



Our ambitious and challenging curriculum provides all our learners, regardless of ability, with the knowledge and skills to fulfil their potential and ultimately to succeed in life. We strive to instil in our children a lifelong love of learning and endeavour to highlight the interchangeable nature and close relationship between working hard (and subsequent success) with that of being happy.

We offer a broad and balanced curriculum that is dependent on strong subject knowledge by all subject leads. This is facilitated by regular and robust professional development opportunities. Our curriculum focuses on the 3 I's of Intent, Implementation and Impact and all subjects are planned carefully and intelligently. We want our pupils to think about why they are learning as well as what they are learning. Each subject area undergoes a regular programme of monitoring, evaluation, review and renewal, enabling both coverage and progression, whilst also ensuring all learning is relevant and meaningful to our children. Cross-curricular and interleaving opportunities are optimised and all topic-based learning incorporates meaningful links between subjects. In addition, we perceive our curriculum as a journey in which knowledge and skills intertwine and the provision of sustained practice (intelligent repetition) helps the children to excel in their learning by moving as much learning from working / short-term memory to long-term memory in order to foster automaticity. In this journey, the children engage and immerse themselves in our coherently and collaboratively planned curriculum that incorporates not only the necessary academic and technical requirements but also considers our pupils' broader development, enabling them to develop and discover their own interests and talents. We also promote the acquisition of cultural capital thus equipping all our children with the knowledge, skills and general wherewithal to succeed. We recognise that we are preparing our pupils to live in a rapidly changing world where the skills of independence, resilience and perseverance will be key to future success. Alongside our academic curriculum, we believe in ensuring our pupils have a broad range of 'life' skills that will allow them to make strong and lasting contributions to our society.

Our curriculum is based on a progression model in which pupils' knowledge and skills are consistently developed across the wider curriculum and there is a clear expectation about what they should know in each year group and in all subjects. Promoting a love of reading is also a key priority, as is the development of vocabulary.

Our children feel safe to try new things and are not afraid to make mistakes. It is our philosophy that there is no shame in getting things wrong, because, with practice, that is how we learn and with practice comes proficiency, and it is the proficiency which is the highway to the long-term memory. We perceive mistakes as the launch-pad for new learning. Cognitive challenge is, after all, at the heart of learning – and if a child does not have the chance to struggle with well-pitched and demanding material, they are not really gaining new knowledge and skills.

SMSC, SRE and British Values are embedded in our curriculum to ensure we support the development of emotional intelligence as well as the awareness and embracing of different beliefs. We want all our children to make a positive contribution not only to our local community but wider society in general, and by doing so, developing a greater awareness of important issues that face our global community today.

We have a rich and varied intake, and the inclusion of the needs and learning styles of SEND groups are carefully and effectively considered when planning their learning experiences, including targeted, proven interventions, in order to embed the necessary skills and knowledge that will facilitate progression.

Assessment in our curriculum, including the provision of mini tests and low-stakes quizzes, provides us with the means to check pupils' understanding of the main curriculum elements, identifying gaps in knowledge, skills and depth of understanding, as well as informing necessary future curriculum design and subsequent amendments.