



Trust Curriculum

Curriculum Intent

Empowering today's young people for tomorrow's world

Our curriculum is designed to empower today's young people to thrive in the world of tomorrow. We provide a bold and ambitious curriculum that goes beyond the National Curriculum and what is taught in the classroom. We provide exceptional opportunities for all pupils. Our goal is to "future-proof" our pupils, by equipping them with the necessary attitudes and aptitudes to actively contribute to society and lead fulfilling lives.



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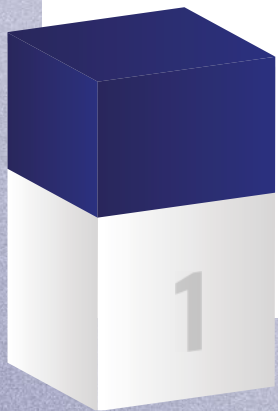
The Four Curriculum Pillars



Pillar One: The Hidden Curriculum

The Hidden Curriculum goes beyond the academic content and focuses on developing pupils' behaviours and attitudes. Its purpose is to establish habitual behaviours and attitudes associated with good character. This is achieved through explicit modelling of positive behaviours and the establishment of positive social norms.

Our aim is to encourage pupils to reflect wisely, eagerly learn, behave with integrity, and consistently cooperate well with others. Our school's culture, high expectations, and core values contribute to this process.

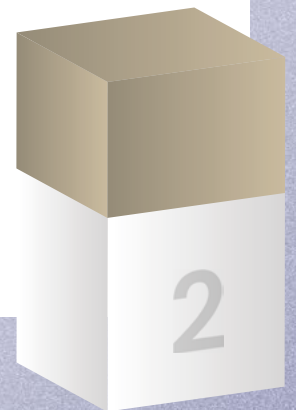




Pillar Two: The Taught Curriculum

The Taught Curriculum is made up from a wide range of subjects that ensures our pupils have access to a broad and balanced curriculum. Recognising that pupils have diverse interests and passions, we offer a rich variety of subjects to engage and inspire them.

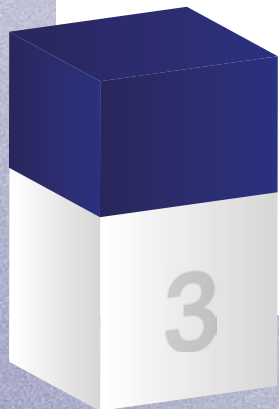
Our aim is to nurture their current interests while equipping them with the confidence and knowledge to explore new opportunities. To ensure consistency in their learning, we have carefully designed long term plans and schemes of learning. These plans allow our teachers to deliver high quality and engaging lessons.



Pillar Three: The Wider Curriculum

The Wider Curriculum is the formally taught strand of our personal development programme. It focuses on the holistic development of our pupils, preparing them for their future lives. Aligned with the statutory framework and tailored to the local context, it covers key strands such as British Values, SMSC (Social, Moral, Spiritual, Cultural) development, Health and Wellbeing (including Relationships & Sex Education), living in the wider world, citizenship, protective characteristics, and careers (Gatsby Benchmarks).

These strands are explicitly taught through timetabled lessons, Insight Days, guest speakers, and assemblies. By explicitly teaching key content that is frequently revisited with increasing complexity we empower our pupils to acquire knowledge that enables them to make informed choices and become responsible citizens.





Pillar Four: Beyond The Curriculum

Beyond the Curriculum encompasses the informal strand of our personal development programme, offering pupils opportunities to explore new interests, develop talents, and broaden their horizons.

We provide a wide range of extracurricular clubs, leadership opportunities, residential trips, visits and meaningful voluntary work, enabling pupils to assume responsibility within both the school and within the local community.

Our opportunities include a range of cultural trips to theatres, art galleries, museums and much more! We believe it is important that our young people have a range of exceptional experiences that will build their cultural awareness and knowledge of the wider world.





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Key Drivers for Success



Inspiring & Relevant

We ensure our curriculum sparks passion and enthusiasm for learning, both within and beyond the classroom. By personalising lessons to engage pupils and connecting learning to pupils' own experiences and values, we promote a genuine love for acquiring knowledge.



Make It Stick

We believe in the power of interleaved learning and retrieval practice to help pupils retain knowledge and skills. Frequent opportunities are built into our lessons to enable pupils to recall and retrieve previous learning, creating stronger connections between past, present, and future content. This approach is used to check pupils' understanding while reinforcing knowledge in their long-term memory.



Key Concepts

The key concepts are the “learning threads” that underpin the content taught in each subject. These big ideas guide pupils in making sense of their learning and establish connections between what they have learned previously and what they will learn in the future. By emphasising these concepts, we ensure that learning is structured and coherent, giving pupils a deeper understanding of the subject.



Literacy

We are committed to supporting every pupil as a lifelong reader and effective communicator in written and spoken forms. Literacy forms the bedrock of our curriculum, as it is essential for success in all areas of life.

Our lesson plans integrate opportunities for reading, ensuring that all pupils, regardless of their starting points, receive support to develop their reading skills. Alongside reading, we prioritise the development of vocabulary, spoken language, and writing proficiency, equipping pupils with the tools they need to succeed in all areas of life.



Very Important Points

In each subject, we identify the core component knowledge that serve as the crucial building blocks for pupils to achieve ambitious end points. These are known as “Very Important Points” or VIPs and are the essential pieces of information that pupils need to remember. Our lessons are planned and sequenced with these VIPs in mind, allowing us to identify and address common misconceptions. By structuring our teaching around these fundamental points, we provide pupils with solid hooks and foundations upon which further learning can be constructed.



Assessment

Assessment plays a vital role in bridging the gap between teaching and learning, providing valuable feedback to both pupils and teachers on the effectiveness of the curriculum. While formative assessment is an integral part of the continuous learning process, we complement it with targeted summative assessments at specific intervals. By combining timely and well-focussed formative assessment with these summative assessments, we gain a comprehensive understanding of student progress and the overall implementation of the curriculum. This enables us to make informed decisions and adjustments to our teaching strategies and the curriculum design.



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