



Curriculum Principles

V2.0

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
Author	Director of Education	Approved By	Director of Education
Last Reviewed	December 2022	Next Review	December 2025
Review Cycle	3 years	Version	2.0

Contents

Introduction	3
The 3 I's:	3
Intent	3
The curriculum should	3
Intrinsically the curriculum must also enable pupils to	4
Reading at the heart	4
Implementation.....	5
1. Plan the content.....	5
2. Plan the delivery	5
Consider.....	5
Impact (Ofsted Education Inspection Framework 2019)	5
Accountability	6
Specific to context	6
EYFS	6
Key Stage 1	6
Key Stage 2	7
Key Stage 3 (Years 7-9)	7
Key Stage 4.....	7

Introduction

As part of our Trust 3-18 strategy, these Curriculum Principles should be read and applied alongside our Teaching and Learning Principles, Positive Relationships and Learning Behaviour Principles, Personal Development and Character Development Principles.

We believe a high quality curriculum is knowledge rich. It ‘bakes in’ learning by progressing sequentially, constantly revisits previous learning and points to future learning. It allows pupils to **know and remember more**. it is the substance of education; the heart of it.

A **broad and balanced** curriculum:

- allows children to connect ideas (to develop their schemata)
- brings meaning to new learning
- enables learners to feel successful and to be curious to know more; to be aspirational; to gain the ‘powerful knowledge’ that provides equality and entitlement for all.

The 3 I’s:

- The curriculum is a framework for setting out the aims, a programme of education, including the knowledge and understanding to be gained at each stage (**intent**)
- For translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and
- For evaluating what knowledge and skills pupils have gained against expectations (**impact**)

Intent

The curriculum should

- deliver the school’s vision – start with this
- prepare pupils for life

- be ambitious for **all** – especially for disadvantaged and SEND pupils in helping to address social disadvantage and inequality
- be broad enough to allow all children to make connections, thrive and discover their passions
- ensure children can read, write and have the mathematical knowledge they need (prepared for in N/R and developed in KS1 in order to provide full access in KS2)
- not be narrowed through KS2 and 3 and seeks to extend the uptake of EBacc in KS4
- Be unique to each school's context.

Intrinsically the curriculum must also enable pupils to

- connect with others, develop personally and build character
1. to be interested.....and to be Interesting
 - to be respectful and tolerant
 - to understand the bigger picture and what it means to have agency as a global citizen (the importance of human rights, charity work and the environment)
 - to 'live life in all its fullness' (Church of England Vision for Education).

Reading at the heart

Reading is an essential tool to access other areas of the curriculum. It requires a broad and deep knowledge across other subject areas so that ideas can link and 'schemata' can grow. Without these associations, reading is just about decoding words. A broad and rich curriculum is planned to allow these schemata to grow progressively and widely.

Implementation

1. Plan the content

Long term curriculum map and schemes of work for each subject showing sequencing, progression and links across years (and subjects). Each subject should identify the key 'holding baskets' which contain the conceptual strands of knowledge that will embed and develop over time.

2. Plan the delivery

Consider

- the timetable / logistical organisation of the year, term, week, day (allocations of time)
- breaking learning into composite steps which lead to compound outcomes, avoiding cognitive overload
- ensuring its inspiring and enriching – enabling curiosity and joy
- the use of instructional teaching / recap / 'sticky' learning but developing understanding not memorising disconnected facts. ***“Memory is the residue of thought”***, (Daniel Willingham)
- addressing the **'knowledge-doing' gap** through deliberate practice (Rosenshine)
- the need to connect with pupils - putting positive relationships at the fore **'every interaction is an intervention'**.

Impact (Ofsted Education Inspection Framework 2019)

- Learners develop detailed knowledge (*and skills*) across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to

destinations that meet their interests, aspirations and the intention of their course of study.

- They read widely and often, with fluency and comprehension.

Accountability

Leaders in each school will **drive** the intent, **monitor** the implementation and **measure** the impact of their curriculum. Impact will be measured through conversations with pupils, teachers, subject leaders and governors; work scrutiny and where relevant assessment outcomes. This will be supported by the Trust School Improvement Team through input at Leadership Team meetings, school visits, curriculum development work and an annual peer review. Schools work together to support continuous improvements and driving excellence across every area of the curriculum.

Monitoring the curriculum will allow for amendments and changes in each school as necessary. The curriculum is an organic model which is not static but will continue to evolve and change with context and time.

Specific to context

Each Trust school will provide a curriculum based on the above principles, using the National Curriculum as a basic entitlement. Specifically:

EYFS

Children follow the prime and specific areas of the EYFS curriculum with a focus throughout on the characteristics of learning. Developing language and communication is a priority at this stage.

Key Stage 1

KS1 will focus children on achieving fluency in reading, writing and maths. There is a focus on mastering the basics and achieving success in these areas whilst firmly embedding a love of learning and an understanding of ourselves and our relationships. Over the course of a year, children will experience the full national curriculum requirements covering all subjects including RE, Drama and PSHE.

Key Stage 2

The curriculum will broaden and deepen further as pupils become more independent and spend longer learning about the Foundation subjects. They will continue to experience the full requirements of the national curriculum and more, as additional experiences and opportunities are added to inspire learning and personal development.

Key Stage 3 (Years 7-9)

Over the course of an academic year students within the secondary setting will experience the full national curriculum requirements covering all subjects including RE, Drama and PSHE as well as Citizenship related learning.

Key Stage 4

Over the course of an academic year students within the secondary setting will all study English, Maths, Science, RE, PE, PSHE and Citizenship. Students at the end of Year 9 will then opt to study from a broad range of subjects these will allow students to continue to study national curriculum subjects as well as others relevant to their individual needs.

Key Stage 5

Students choose from a range of A' Level and vocational courses. They are also encouraged to take part in the Duke of Edinburgh Award, a visible leaders programme and an extended project qualification.