



Trust Curriculum Principles

The purpose of the Trust curriculum principles is to support individual schools within our Trust to design a curriculum intent that meets the needs of the communities they serve, whilst aligning these with the mission and vision of the Trust.

Our Mission

We are a learning partnership who provide high quality, inclusive education and help prepare every child for opportunities and challenges in life.

Our Curriculum Intent

The curriculum is everything we plan for our learners including the statutory requirements of the National Curriculum.

All children are entitled to a knowledge engaged curriculum which will open doors and maximise their life chances:

- All learners deserve a curriculum, which mirrors, on occasion, their own experience back to them, thus validating it in the public world of the school. The curriculum must also insist upon the fresh air of windows into the experience of others.*
- Our schools challenge social inequality building cultural capital through instilling knowledge to prepare all learners fully for later life.
- Children need knowledge to understand and interpret the world, and to think in new and unexpected ways. Without it, they remain dependent upon those who have it.
- Knowledge is verified through learned communities e.g. universities, research and subject associations.
- Academic knowledge is cognitively superior to everyday knowledge, transcending and liberating learners from their daily experience.
- Shared knowledge is a foundation for a just and sustainable democracy. Citizens educated together, share an understanding of our common values, and can understand, co-operate and shape the world together.

How? Implementation

- We establish schools that focus on attainment, value diversity, develop character and build cultural capital.
- Our curriculum is led by, collaborated on, and delivered by high-quality subject teams and champions, working in cross-curricular teams to create the richest narrative possible for their learners.
- The key concepts of each subject are given high status; the specifics of what we want children to learn matter and the traditions of subject disciplines are respected.
- Skills and understanding are seen as forms of knowledge, and we do not believe that there are any real generic skills that can be taught outside of specific knowledge domains.
- The curriculum should be planned vertically and horizontally, giving thought to the optimum knowledge sequence for building secure schema.



- The curriculum should be designed to be remembered in detail: to be stored in our learners' long-term memories so that they can later build on it and form ever wider and deeper schema. As a result, a good knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice.
- The curriculum is owned by learners from all backgrounds, not by any one. It is the entitlement of all.
- The curriculum should embrace and value the very best knowledge from a variety of cultures and traditions.
- At each phase, the curriculum should focus on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level.
- Both in and out of the classroom, the curriculum should build the personal and social skills, behaviours and attitudes of hard work, diligence and resilience necessary for success in life.
- Learners are entitled to a voice in their learning and a place in decision making in the school.
- Learners are entitled to develop an understanding of themselves as a learner and how to take responsibility for their learning using what they know about how they learn best.
- Curriculum breadth and academic rigour are key.

Measure – Impact

- By the age of 11, we want every learner to be well prepared for secondary education achieving at least in line with national expectation.
- Regardless of background and ability all children are entitled to the most powerful knowledge they can retain and to the highest expectations they can meet.
- Children are entitled both to be prepared thoroughly for national assessment and to acquire sufficient knowledge of the wider domain to fully enable further study.
- Learners are entitled to enriched experiences that complement high academic expectations and improve their life chances.

*'Mirrors and windows' metaphor - Emily Style - Founding Co-Director, The National SEED (Seeking Educational Equity and Diversity) Project, 1987-2016