**Policy: Curriculum Statement**

**1.    Introduction**

1.1.    The Corinium Education Trust's curriculum statement aims to ensure all pupils are able to access their entitlement to a rich, broad and balanced curriculum in each of our schools and achieve more than they first think is possible.

1.2.    While meeting each individual's personal needs, we share an ambition: we aim to help all of our pupils develop the skills, attitudes and values of confident, resilient and independent learners who achieve the highest possible standards. Consequently, The Corinium Education Trust's curriculum is comprised of all learning and other experiences that are planned for our all of our pupils across all of our schools. It is a curriculum for life, not just for school. We have the highest aspirations for all of our pupils.

1.3.    The Corinium Education Trust aims to equip all pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum:

> *'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* National Curriculum in England: framework for Key Stages 1-4, Department for Education, 2014.

1.4.    All schools within The Corinium Education Trust follow the National Curriculum. This provides a coherent framework which ensures that our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points: National curriculum in England: Framework for key stages 1 to 4

1.5.    The Corinium Education Trust's curriculum also draws significantly on the Organisation for Economic Cooperation and Development (OECD) model for education and skills in 2030 which aims to help every learner develop as a whole person, fulfil his or her potential and help shape a future built on the wellbeing of individuals, communities and the planet (Annex 1).

V14 | OECD Learning Framework 2030
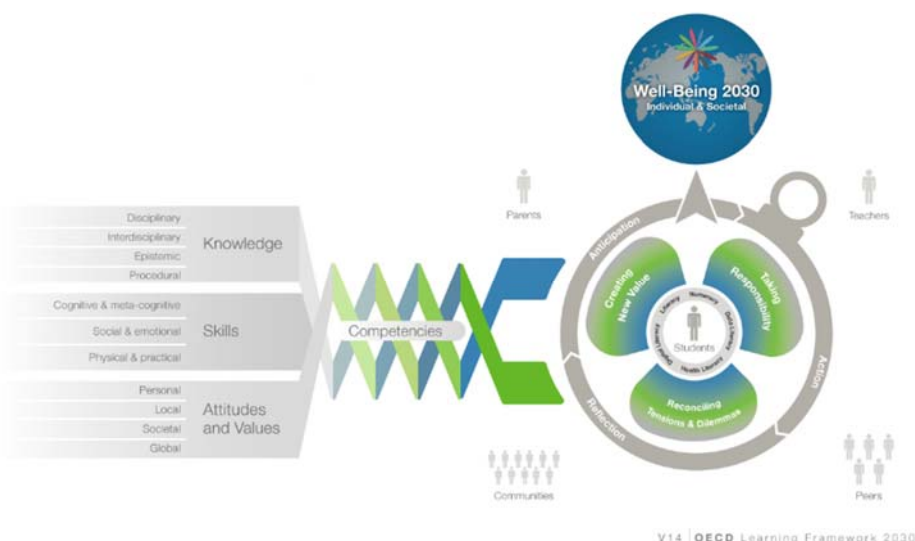
1.6. We work hard to ensure that our schools provide 'more than a visible curriculum'. We expect all of our schools to tailor their provision to meet the needs of their pupils, challenge thinking, foster curiosity and raise aspirations. This is further enhanced through high quality enrichment and extension activities.

**2. Aims**

2.1. The Corinium Education Trust's curriculum statement sets out the aims of a programme of education and enables us to evaluate pupils' knowledge and skills against our expectations.

2.2. Across The Corinium Education Trust our curriculum **intent** is planned to promote progression and continuity across our schools and between different phases of education as set out in the National Curriculum.

2.3. Alongside the acquisition of knowledge and deepening understanding The Corinium Education Trust's curriculum aims to ensure our pupils understand, know and can do more. This is reflected in the development and application of key skills in literacy, numeracy and Information and Communications Technology (ICT) and the promotion of pupils' spiritual, moral and social development. Our curriculum aims to prepare pupils for life as responsible citizens in modern Britain and our world.

**3. Policy in Practice**

3.1. Learning is our core purpose. Therefore, effective teaching, planning and assessment are always the key focus in all of our schools across The Corinium Education Trust. We teach our children to take pride in their achievements and celebrate these achievements with them.

3.2. Our MAT-wide Curriculum Statement and individual schools' Curriculum Policies inform leaders' and teachers' practice and provide a framework for **implementation**.

