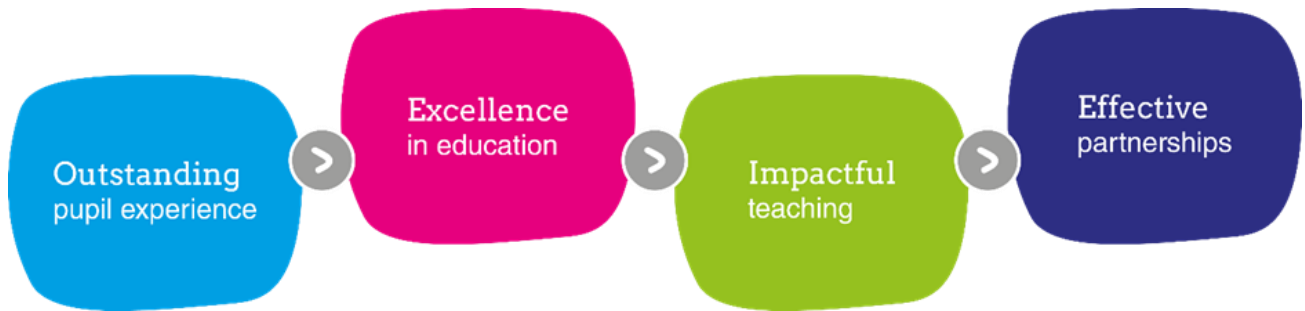


drb Ignite Multi Academy Trust

Curriculum Statement 2019

Trust vision

All pupils achieve the highest standard of educational outcomes regardless of circumstance or background through:



Introduction to Curriculum Statement 2019

Background:

Over 2018 Trust schools have been working together to consider curriculum provision against the Trust's working values and principles as well as Ofsted's proposed curriculum definition from September 2019.

Ofsted's working definition

- The curriculum is a **framework** for setting out the aims of 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**)
- For evaluating what **knowledge and skills** pupils have gained against expectations (**impact/achievement**)

Key questions:

As part of this work, we have asked ourselves the following questions:

Intent:

- What are we trying to achieve through our curriculum?
- How far do we consider the quality of the curriculum in each subject?

Implementation

- How is our curriculum being delivered?
- How effectively do leaders and teachers consider the content and sequencing of the curriculum in each subject area?

Impact/achievement

- What difference is our curriculum making?
- How well are pupils learning the content outlined in the curriculum?

Key concepts:

We have also considered the concepts that matter when discussing the curriculum:

- Progress means knowing more and remembering more
- Knowledge is generative (or *sticky*) i.e. the more you know the more easily you can learn)
- Knowledge is connected in webs or *schemata*
- Vocabulary size relates to academic success. Schooling is crucial for increasing the breadth of children’s vocabulary

Learning from others:

We have learnt from other schools about the factors that may be linked to curriculum quality:

- A continued focus on subject disciplines even when topics are taught
- Considering depth and breadth of curriculum content
- Seeing the curriculum as a progression model
- Having a clear purpose for assessment
- Reviewing and evaluating curriculum design
- Clear curriculum leadership (often distributed) and ownership
- Considering local context and filling gaps from pupils’ backgrounds.

Proposed new Ofsted Framework 2019:

We have considered our curriculum plans in relation to the proposed new Ofsted Framework to be introduced from September 2019

Judgements: our working hypothesis in detail



Educational Excellence

Trust schools support learners in their journey from early years to adulthood through cutting edge inspiring, purposeful learning experiences. Pupils develop rigour of thought, resilience and a positive outlook whilst gaining the knowledge, skills and experience required for life-long learning. These are underpinned by an inspiring, engaging and challenging curriculum, shaped by evidence of what works and real-world practice.

Teaching and learning

Approaches in Trust schools include:

- ensuring high standards are achieved through curiosity, discovery and partnership between pupils, staff, parents and the community.
- providing an enquiry-based curriculum, developing knowledge, understanding and transferable skills in a purposeful way that will improve the lives of children and others.
- cultivating inclusive and accessible learning environments that are safe, welcoming and enticing.
- developing every pupil's personality, talents and abilities to the full.
- supporting pupils' expanding horizons and unlocking potential that enhances life, aspiration and prospects for children and families from a wide range of backgrounds.
- using innovative and creative approaches to learning that recognise the importance of equipping pupils for the future in a rapidly changing world.
- nurturing pupils' self-esteem, self-awareness, confidence, resilience, health and well-being.
- disseminating the knowledge gained from enquiry and research both internally and externally in ways that bring teachers together to reflect, work on and share effective pedagogy.

The learner as an individual

As a Trust that places pupils at the heart of its endeavour our aim is to develop confident, enthusiastic and aspirational learners. We want to foster a strong sense of self in everyone. This enables individual learners to flourish and realise their potential in a non-judgemental and mutually supportive environment. Our pupils are active participants in shaping their learning through rich experiences whilst also gaining an understanding of social diversity, cultural relevance and global perspectives. We recognise, value and celebrate pupil voice. We do this to support pupils to develop purposeful initiative, autonomy, self-worth and to help them build positive and constructive relationships with others.

The individual as part of the school community and as a citizen in the wider world

Trust schools develop respect for every individual and for others through a set of shared values. We respect and rejoice in the diversity of humankind, being positive and open to differences in a fair, equal and democratic society. Our schools promote mutual respect between all members of the community and the wider world, building the skills that equip pupils to consider different viewpoints carefully. Pupils experience social, moral, spiritual and cultural education that broadens their awareness and understanding of the world and prepares them to become contributing global citizens.

***We work together to achieve outstanding pupil experience, excellence in education,
impactful teaching and effective partnerships.***