The three ‘I’s of Curriculum

# Intent

Our curriculum builds progressive core knowledge and key curriculum concepts using a range of learning skills and subject skills. Our curriculum should lead to pupils being able to recall and describe the knowledge and concepts in familiar, unfamilar, local and global contexts. Our curriculum is designed to enable pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences. Pupils are empowered to use their literacy, oracy, and digital communication skills to purposefully share and articulate their learning with others. Our curriclum enables our pupils to be successful, confident, and responsible individuals and citizens.

# Implementation

Class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focussed on outcomes for individual pupils.

Subject leaders and senior leaders are responsible for designing the progression in core knowledge, skills and concepts into year group plans. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils.

# Impact

Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effecively pupils are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class.

Subject Leaders and Senior Leaders routinely evaluate the summative outcomes for their area of responsibility. They use this analysis to identify any necessary actions that develop the quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond their school.