



'An Ambitious Curriculum for All'

St Chad's Curriculum Strategy

Developed in collaboration with Professor Mick Waters and St Chad's Principals' Curriculum Focus Team

September 2019 – 2022

Children First



St Chad's Academies Trust - Mission

To provide the very best education for all pupils and the best support for our staff to ensure every child leaves our academies with the knowledge, skills, understanding and positive attitudes to learning and living. We want all our children to succeed in life and know that they can make a difference in the world.

1 Context and Purpose

The Trust actively reviews the curriculum in all its academies as part of the St Chad's Trust review cycle. These reviews have demonstrated varying levels of curriculum related expertise across its core middle leaders. In the main, core subject leaders are well aware of revised subject expectations and are able to place these changes within a national context.

2 Curriculum Vision, Beliefs and Principles:

The Trust believes in the following curriculum values:

- A first class educational entitlement is delivered by nurturing a relevant, engaging and all-inclusive curriculum which has learners' needs at its heart.
- All learners are entitled to an exciting, empowering and inspiring curriculum, which adds meaning to their lives and challenges appropriately.
- A broad, balanced and responsive curriculum will enable learners to be effective members of society.
- All academies will encourage independence and the development of individual interests and talents.
- All academies will provide opportunities for learners to explore possible interests and future careers.
- Successful achievement in reading, writing and mathematics can be developed through an effective and broad curriculum.
- All academies will provide learners with age appropriate learning opportunities that will help them to keep safe, both online and in real life.

2.1 The Trust believes that there is no 'one-size fits all' with regard to curriculum design and delivery as academies must put in place an innovative curriculum which best meets learners' needs within the academy's context. However St Chad's Trust expects the curriculum in all academies to contain the following hallmarks of a world class curriculum:

1. be underpinned by clear St Chad's Trust and Church of England aims, vision and values and a common purpose
2. to develop the whole person – their character, spirituality, values and attitudes alongside their knowledge, skills and understanding
3. be broad and relevant, being underpinned by clear progression in subject knowledge and skills

4. to provide a rich variety of real life stimulating and exciting learning experiences which leave learners' inspired and empowered to solve problems and challenges
5. be inclusive to **all** children, flexible and responsive to individual needs and interests, providing a range of pathways for all so that every child gains in knowledge, skills and understanding
6. to embed the principle of sustainability by appropriately creating capacity and nurturing teaching and learning expertise
7. to clearly relate to the needs of current and future citizens, at both an individual and collective level, through a local, national and international dimension
8. to encourage the use of learning environments and expertise beyond the classroom, including through effective and exciting use of digital technologies
9. to make meaningful links between areas of knowledge across the curriculum and the major issues of our time

All academies will be mindful of the national curriculum programmes of study in each area of the curriculum, although innovation is encouraged.

3 How we implement these Curriculum features

As a Trust we work with our academies to translate these curriculum features into practice through the following ways:

3.1 By developing Commonality

We work with all our academies to provide a 'common framework' and personalised intent for their curriculum offer. We support academies in reflecting on what works in their curriculum and to identify where changes may benefit the learning environment or pupils.

3.2 By supporting Collaboration

We encourage all staff to share Trust curriculum principles and pedagogy through a selection of subject forums and wider Trust events. We encourage discussion around these principles and as a Trust plan to offer more formal partnerships. We also encourage colleagues to work together in Communities of Practice to develop, deliver and evaluate all areas of the curriculum. Peer Reviews of the curriculum in each academy will take place.

3.3 By encouraging Challenge

We use a range of evidence, including lesson observations, book looks, discussions with subject leaders and conversations with learners to challenge leaders when the curriculum on offer **is not**:

1. Exciting and engaging for learners
2. Knowledge rich/skills rich
3. Demonstrating sequential learning that builds upon prior experiences

4. Providing a local, national or international stance
5. Enabling any learner to make good progress

Academy leaders, including middle leaders will present their curriculum offer to their Community of Practice and Trust.

3.4 By supporting Capacity

We provide support where there is insufficient capacity around the knowledge, skills and understanding of curriculum principles and design; intent, implementation and impact. We strengthen middle leadership, where appropriate, and can offer core and other subject curriculum expertise.

3.5 By promoting Connections












We believe the curriculum should be knowledge rich, helping to build cultural capital for all pupils. It should be connected to real life experiences where these connections help provide purpose and motivation for learning. Connections should also be made across the curriculum where meaningful and between phases. We encourage academies to work together to develop connections across subjects to further enhance pupil experience and enable them to develop the skills required for their next steps in education and work related learning. We believe that all children should leave school with the confidence, ability and desire to make the world a better place.

3.6 By securing Competence Quality Learning Circles - range of subjects

By working with academies to ensure that a good curriculum is on offer for all and is effectively brought to life through highly effective and inclusive teaching, which is reflected through partnership projects and external recognition wherever possible, eg the national accreditation PSQM Science Mark. Consistency and Competence in the use of assessment to move learning on is a key area for all academies in order for learning to be progressive and secure.

