

# Curriculum Intent Statement



**ELT**  
PARTNERSHIP  
BE INCLUDED • BE CONNECTED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
1.0	25.11.2020	Approved by Chief Executive Officer	Nov 2020	Nov 2021
2.0	13.07.2021	Approved by Chief Executive Officer	Updated July 2021	1 Year – July 2022

We view the curriculum as the totality of every planned/unplanned experience and interaction that pupils encounter within our school. It informs every aspect of our practice and culture from academic content to the personal development of characteristics and virtues.

Our Curriculum aims to improve the life chances of all pupils by ensuring each pupil becomes:

- A successful learner, who enjoys learning, makes good progress and achieves well.
- A confident individual, able to live a safe, healthy and fulfilling life.
- A responsible citizen, able to make a positive contribution to society.

There is high academic ambition for all pupils, rooted in our solid consensus of the knowledge and skills pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. We have carefully studied evidence of research when developing and building our curriculum and consequently leaders are confident about the knowledge and skills pupils need in order to take advantage of opportunities, responsibilities and experiences in later life, which is embedded into our curriculum.

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points, informing what pupils need to know and be able to do to reach those points. We have created comprehensive long-term and medium-term plans and through our monitoring and evaluating cycle we see the impact the curriculum is having on pupils.

Our curriculum reflects our school's local context by addressing typical gaps in pupils' knowledge and skills and is designed to give all pupils, particularly disadvantaged pupils and SEND pupils the knowledge and cultural capital they need to succeed in life. Our curriculum enhancement and intervention activities are designed to provide pupils with experiences they may not have access to at home.

Our pupils study the full curriculum; it's not narrowed. Pupils study a broad range of subjects, including all national curriculum subjects as shown in our curriculum intent statement and long-term and medium-term plans.

The curriculum also extends beyond the academic as we support pupils to develop in many diverse aspects of life. There is a strong emphasis on children's personal development, including the development of learning, thinking, personal, social and emotional skills, resilience, responsibility and respect. We put a strong emphasis on pupil voice to encourage independent and engaged learners. PSHE and SMSC are embedded into our curriculum plans.

## Equality

In line with our Equality policy, we aim for our curriculum to provide for all our pupils with the opportunity to succeed, be safe and happy and to reach the highest level of personal achievement. To do this, we will:

- Ensure that the way in which issues are taught do not subject individuals to discrimination.

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Use teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

This statement will be reviewed on an annual basis by the Chief Executive Officer.

Signature of Chief Executive Officer:

