DCET Curriculum Principles and Essentials

Following a period of exploration we have decided that currently our approach to curriculum will be to deliver a set of curriculum principles and essentials. We recognise that whilst our schools have a shared mission to deliver 'an all-round education rooted in Christian values …' that we are also all unique and that there needs to be some flexibility for each school to deliver this in their own communities and settings.

In terms of content and coverage, all schools within DCET are expected to offer a 'broad and balanced' curriculum that meets our pupils' needs in terms of our faith, our learners, our school communities and our staff. In terms of content and coverage, all schools within DCET are expected to offer a 'broad and balanced' curriculum that meets our pupils' needs in terms of our faith, our learners, our school communities and our staff. This will include as a minimum the full National curriculum of subjects and their programmes of study. Beyond this we have also set out a range of 'essentials' that we believe will ensure that all our children benefit from being part of our learning family.

We believe in the value of our people, that great teaching in every classroom will improve the outcomes for our pupils. Our principles are driven by evidence-based research and supported by high quality professional development. Great teachers develop a broad range of teaching strategies that are pupil-centred. This approach, combined with strong subject knowledge and a deep understanding of individual pupils, positively impacts upon learning.

DCET curriculum principles and essentials

Living out the Gospel values	Broad, balanced, coherent curriculum	Knowledge rich and engaging
Develop long term memory of knowledge	Clear end points and high-quality outcomes	Oracy and vocabulary development
Reading as an essential skill	Quality first teach approach	Research based pedagogical approaches
Enrichment	Nurturing – promoting good mental health and well-being	Meaningful assessment
Continuous evaluation and improvement	Well delivered	

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Our Intent:

- ✓ Defined curriculum drivers – reflecting our values, context and community
- ✓ Universal entitlement to a knowledge rich curriculum
- ✓ Equity for all our children to gain consistently high quality learning opportunities and experiences
- ✓ Agreed pedagogical approaches in schools which underpin our curriculum to ensure there is ambition and challenge for all
- ✓ Each curriculum is coherently planned and well sequenced:
    - ➢ As a minimum, meets the aims, purpose and objectives outlined in the NC 2014 for each subject
    - ➢ builds on prior knowledge
    - ➢ ensures pupils acquire and use the three tiers of vocabulary through well-built language schema
    - ➢ makes explicit connections to other subjects (including CST)
    - ➢ allows a greater depth of understanding of key concepts and ideas
- ✓ Clearly identified key learning:
    - ➢ Essential subject knowledge
    - ➢ Disciplinary knowledge
    - ➢ Vocabulary
    - ➢ Milestones that can be broken down into key stages of learning to enable secure assessment

Implementation:

- High expectations for all learners within a nurturing and supportive environment (adaptation to meet needs)
- Intent statements for each subject demonstrating it value and the expectations for what children will learn
- Evidence based / research based pedagogical approaches (Trust T&L policy/ principles)
    - Metacognition
    - Retrieval
    - Modelling
- Ensure every teacher and subject leader has a strong model of planning and assessment that they can draw on
- Systematic plans – clear milestones mapped out for year groups / phases ensuring coherence and well sequenced progression
- Alignment of end of year expectations across subjects
- Subject leaders, teachers, support staff and children have a good understanding of the curriculum and its structure and design
- High quality interventions (EEF / evidence-based interventions)
- Trust PD

Impact:

- Pupils 'know more and remember more' (sticky knowledge)
- Pupils are proficient using their disciplinary and substantive knowledge – making connections
- Pupils leave their current stage of education with a love of learning and are well prepared for their next step
- All pupils across the Trust have equity in the provision on offer and access high quality learning opportunities that allow them to reach their potential and positive members of their communities

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Curriculum Principles Exemplified

Living out the Gospel values	Trust and school values are at the heart of the curriculum with opportunities for all members of the school community to live them out. CST is woven through the curriculum and everyone understand their importance. Our distinct ethos is evident through the design of our curriculum.
Develop long term memory of knowledge	Key knowledge is identified on the subject plans and knowledge organisors or topic covers. Teaching is designed to help pupils to remember the content in the long-term they have been taught and to integrate new knowledge into larger ideas. The curriculum is designed so that pupils meet key concepts frequently in a well-structured approach. There is a successful transfer between working memory and long-term memory. This is done through strategies such as: ✓ Making explicit connections ✓ Retrieval practice ✓ Low stakes testing (quizzes) ✓ High challenge low stakes ✓ Spacing ✓ Interleaving ✓ Cognitive load considerations
Reading as an essential skill	Reading is at the heart of our curriculum since it is a gateway skill that enables us to access knowledge independently. Reading development including fluency and understanding is prioritised through: ✓ Phonics ✓ Reading regularly ✓ Exposure to a broad range of rich, diverse, high quality texts ✓ Promotion of reading for pleasure. There is a reading spine which shows the wide range of texts that children will know by the time they leave our schools. Every curriculum area has a range of high quality link texts to enhance the pupils knowledge, understanding and retention.
Enrichment	There will be well chosen opportunities to learn through visits, visitors and learning outside of the classroom. Alongside our core provision there will be opportunities for learners to access a wide range of extra curricular activites.
Continuous evaluation and improvement	Senior leaders have enabled subject leads to have a robust and systematic approach to reviewing the subject they lead. There are planned opportunities for leaders to share their findings and provide PD to increase skills, knowledge and current undferstanding.