3.7 Supporting Partnership frameworks

When considering the curriculum, the following documents may be useful:

-  The National Curriculum 2014
-  OFSTED documentation
-  New Accountability Measures from 2019 (DfE)
-  EYFS Bold Beginnings
-  St Chad's Achievement Strategy
-  British Values documentation
-  Safeguarding documentation
-  SEND Information
-  World Class Curriculum
-  World Class Teaching Guidance
-  The Curriculum Foundation

3.8 The Trust's Curriculum priorities for 2019-22:

1. To support each academy to develop a clear forward thinking Curriculum Vision statement that incorporates the Trust Curriculum values and makes clear the intent, implementation and planned impact of the curriculum
2. To support academies in reflecting on, evaluating and monitoring the impact of their curriculum offer on all learners from all starting points
3. To support all academies in the implementation of curriculum changes and in responding to revised performance accountability measures
4. To develop cultural capital within pupils to support future social mobility through providing a well sequenced knowledge rich curriculum
4. To give pupils the necessary transferable skills to thrive in an ever changing world where technology is constantly changing
5. To encourage pupils to become critical thinkers, problem-solvers and team players
6. To support all pupils' creativity, social and communication skills and confidence to make the world a better place
7. To encourage all pupils to reflect, investigate, evaluate and take risks in their learning

3.9 Our strategy includes:

- A commitment to develop a strategic approach across the Trust to improve the curriculum on offer to all pupils.
- Academies to have access to curriculum updates, including communication about national key curriculum changes on a regular basis.
- Curriculum learning walks where Trust members speak with pupils about their experiences both inside and outside the classroom.
- Ensuring that the curriculum on offer in all year groups is of a high quality and, where appropriate, prepares learners for more challenging future study, including entrepreneurial opportunities.
- A curriculum pathway that ensures inclusivity and engagement of vulnerable groups of pupils.
- The Trust to monitor the impact of school to school support.
- The Trust to ensure teaching is of high quality, nurtures and spots talent in pupils across the curriculum thus supporting their future aspirations.
- The Trust will ensure that the academy supplies clear and unambiguous information to parents about the curriculum.
- The Trust will encourage and support academies to apply for curriculum accreditation.
- Engagement of academies within and across the Communities of Practice, with the unwavering focus on the development of effective Curriculum Leaders and an exciting, knowledge rich/skills driven curriculum.

3.10 Trust Expectations

- Curriculum targets are included in Principals' Performance Management and regularly reviewed by the Raising Achievement Board. These targets are cascaded to all staff.
- Each academy has a clear curriculum leader who is up to date with updated curriculum expectations and ensures that key Trust curriculum messages are received by all staff appropriately.
- Each curriculum leader creates and maintains a file detailing the curriculum for each year group, how skills are developed year on year and any modifications that are made.
- Details of the curriculum offer for each year group and each subject is displayed on each academy website.
- Curriculum Leaders ensure that there is a range of appropriate pathways on offer for pupils of all abilities.
- An action plan is written annually, and reviewed termly, to ensure progress is monitored against identified priorities in a systematic manner.
- The academy scrutinises the progress of both individual pupils and identified groups of pupils, to ensure the curriculum on offer best suits learners needs' and prepares them well for their next steps.
- Academy websites are promptly updated to reflect curriculum expectations: there should be sufficient information on each academy's website including annual statements on the impact of the pupil premium, EYFS funding, sports' premium and Year 7 catch-up money. There should be statutory sharing with parents of curriculum information in order for The Trust to assess the breadth and balance of the academy's curriculum and whether it is likely to promote preparation for, and an appreciation of life in modern Britain.
- Curriculum Leaders should gather evidence about how well individual pupils and particular groups of pupils are learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able.
- Curriculum Leaders are able to explain and evaluate curriculum choices. They are held to account for their curriculum decisions and their impact upon learners.
- Through MAT wide curriculum challenges, home learning, themed weeks and Family Challenges, learners will have the opportunity to engage in enterprise initiatives across the curriculum, including the arts.
- Curriculum Leaders liaise closely with key staff to ensure that the curriculum supports revised frameworks for:

i. Safeguarding

ii. SEND

iii. Social Moral Spiritual and Cultural growth development

iv. OFSTED

- Each academy will ensure that all learners receive access to opportunities to explore lots of possible careers so that they are able to begin to make well-informed decisions about their future plans. This guidance will enable learners to understand the options available.

- Learners' personal and interpersonal skills should be developed throughout their life at the academy.
- Academies will work with their wider communities to develop fruitful and constructive partnerships. Leaders should develop links with their local schools in order to share good practice and widen training provision. Business and industry partnerships across the curriculum are encouraged to enhance provision and provide real life opportunities for learners.
- Leaders should keep a register of talent in each area of the curriculum and signpost for further development.
- Academies will provide a full range of after school/alternative activities that will inspire a love of learning, provide additional cultural capital and enhance a deeper learning curriculum.