

**Author:** **Head Teacher Leadership Group**

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**Publish on Trust website: Yes**

**Publish on Academy websites: Yes**

**Signed:**



**Chair of Directors**

**Policy Name: CURRICULIM PRINCIPLES**

**Original: April 2016 (Reviewed October 2020)**

**CURRICULUM PRINCIPLES**

**Introduction**

Thedwastre Education Trust aims to help all pupils to develop the skills they need to make good academic progress and to enjoy learning. Through a rich and varied curriculum, the Trust aims to develop the skills pupils need to be enthusiastic, lifelong learners. Our pupils will be encouraged to be ambitious in whatever they choose to do and to develop the skills that they need to play a positive role in society.

**Aims**

The Trust expects each academy within the trust to devise a curriculum where all pupils will be encouraged to:

• enjoy and make best use of their time at school

• achieve well academically

• be confident and take risks (where appropriate to do so)

• become knowledgeable and skilled in the subjects taught

• express themselves effectively in written and oral language and through music, art, dance, drama and PE

• develop mathematical, scientific and technological understanding

• teach pupils to be confident in their use and application of technology

• stimulate within each pupil a sense of curiosity and excitement about the world and an appreciation of human achievements and history

• encourage pupils to take physical exercise and to keep themselves both physically and mentally healthy

• teach pupils to care for the environment and to conserve resources

• gain knowledge and understanding of the world in which they live

• make links across the curriculum and transfer knowledge and skills effectively

• be aspirational for themselves and others and celebrate achievement and success

Pupils will be encouraged:

• to be reflective and to develop personal, spiritual and moral values and respect for others, their beliefs and environment

• to be tenacious to reach a high standard of personal achievement and to value excellence in all things

• to develop lively and enquiring minds through questioning, investigating and making rational decisions

• to understand how to study independently and collaboratively and see learning as an enjoyable and purposeful activity which continues throughout life

• to communicate effectively

• to be creative and have interests and skills, including physical skills, which will enable them to enjoy and make the best use of their time both in and out of school

In order to play a positive role in society, the curriculum will help pupils to understand how to:

• be a good citizen and understand how their behaviour affects others

• engage with the local and wider community

• value traditions whilst embracing the modern

• be tolerant and respectful of different cultures and communities

**British Values**

In accordance with The Department for Education, all academies within the Thedwastre Education Trust will actively promote British values to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law.

**Curriculum Planning**

Academies within Thedwastre Education Trust will follow the guidance in the Early Year Foundation Stage Curriculum and the National Curriculum (2014) but are free to introduce additional learning opportunities that will enhance the education of the pupils. Academies can take the opportunity to seek out and use the very best education innovation and creativity.

The Trust expects that the Leadership group will share curriculum innovation and seek out best practice together (this may be delegated to subject coordinator groups).

Subject leaders ensure the curriculum has a clear **intent**, which is well sequenced and coherent, with well thought out content, coverage and structure to ensure progression throughout the school. They will ensure it is **implemented** effectively in order that learners develop the knowledge and skills to achieve well, through monitoring of long-term plans, teaching, pupil’s opinions and examples of work. Through this monitoring, subject leaders will have a good understanding of the **impact** the curriculum has on its learners.

Individual schools, class teachers and subject leaders will use a range of approaches, including visitors and visits, to suit the needs of their individual school communities and pupils.

Leaders should use their knowledge of their individual school communities to ensure that the curriculum:

* Is ambitious and studied by all children
* teaches essential knowledge that children need to be educated citizens
* fosters an appreciation of human creativity and achievement
* a knowledge rich curriculum
* is well thought out, knowledge-led which promotes mastery of skills and opportunities for in-depth study (but perhaps the point above and this one should be blended together?)
* teaches the skills needed to prepare pupils for future learning and employment
* is broad and balanced/wide range of subjects
* revisits topics to embed and reuse knowledge and skills

**Role of teachers, subject leaders and school leaders**

It is the responsibility of teachers to ensure they are planning and implementing a curriculum which meets the aims of this policy. It is the responsibility of the subject leader to ensure this is happening. Subject leaders must monitor the impact of the curriculum on its learners and establish a good understanding of the changes they must put in place to improve the impact by developing action plans which address these areas.

School leaders must monitor the subject leader’s ability to monitor the implementation and impact of their subject and move the subject forward, including monitoring points on action plans are completed.

**Parents**

The curriculum is communicated effectively to parents through newsletters, school website and parental involvement. We use surveys to monitor the parent’s views on our curriculum.

**Role of governors**

The governing body is responsible for monitoring the school’s approach to the curriculum, in conjunction with school leaders, to ensure education remains as high quality as possible

**Approval and Monitoring**

The Trust expects that each academy within the Trust will develop a curriculum long-term plan which is approved by their Governing Body.

The Trust Board expects that each Local Governing Body will monitor curriculum innovation and ensure that their academy’s curriculum meets the aims of the Trust’s curriculum policy.

**Links to Other Policies**

This policy is linked to and informed by the Teaching and Learning, Assessment and Behaviour policies. It is also linked to the Safeguarding and Online-Safety policies.

Individual academies also have policies available from the academy office or on their websites.