3.3. Our commitment to evidence-based practice and consistently good teaching ensures all pupils develop, and can build on, the essential knowledge, foundation skills and competences that will serve them all well through the transitions and later in life. Consequently, they know more and remember more.

3.4. By working collaboratively across The Corinium Education Trust teachers have agreed the following:

- We share an ambition for all of our pupils and consistently communicate high expectations. We respect our pupils, promote positive behaviours and provide clear and consistent boundaries;
- We enjoy what we do. We are motivated, enthusiastic and seek to inspire all of our pupils;
- We demonstrate strong subject knowledge and secure pedagogy. We understand what we are teaching and, through our participation in continuing professional development, we know how best to teach it;
- We plan, prepare and deliver well structured, interesting and engaging lessons. We actively lead learning and model effective strategies which help knowledge, skills and understanding stick;
- We understand the needs of individual pupils and take account of their different starting points. We provide our pupils with demanding tasks tailored to their abilities which match the aims of our curricula;
- We challenge and support all learners. We ask precisely targeted, probing and relevant questions and, through inquiry, nurture our pupils' curiosity;
- We provide frequent and meaningful feedback that enables all pupils to make good progress. We use these insights to inform our planning, address misconceptions and provide stretch.
- We create and maintain safe learning environments. We encourage all pupils to learn from their mistakes and take risks;
- We promote a learning powered approach. We aim to develop our pupils' independence. We help them become resilient, resourceful, reflective and reciprocal lifelong learners;
- We adapt and deploy a comprehensive range of resources effectively. We ensure these are relevant, appropriate and reflect the aims of our curricula;
- We accept our responsibility for improving learning and life chances. We are committed to being the best we can be every day.

3.5. Our creative, knowledge-rich and enhanced curriculum across all of our schools ensures breadth and depth: all pupils enjoy an entitlement to relevant, memorable and meaningful learning experiences. These help shape and enrich their young lives, challenge them to achieve more and raise aspirations.

3.6. Through effective teamwork, staff across The Corinium Education Trust develop curious and inquiring minds, resilient learners, adept problem solvers and confident decision makers.

3.7. Teachers across The Corinium Education Trust participate in research and evidence-based continuing professional development. They are familiar with Rosenshine's Principles of Instruction and other pedagogies and use these to strengthen their practice.

3.8. To aid their planning teachers have access to a range of curriculum tools. For example, these include specific practices such as 'Can do Maths' (Key Stages 1 and 2) and Kerboodle (Key Stages 3 and 4) and Pearson Maths (Key Stages 3 and 4).

3.9. In keeping with our inclusive practice across The Corinium Education Trust, we provide equal access to the curriculum and to all aspects of the school life for all pupils, irrespective of abilities, their gender, faith, ethnicity or barriers to learning.

3.10. Around an academic core, our curriculum also focuses on compassion, respect, courage, truthfulness, forgiveness, and thankfulness and provides opportunities for all of our pupils to develop confidence, tolerance, responsibility and independence. Our pupils learn to

appreciate diversity and individuality, and co-operate with, and show respect for others and themselves.

3.11. Our pupils learn how to take care of themselves and look after each other through our relationships, sex and health education programmes. These promote healthy lifestyles. We raise awareness of the importance of eating a balanced diet and encourage our pupils to be physically active. This is reflected in our commitment to forest schools (primary), school sport and outdoor pursuits.

3.12. We work closely and in detail with staff across The Corinium Education Trust to develop and continually improve the quality of education. We work practically to ensure that all staff:
- have secure subject knowledge and know how to plan and deliver coherent sequences of learning that meet the needs of all pupils, recognising different starting points, strengths, and areas needing additional support. Planning will include challenge, differentiation and support strategies, and how to assess pupils and adapt practice to achieve successful outcomes;
- know how to use lesson time effectively, and maximise its use, so that all lessons are orderly, move at pace, and achieve their learning objectives;
- understand how to use assessment of spoken responses and contributions, and how to use differentiated questioning and higher order questioning effectively;
- plan and assess consistently, and know how to use their assessment to inform future planning.

## 4. Monitoring

4.1. The Trust Lead (CEO) and the Board of Trustees routinely monitor the effectiveness of the curriculum across our schools in achieving our goals through line management, learning reviews and by commissioning externally led reviews. Reports are received by The Corinium Education Trust's Standards Committee and shared with our school leaders and local governing bodies.

