




Curriculum Statement of Intent

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| Monitoring Responsibility | CEdO/Executive Team |
| Next Review Date | January 2025 |
| Approval Body | Curriculum and Standards |
| Date Ratified | 16 th January 2024 |
| Chair of Committee Signature |  |

Curriculum Intent

The Trust, with its mixed primary and secondary settings, ensures that the ambitious curriculum on offer is coherent and progressive, preparing pupils for the next phase.

Our collective ambition is to have relevant curriculums that are the powerhouse of learning through our academies that discerns the progression of knowledge and skills that children need within and across each year they are with us. These are the foundation blocks needed to ensure cohesive learning and effective transitions throughout their education.

We ask that all our academies follow the principles below in the careful design of their own curriculums responding to changes over time with academy context and relevance to their communities:

- Acquisition of knowledge is at the heart of our learning.
- Knowledge and skills, including literacy, oracy, and mathematics, are progressively sequenced through the academy.
- Knowledge is precisely planned for every year group.
- Classroom delivery ensures that knowledge is acquired in long-term memory.
- Specific subject skills are taught and celebrated within the curriculum.
- Academies adjust the core curriculum Primary framework to embrace the context of their school.

We place an equal rigor on all subjects and weave learning throughout our planning. This enables our pupils to develop a rich tapestry of knowledge that promotes independent learning, allowing them to have the self-confidence to shape their own futures.

We are proud that our approach provides a dynamic curriculum at academy level that responds to an ever changing and diverse world. Academies have the autonomy to deliver a rich curriculum that meets the needs of their pupils.

Primary Curriculum

The Voyage Education Partnership promotes a primary curriculum that builds from the foundations of the seven areas of learning of the Early Years, transitioning into the National Curriculum. This is further enhanced by experiences and opportunities for all pupils. There are two key layers shared with our primary academies:

- The 'core-curriculum framework' is an optional sequence of learning that has been designed by a team of system leaders. This outlines and identifies advisable progressive knowledge and skills that are needed to secure coherent learning through our primary academies. Core concepts are threaded through our curriculum to bring cohesion and reason to learning, with oracy and vocabulary acting as the foundation of knowledge development. These documents can be used in full or in part to ensure that they meet the needs of the pupils. Where an academy feels that an alternative progressive and well sequenced scheme of work is more suitable for their pupils, this is fully supported.

- The ‘contextual curriculum’ are the elements of the curriculum which academies have adopted and adapted for their specific context, pupils, and teachers. This ensures that while our academies may differ in their locality, the aspirations that unite the Trust are clearly defined and agreed. The autonomy within our academies ensures contextual needs are met and children experience a broad breadth of learning related to their environment.

Secondary Curriculum

Our secondary curriculum provides breadth, depth, and balance across the full range of subjects, ensuring that pupils recognise how subjects interleave. There is a real emphasis on the development of literacy and vocabulary which unlocks the curriculum for all. Powerful knowledge is key, with the aim of creating socially mobile young people. On leaving as confident, inquisitive, resilient, and tolerant citizens, they will have the skills that will enable them to pursue careers they are passionate about.

Objectives to be adopted by all academies within their Curriculum Design

A high-quality curriculum will:

- be ambitious and is equal to or better than the National Curriculum
- promote integrity and British values, as well as inclusion and diversity.
- provide staff with clarity on subject progression and the ability for stakeholders to share appropriate pedagogical approaches in the classroom.
- effectively meet the needs of all groups of pupils, providing equal opportunities for all through considered curriculum design.
- demonstrate sequencing and coherence that will leave pupils well placed to meet the requirements of the next stage in their education.
- show breadth of enrichment and extra-curricular activities on offer for pupils
- enable pupils to articulate their learning journey, prior knowledge and the interconnectedness of concepts and knowledge across the curriculum.
- provide rich learning opportunities, planned through activities, enabling learning environments, experiences and contextual links to the locality and the wider world.

Roles and Responsibilities

The Board of Trustees

The Trustees focus on three core functions:

1. ensuring clarity of vision, ethos, and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance of staff.
3. overseeing and ensuring effective financial performance.

The trustees have a range of obligations under current legislation and statutory guidance.

Chief Education Officer

The Chief Education Officer, an executive leader, is responsible for monitoring the impact of the implementation of the academy curriculum and will ensure that:

- The curriculum meets the objectives as outlined above.
- the curriculum within the academies is sequenced to ensure that progression and support for pupils leads to an improvement in standards across the multi-academy trust.
- the curriculum within each academy promotes diversity, inclusion, and equal opportunities for all and supports the Trust curriculum intent.
- appropriate and timely information about the curriculum is presented to the Curriculum and Standards Committee
- the Headteacher of the academy is held to account for its curriculum.

