evidence-informed

Our curriculums are rooted in, and influenced by, robust research evidence, this ensures we offer our pupils the most effective learning opportunities.