4.2. Headteachers are responsible for advising the Trust Lead (CEO) and their local governing bodies on policies related to the curriculum, and on its overall effectiveness and **impact**.

4.3. Headteachers and other members of our schools' leadership teams, including subject leaders, routinely look at a range of key performance indicators to inform their schools' own self-evaluation and planning, and in preparation for reviews or meetings with the Trust Lead (CEO), The Corinium Education Trust's Standards' Committee and local governing bodies.

4.4. Headteachers and subject leaders routinely track progress in learning and teaching to ensure a broad and balanced curriculum offer, where cross curricular work effectively supports the development of skills, enhances subject knowledge and deepens understanding.

4.5. The Corinium Education Trust's Leadership Group closely monitors the impact of curriculum developments, intervention strategies, and value of social, moral, spiritual and cultural aspects of learning over time.

4.6. Our monitoring schedule ensures the curriculum across The Corinium Education Trust
- adheres to the National Curriculum;
- complies with all statutory requirements, responds to advice and provides support to enable all pupils to make positive learning journeys through our schools and beyond;

- is personalised and differentiated to meet the needs of all pupils, including different learning styles, needs and aspirations, ensuring equality of opportunity for all, including suitable alternative provision where appropriate;
- develops the skills and attitudes of reflective and ambitious independent learners who acquire social and interpersonal skills to enable them to be reciprocal learners, working constructively and cooperatively with others;
- enables pupils to develop their resilience and become resourceful learners, developing thinking and problem-solving skills and responding to experiences with sensitivity, creativity and imagination;
- provides pupils with access to a full range of curricular opportunities and experiences, including those which take place outside the normal school day;
- focuses on all pupils making good progress and achieving well relative to their prior attainment;
- challenges and supports pupils to reach their potential and achieve the highest possible standards of attainment. They will also appreciate diversity, be tolerant, understanding and prepared for life in modern Britain.

4.7. The Corinium Education Trust's individual schools' curriculum policies are routinely reviewed and updated and monitored by their local governing bodies. Information about their programmes of study and topic webs are published on their school websites.

## 5. References

5.1. Our Curriculum Statement is based on:
- 'The National Curriculum in England: framework for Key Stages 1 to 4', Department of Education, 2014
- OECD model for education and skills in 2030
- Inspecting the Curriculum, Ofsted, May 2019
- Education Inspection Framework, Overview of Research, January 2019
- Rosenshine's 'Principles of Instruction'
- School Inspection Handbook, Ofsted 2019 (Updated July 2022)

**Annex 1**

## The OECD Model for Education and Skills in 2030

This resource has been taken from the OECD Learning Framework 2030 (2018).

Further information can be found via:

http://www.oecd.org/education/2030/learning-framework-2030.htm

The full paper can be found via:

http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf

This OECD Learning Framework 2030 offers a vision and some underpinning principles for the future of education systems. It is about orientation, not prescription. The learning framework has been co-created for the OECD Education 2030 project by government representatives and a growing community of partners, including thought leaders, experts, school networks, school leaders, teachers, students and youth groups, parents, universities, local organisations and social partners. This is work in progress and we invite you to join us in developing future-ready education for all.

### Education 2030: A Shared Vision

We are committed to helping every learner develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet.

Children entering school in 2018 will need to abandon the notion that resources are limitless and are there to be exploited; they will need to value common prosperity, sustainability and well-being. They will need to be responsible and empowered, placing collaboration above division, and sustainability above short-term gain.

In the face of an increasingly volatile, uncertain, complex and ambiguous world, education can make the difference as to whether people embrace the challenges they are confronted with or whether they are defeated by them. And in an era characterised by a new explosion of scientific knowledge and a growing array of complex societal problems, it is appropriate that curricula should continue to evolve, perhaps in radical ways.

### Need for new solutions in a rapidly changing world

Societies are changing rapidly and profoundly. A first challenge is **environmental**: e.g.

> Climate change and the depletion of natural resources require urgent action and adaptation.

A second challenge is **economic**: e.g.

> Scientific knowledge is creating new opportunities and solutions that can enrich our lives, while at the same time fuelling disruptive waves of change in every sector, raising fundamental questions about what it is to be human. It is time to create new economic, social and institutional models that pursue better lives for all.

