

CURRICULUM STATEMENT – TKAT SCHOOLS

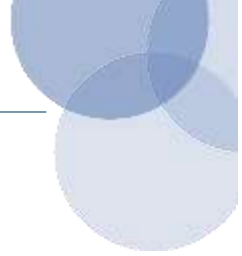
The Keys Academy Trust (TKAT) believes that creating and delivering an exceptional curriculum is a crucial part of the work that we do in our schools. Each schools' curriculum is designed for children and young people to experience "life in all its fullness" by providing a well-structured, logical and meaningful educational journey. We believe a framework which sets out the sequenced programme of education, focused on the knowledge and skills to be gained at each stage is fundamental to pupils' success in learning and achieving their full potential.

As a family of distinctive schools situated at the heart of our diverse communities, we are guided by our vision, which values excellent learning and pastoral care for both our pupils and staff. We are committed to being open and welcoming to all, and we strive to provide an inclusive environment that fosters the academic, personal and spiritual growth of our pupils.

In addition to the core benefits, there are many other advantages to having a strong and well-crafted curriculum, including:

- Supporting strong pupil outcomes
- Sustained improvement in behaviour and attitudes
- Providing meaningful interventions that help students with SEND or those who are vulnerable to achieve well
- Provide for pupils' spiritual, moral, social and cultural development
- Creating a manageable workload for our staff
- Supporting purposeful and effective Continuous Professional Learning and Development (CPLD) opportunities for our staff

Therefore, we place great importance on creating a coherent and effective curriculum that caters to the unique needs of our pupils, in a supportive and nurturing environment. By doing so, we aim to deliver an exceptional education that equips our pupils with the skills and knowledge they need to succeed in the wider world.



Curriculum Design Principles

Within TKAT our schools adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is solidly based on the National Curriculum.

TKAT does not use a standardised curriculum due to the diverse communities our schools serve. We believe that a one-size-fits-all approach is not appropriate for our pupils. However, we are all dedicated to providing the best possible learning experiences for all of our pupils through engaging and exciting teaching methods. To achieve this goal, each school has taken the time to develop its own intent and approach, rooted in our vision and values, but adapted to suit their local context, to deliver the essential knowledge and skills required by their pupils. Our goal for all TKAT schools is to build a curriculum that adheres to the following principles:

Expertly designed and sequenced curriculum - so that learning is incremental, orderly, and progressive based on cognitive science and educational research.

Rich knowledge and vocabulary – so that pupils can apply powerful knowledge within subjects, engaging with fundamental procedures, processes, and methods, fostering a deep and broad understanding of the world around them,

Prioritisation of disciplinary literacy – so that pupils are able to communicate effectively through reading, writing, listening, and speaking with precision and confidence.

Sustained mastery – so that pupils develop their knowledge in each subject every lesson, irrespective of their starting point, to achieve their full potential.

Broad and balanced curriculum – so that pupils encounter a wide range of valuable content for a well-rounded education and future opportunities.

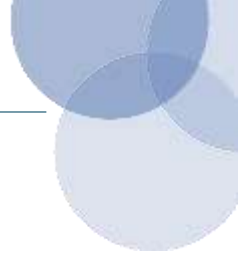
Child-centred design – so that the curriculum provides memorable experiences that promote a lifelong love of learning, supporting pupils' academic, social, moral, cultural, spiritual, physical, and creative development.

Inclusive curriculum - enabling all pupils to learn, be ready for the next stage in their education, and take their place in the world while addressing disadvantage and discrimination to ensure equal opportunities for all.

Efficient and manageable curriculum - protecting workload and wellbeing, allowing teachers to flourish in their work and enjoy supporting pupils to develop and succeed.

The Curriculum in Our Schools

To ensure that our schools can effectively implement their individual curriculum design, we work alongside teachers and leaders to establish the purpose and intent of the curriculum and identify the core knowledge based on the National Curriculum. We then work to select formative and summative assessment points and materials, produce clear long-term and medium-term plans for each year group and subject, and share resources and materials through primary subject networks.



Subject-specific curriculum maps and resources provide rigour to help children think like a subject specialist. They enable teachers to build on pupils' prior learning and signpost future learning, deepening children's ability to connect knowledge over time. Diagnostic activities are carried out at the start of each new unit of learning to establish pupils' prior knowledge and understanding as the starting point. We want our pupils to know more and understand more, but we also want them to be explorers of knowledge, confident in their own abilities and choices.

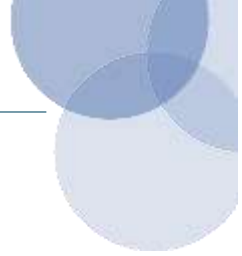
We support school's choice in using published curriculum vehicles but emphasise that these should not be used as an off-the-shelf solution. Schools must tailor and adapt the materials appropriately to meet the needs of their pupils. Our curriculum design ensures that individual and small groups of pupils' needs can be met within a high-quality first wave of teaching, supported by proven interventions where necessary.

Finally, schools use Knowledge Organisers to summarise the knowledge to be acquired in each unit of work in each year-group. Lessons should be planned so that they are pitched appropriately, and new learning should build on prior learning. Each lesson should be part of a logical sequence that builds towards complex, composite knowledge. Experiences of activities, visits, and encounters are incorporated to provide stimulus and illuminate how knowledge is gained and used for purpose. Our curriculum design and planning make explicit the weaving in of authentic experiences, which gives pupils the opportunities to see where knowledge and learning can take them.

TKAT Curriculum Improvement

At TKAT, we believe that collaboration is a strength. Our schools work together to share their knowledge and skills and support each other in their journey towards improvement. We expect all our schools to collaborate with each other and share their resources to be of benefit to all. By working together, we can support each other to enhance our curriculum and create resources that enable effective learning. Our aim is to provide high quality support and challenge to leaders across schools in relation to this area through the following mechanisms:

- A rigorous system of peer review and peer learning conversations
- Collaboration and training opportunities for our subject leaders through the TKAT's subject networks
- Engagement from the Education Development Group through partnership reviews, benchmarking the quality of education in schools
- Director of Learning school improvement visits focused on the quality of education
- Sharing best practice, examples of innovative practice and high quality resources
- Opportunities to engage in curriculum review offering support and challenge in areas such as School Improvement Plan development, pupil premium strategy, early reading etc.
- CPDL opportunities for subject network leaders and coordination of curriculum development



Curriculum Impact

We understand that an effective curriculum has a significant impact on pupils' learning and achievement. Our curriculum is designed to provide rich and diverse learning experiences that help pupils build their cultural capital. By exposing pupils to a range of subjects, they can gain subject-specific knowledge and skills that help them progress from novice to expert over time.

Our schools offer ample opportunities for overlearning, retrieval, and assessment to ensure that pupils have understood and retained the concepts and knowledge taught. We focus on vocabulary and language acquisition to ensure that all pupils, regardless of their background or vulnerabilities, have equal access to learning and can build their learning security.

By focusing on these aspects of our curriculum, we ensure that all our pupils can reach their full potential and achieve success both in and out of the classroom.