DCET Curriculum Principles and Essentials

Broad, balanced, coherent curriculum	Sufficient time is given to each area of the curriculum not just our core subjects. There is 10% RE teaching time. Our curriculum will cover the National curriculum expectations for each Key Stage. There are well thought out links, where appropriate, between subjects to ensure essential prior knowledge is in place to allow links to be made by learners. Pupils will learn both the disciplinary and substantive knowledge of subjects.
Clear end points and high-quality outcomes	Through a well-planned curriculum key milestone are identified. Pupils will be given opportunities to review their learning against clear criteria to ensure that they produce their best work. Through opportunities to share their learning, pupils have a clear purpose for learning and motivation to routinely produce high quality outcomes. Pupils take pride in their learning.
Quality first teach approach / Ordinarily Available Provision for All Learners (OPAL)	Teaching ensures that all pupils can achieve as a result of well planned and structured learning opportunities: Universal, Targeted and Specialst. QFT: • Highly focused lesson design with sharp learning objectives • High demands of pupil involvement and engagement with their learning • High levels of interaction for all pupils • Appropriate use of questioning, modelling and explaining on the part of the teacher • An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • An expectation that pupils will accept responsibility for their own learning and work independently • Regular use of encouragement and authentic praise to engage and motivate pupils
Nurturing – promoting good mental health and well-being	Provide pupils with social and emotional skills to be successful in school both academically and socially as well as developing their resilience and strategies for managing their own difficulties in their lives. There is a commitment to replace any missing early experiences of our pupils by developing positive pupil relationships with both teachers and peers in a supportive environment. This done through strategies such as: • Forest school • Thrive approach • Learning mentors • ELSA • Mindfulness • Healthy minds / mental health projects • Positive behaviourbehviour principles Leanrning is tailored towards the needs of the individual.
Knowledge rich and engaging	Pupils master subject-specific knowledge and becoming 'fluent' in that knowledge. They then develop skills as an outcome of the curriculum. Pupils are provided with the knowledge and cultural capital they need to succeed in life. Leaders are clear on the knowledge they want the pupils to know.

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Oracy and vocabulary development	There is an ambitious vision for oracy, school leaders and teachers set high expectations in the classroom with a particular focus on the disadvantaged. The curriculum is designed to enable pupils to successfully articulate ideas, develop understanding and engage with others through spoken language. Curriculum plans prioritise vocabulary and classrooms are language-rich where pupils have ample opportunities to hear and use new vocabulary in context. Talk in the classroom has been planned, designed, modelled, scaffolded and structured to enable pupils to learn the skills needed to talk effectively. There is an expectation that every pupil will talk in every lesson.
Research based pedagogical approaches	Rosenshein's Principles of instruction: Metacognition: we carefully attend to our pupils' learning: ensuring we develop their knowledge of themselves as learners, of strategies, and of tasks
Meaningful assessment	Assessment is used to understand starting points, check understanding and inform future teaching. The purpose of our assessment systems is to know what pupils can do and remember in each subject at the end of each year. Curriculum plans clearly state content that is to be assessed. Leaders check that pupils know and remember the relevant knowledge in their subject. There are clear end points for each unit, year group and phase (EYFS, KS1 & KS2) for each subject.
Well delivered	Our people are well qualified, up-to date, skilled and passionate: ✓ Induction ✓ Regular PD ✓ Access to learning sets ✓ Moderation opportunitiese ✓

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Alongside these principles for our curriculum we also strongly believe that we have a duty to provide equity of experiences for all of our children. This is to the benefit of all our children and the wider community. We do not know what untapped talent our community has until will provide opportunities for them to try new experiences. History is full of examples of people who had a go at something at a young age and went on to master it, in the same vein this is what we want to plan for.

This list is not exhaustive and will change over time to reflect our changing trust, but for now it serves as our basic entitlement for all of our pupils.

Curriculum Essentials

Opportunity	Rationale
Lead a prayer	To be fully involved in school life
Represent the school at an interschool event	Develop a sense of pride and belonging
Visit a museum	Develeop a sense of the breadth of history -
Hold an artifact	To be inspired
Visit an art gallery	To be inspired by a piece of art or an artist after a first-hand experience
Visit a library	To experience the value of reading develop a love of reading and learning
Visit a place of worship for another faith	Reflect on the mulitcultral world we are part of and develop a respect for those of other faiths
Present outside of the classroom	Have a purpose for learning and practise the essential skills of presenting
Take part in a residential experience	To gain a sense of independence in a safe space
The chance to apply to be part of:	
Chaplaincy team	
School council	
Sport leader	
Eco team	
Public speaking competition	