> Financial interdependence has created a shared economy, but also uncertainty and exposure to economic risk and crises. Data is being created, used and shared on a vast scale, holding out the promise of expansion, growth and improved efficiency while posing new problems of cyber security and privacy protection.

A third challenge is **social**: e.g.

> As the global population continues to grow, migration, urbanisation and increasing social and cultural diversity are reshaping countries and communities.

In large parts of the world, inequalities in living standards and life chances are widening, while conflict, instability and inertia, often intertwined with populist politics, are eroding trust and confidence in government itself. At the same time, the threats of war and terrorism are escalating.

**Need for broader education goals: Individual and collective well-being**

Unless steered with a purpose, the rapid advance of science and technology may widen inequities, exacerbate social fragmentation and accelerate resource depletion.

In the 21$^{st}$ century, that purpose has been increasingly defined in terms of well-being. But well-being involves more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment. Equitable access to all of these underpins the concept of inclusive growth.

Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens.

**Learner agency: Navigating through a complex and uncertain world**

Future-ready students need to exercise agency, in their own education and throughout life. Agency implies a sense of responsibility to participate in the world and, in so doing, to influence people, events and circumstances for the better. Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal.

To help enable agency, educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning. A concept underlying the learning framework is "co-agency" – the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered a learner, not only students but also teachers, school managers, parents and communities.

Two factors, in particular, help learners enable agency. The first is a personalised learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others. The second is building a solid foundation: literacy and numeracy remain crucial. In the era of digital transformation and with the advent of big data, digital literacy and data literacy are becoming increasingly essential, as are physical health and mental well-being.

OECD Education 2030 stakeholders have co-developed a "learning compass" that shows how young people can navigate their lives and their world (Figure 1).

**Figure 1. The OECD Learning Framework 2030: Work-in-progress**



The OECD Learning Framework 2030
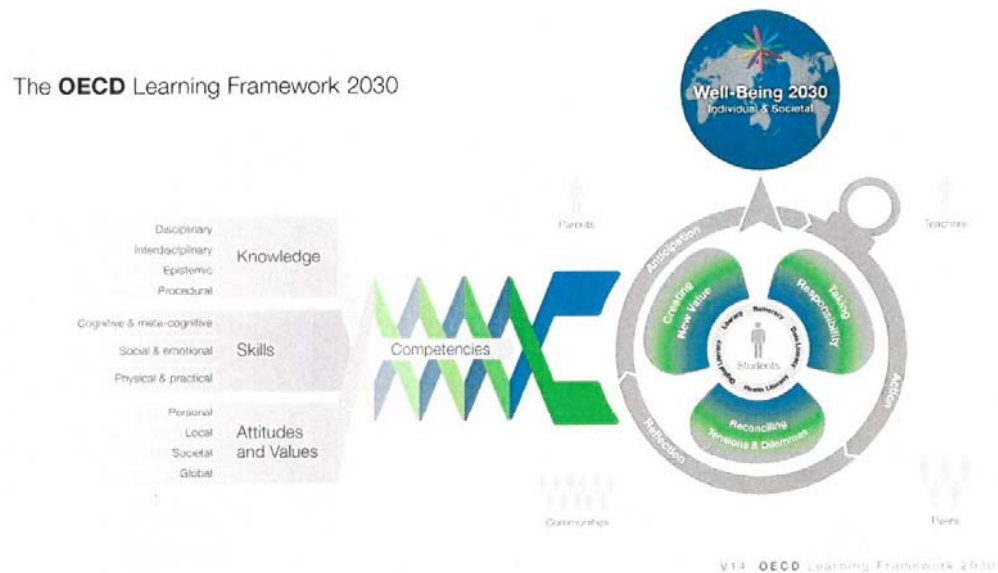
**Need for a broad set of knowledge, skills, attitudes and values in action**

Students who are best prepared for the future are change agents. They can have a positive impact on their surroundings, influence the future, understand others' intentions, actions and feelings, and anticipate the short and long-term consequences of what they do.