Headteachers

Headteachers should adhere to the following guidance:

Curriculum Design

- Have a statement of curriculum intent which clearly explains the rationale behind their curriculum as a whole.
- Have a clear rationale for each subject and progression for each year which details how learning builds on to what has gone before and how it leads into future learning.
- Citizenship, community, and enterprise (career) opportunities should be built into the curriculum which build cultural capital, understanding and independence.
- The curriculum will equip pupils to make choices, be socially active, build resilience and self-efficacy, empower them to identify whether they are well, what to do if they need support and how to keep safe.
- Reading and vocabulary in the curriculum will be prioritised in order to allow all pupils to access the full curriculum on offer.
- Each subject has a framework from which teachers plan their lessons. The frameworks and associated medium term planning will state what is to be taught in a progressive and sequential manner.
- Ensure that all details about the curriculum are published on the academy's website as statutorily required.
- Include the following subjects as a minimum in their curriculum:
 - Phonics (primary)
 - English
 - Mathematics
 - Science
 - A Modern Foreign Language
 - Geography
 - History
 - Computing
 - SRE
 - Religious Education

- Music
 - Design and Technology
 - Art
 - Physical Education
 - Personal, Social and Health Education incorporating mental health, well-being, citizenship, careers.
 - Alternative accreditation routes to GCSEs e.g. BTEC (KS4)
 - A range of accredited vocational options (KS4)
- Careers education in an age-appropriate manner, linking as appropriate to local, national, and international companies.
 - Have a diverse enrichment and extra-curricular offer which complements the more formal curriculum framework.
 - Teachers will acknowledge evidence from cognitive science, revise and revisit material previously covered, knowing that newly learned material needs to be reviewed in order to be remembered.
 - Transition points, between phase, key stage or year group will be carefully considered and effectively planned to maintain progression in learning.
 - Additional activities e.g. assemblies, trips, fieldwork, roadshows are planned to complement and enhance the curriculum.
 - Embrace opportunities to be involved in national schemes which recognise and support curriculum development e.g. Music for Youth

Curriculum Implementation

- There is an unswerving focus on the quality of learning and teaching, the quality of education. Professional learning is tightly linked to the monitoring of teaching and learning in order to promote best practice through collaboration. Learning and Teaching should be central to all Professional Development opportunities.
- Teachers follow a simple cycle of assess, plan, teach, review.
- Teachers use both formative and summative assessment information to understand the bespoke needs of their pupils -providing challenge within lessons to ensure inclusion for all.
- Frameworks and lessons are designed to promote opportunities for pupils to practise skills and embed knowledge in a range of situations to ensure pupils' know more, remember more' to support future learning.
- Teachers will plan to ensure pupils build on prior knowledge and skills to effectively integrate new knowledge into increasingly complex schema as they progress through the academy.
- Teachers revise and revisit material previously covered, knowing that newly learned material needs to be reviewed in order to be remembered.
- Timely and appropriate feedback is provided to inform pupils and parents of their next steps in learning.
- Appropriate use is made of technology to help pupils to improve and to support teachers in their teaching.
- Curriculum expectations will be inclusive, adapted for all pupils, designed so that any learner can excel and no one is disadvantaged.

- There are opportunities for pupils to independently extend their learning beyond the classroom through appropriate home learning.
- Leaders and teachers respond in a timely and effective manner to the changing national landscape.
- The curriculum should be shared with parents and stakeholders. It should provide opportunities to learn and practice at home, taking into account different circumstances.

Leaders of the curriculum subjects

- Responsible for providing long and medium-term curriculum planning ensuring that this is inclusive to ensure best outcomes for all pupils.
- Responsible for ensuring the curriculum is implemented consistently throughout the academy and ensuring any difficulties are addressed and mitigated as soon as possible through regular monitoring.
- Keep up to date with any relevant statutory updates and take action where required.
- Ensure that the climate for learning is purposeful, engaging and supports learning for all.
- Ensure that teachers and leaders have appropriate depth and breadth of subject knowledge to empower curriculum expertise to develop across the academies.
- Responsible for ensuring the curriculum intent is up to date and all staff are made aware of changes.
- Provide evidence to SLT for strategic development of the curriculum.
- Offer advice to colleagues on issues relating to their subject or curriculum area.
- Empower teachers to effectively use resources in a timely manner so that learning is accessible for all, ensuring progressive learning and teaching across their academy.
- Ensure that highly valued 'pupil voice' informs practice and success of learning.
- Ensure that Professional Development sessions are available to staff to ensure best practice is established.
- Utilise a variety of quality assurance methods, including working collaboratively with the Shared Education Services Team, to ensure the effectiveness and integrity of the curriculum.

Equal Opportunities

Voyage Education Partnership is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and pupils. The Trust will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Links to other policies

- Assessment Statement of Intent
- EYFS Policy
- SEND Policy