The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands. Future-ready students will need both broad and specialised knowledge. Disciplinary knowledge will continue to be important, as the raw material from which new knowledge is developed, together with the capacity to think across the boundaries of disciplines and "connect the dots". Epistemic knowledge, or knowledge about the disciplines, such as knowing how to think like a mathematician, historian or scientist, will also be significant, enabling students to extend their disciplinary knowledge. Procedural knowledge is acquired by understanding how something is done or made – the series of steps or actions taken to accomplish a goal. Some procedural knowledge is domain-specific, some transferable across domains. It typically develops through practical problem-solving, such as through design thinking and systems thinking.

Students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices).

The use of this broader range of knowledge and skills will be mediated by attitudes and values (e.g. motivation, trust, respect for diversity and virtue). The attitudes and values can be observed at personal, local, societal and global levels. While human life is enriched by the diversity of values and attitudes arising from different cultural perspectives and personality traits, there are some human values (e.g. respect for life and human dignity, and respect for the environment, to name two) that cannot be compromised.

**Competencies to transform our society and shape our future**

If students are to play an active part in all dimensions of life, they will need to navigate through uncertainty, across a wide variety of contexts: in time (past, present, future), in social space (family, community, region, nation and world) and in digital space. They will also need to engage with the natural world, to appreciate its fragility, complexity and value.

Building on the *OECD Key Competencies* (the DeSeCo project: Definition and Selection of Competencies), the OECD Education 2030 project has identified three further categories of competencies, the "Transformative Competencies", that together address the growing need for young people to be innovative, responsible and aware:

Creating new value

Reconciling tensions and dilemmas

Taking responsibility

**Creating new value**

New sources of growth are urgently needed to achieve stronger, more inclusive and more sustainable development. Innovation can offer vital solutions, at affordable cost, to economic, social and cultural dilemmas. Innovative economies are more productive, more resilient, more adaptable and better able to support higher living standards.

To prepare for 2030, people should be able to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new sectors, new business models and new social models. Increasingly, innovation springs not from individuals thinking and working alone, but through co-operation and collaboration with others to draw on existing knowledge to create new knowledge. The constructs that underpin the competency include adaptability, creativity, curiosity and open-mindedness.

**Reconciling tensions and dilemmas**

In a world characterised by inequities, the imperative to reconcile diverse perspectives and interests, in local settings with sometimes global implications, will require young people to become adept at handling tensions, dilemmas and trade-offs, for example, balancing equity and freedom, autonomy and community, innovation and continuity, and efficiency and the democratic process. Striking a balance between competing demands will rarely lead to an either/or choice or even a single solution. Individuals will need to think in a more integrated way that avoids premature conclusions and recognises interconnections. In a world of interdependency and conflict, people will successfully secure their own well-being and that of their families and their communities only by developing the capacity to understand the needs and desires of others.

To be prepared for the future, individuals have to learn to think and act in a more integrated way, taking into account the interconnections and inter-relations between contradictory or incompatible ideas, logics and positions, from both short- and long-term perspectives. In other words, they have to learn to be systems thinkers.

**Taking responsibility**

The third transformative competency is a prerequisite of the other two. Dealing with novelty, change, diversity and ambiguity assumes that individuals can think for themselves and work with others. Equally, creativity and problem- solving require the capacity to consider the future consequences of one's actions, to evaluate risk and reward, and to accept accountability for the products of one's work. This suggests a sense of responsibility, and moral and intellectual maturity, with which a person can reflect upon and evaluate his or her actions in light of his or her experiences, and personal and societal goals, what they have been taught and told, and what is right or

wrong. Acting ethically implies asking questions related to norms, values, meanings and limits, such as: What should I do? Was I right to do that? Where are the limits? Knowing the consequences of what I did, should I have done it? Central to this competency is the concept of self-regulation, which involves self-control, self-efficacy, responsibility, problem solving and adaptability. Advances in developmental neuroscience show that a second burst of brain plasticity takes place during adolescence, and that the brain regions and systems that are especially plastic are those implicated in the development of self-regulation. Adolescence can now be seen as a time not just of vulnerability but of opportunity for developing a sense of responsibility.

**Design principles for moving toward an eco-systemic change**

These transformative competencies are complex; each competency is intricately inter-related with the others. They are developmental in nature, and thus learnable.

The ability to develop competencies is itself something to be learned using a sequenced process of reflection, anticipation and action. Reflective practice is the ability to take a critical stance when deciding, choosing and acting, by stepping back from what is known or assumed and looking at a situation from other, different perspectives. Anticipation mobilises cognitive skills, such as analytical or critical thinking, to foresee what may be needed in the future or how actions taken today might have consequences for the future. Both reflection and anticipation are precursors to responsible actions.

The OECD Learning Framework 2030 therefore encapsulates a complex concept: the mobilisation of knowledge, skills, attitudes and values through a process of reflection, anticipation and action, in order to develop the inter-related competencies needed to engage with the world.

To ensure that the new learning framework is actionable, the OECD Education 2030 stakeholders have worked together to translate the transformative competencies and other key concepts into a set of specific constructs (e.g. creativity, critical thinking, responsibility, resilience, collaboration) so that teachers and school leaders can better incorporate them into curricula. The constructs are currently under review (Annex 2).

They have also built a knowledge base for curriculum redesign. Curriculum change assumes that education is an ecosystem with many stakeholders. Students, teachers, school leaders, parents, national and local policy makers, academic experts, unions, and social and business partners have worked as one to develop this project.

In its work across different countries, OECD Education 2030 has identified five common challenges:

> Confronted with the needs and requests of parents, universities and employers, schools are dealing with curriculum overload. As a result, students often lack sufficient time to master key disciplinary concepts or, in the interests of a balanced life, to nurture friendships, to sleep and to exercise. It is time to shift the focus of our students from "more hours for learning" to "quality learning time".

> Curricula reforms suffer from time lags between recognition, decision making, implementation and impact. The gap between the intent of the curriculum and learning outcome is generally too wide.

> Content must be of high quality if students are to engage in learning and acquire deeper understanding.

> Curricula should ensure equity while innovating; all students, not just a select few, must benefit from social, economic and technological changes.

> Careful planning and alignment is critically important for effective implementation of reforms.

In response to these challenges, working group members and partners are co-creating "design principles" for changes in curricula and education systems that will be relevant in different countries over time.

**Concept, content and topic design:**

**Student agency.** The curriculum should be designed around students to motivate them and recognise their prior knowledge, skills, attitudes and values.

**Rigour.** Topics should be challenging and enable deep thinking and reflection.

**Focus.** A relatively small number of topics should be introduced in each grade to ensure the depth and quality of students' learning. Topics may overlap in order to reinforce key concepts.

**Coherence.** Topics should be sequenced to reflect the logic of the academic discipline or disciplines on which they draw, enabling progression from basic to more advanced concepts through stages and age levels.

**Alignment.** The curriculum should be well-aligned with teaching and assessment practices. While the technologies to assess many of the desired outcomes do not yet exist, different assessment practices might be needed for different purposes. New assessment methods should be developed that value student outcomes and actions that cannot always be measured.

**Transferability.** Higher priority should be given to knowledge, skills, attitudes and values that can be learned in one context and transferred to others.

**Choice.** Students should be offered a diverse range of topic and project options, and the opportunity to suggest their own topics and projects, with the support to make well-informed choices.

**Process design:**

**Teacher agency.** Teachers should be empowered to use their professional knowledge, skills and expertise to deliver the curriculum effectively.

**Authenticity.** Learners should be able to link their learning experiences to the real world and have a sense of purpose in their learning. This requires interdisciplinary and collaborative learning alongside mastery of discipline-based knowledge.

**Inter-relation.** Learners should be given opportunities to discover how a topic or concept can link and connect to other topics or concepts within and across disciplines, and with real life outside of school.

**Flexibility.** The concept of "curriculum" should be developed from "predetermined and static" to "adaptable and dynamic". Schools and teachers should be able to update and align the curriculum to reflect evolving societal requirements as well as individual learning needs.

**Engagement.** Teachers, students and other relevant stakeholders should be involved early in the development of the curriculum, to ensure their ownership for implementation.

# Document History

**Creation Date**        January 2020

**Trust Lead**        Chief Executive

**Approved by**        Trustees

**First approval date**        February 2020

**Review frequency**        3 years

| Review date | Significant amendments | Made by | Next review |
|---|---|---|---|
| New | New Policy January 2020 | CXH | February 2023 |
| January 2023 | Policy reviewed by CET Leadership Group. Minor amendments made re Trust lead (CEO) and evidence-based practice. References and content checked against Education Inspection Handbook (updated July 2022).<br>Trust expectations re teaching in 3.4 are currently under review. New set of criteria out for consultation with staff following MAT inset day in January 2023 for September 2023. | CXH | January 2026 |
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