



Eko Trust Curriculum Principles

Approved by:	Trust Board	Date: 8/12/22
---------------------	-------------	----------------------

Last reviewed on:	8/12/22
--------------------------	---------

Next review due by:	December 2024
----------------------------	---------------

Version:	1.0
-----------------	-----

Author:	Deborah Strain
----------------	----------------

Eko Trust Vision

Every member of our community is empowered to learn, to be ambitious and to be resilient.

Our Commitment

Equity for all - every child no matter their background will be supported and will receive the best education to enable them to access equal life chances.

Introduction

We are ambitious for all our children and young people. We believe there should be equity for all, with access to the knowledge, skills and understanding that will enable them to make an exceptional contribution to the world we share. The local context will inform, but not determine, what is taught or when it is taught. We deliver a knowledge rich curriculum, with inclusive pathways, which is of high-value to the individual and the communities we serve. Curriculum is inextricably linked to both assessment and pedagogy through our Trust teams we support the development and alignment of each.

Principles

1. The curriculum offered to all pupils matches and **exceeds the expectations laid out in the National Curriculum**. Each curriculum will enable ambitious end of year outcomes from pupils' starting points. Pupils study a broad and balanced range of subjects across key stages and continue to learn in different areas once qualifications and pathway choices have been made.
2. Our belief in a **knowledge-rich** curriculum underpins both our long and medium-term planning. Individual choices based on the context of the school and the intent of the curriculum mean there are some variations. Through our aspirations, collaboration and developing alignment each curriculum furnishes pupils with the specialist knowledge needed to ignite interest and the depth of knowledge to allow them to have a full and deep understanding of the subjects studied. All our schools will publish their long-term plans that outline the body of knowledge covered in each subject.
3. Up to date research is utilised in the reviewing and updating of our curriculum and evidence informed practice, for example from the Education Endowment Foundation (EEF). As a result each curriculum is sequenced in a way to remember specialist knowledge and apply skills in context. Metacognition helps our pupils know and remember more. Continuing Professional Development (CPD) is targeted to support adults with their knowledge, skills and understanding.
4. Assessment, both formative and summative, provides clear information to staff about what children have remembered and learned. Effective questioning within the lesson as well as other assessment opportunities ensure adults know where to make adaptations and provide further opportunities for learning.
5. Curriculum planning includes opportunities for low-stakes testing, retrieval practice, revisiting topics and themes through carefully planned interleaving and sequencing of topics.

Professional learning groups, school improvement and monitoring of each curriculum ensure impact. Assessment and pedagogy are clearly linked to planning.

6. As pupils' progress through our schools, the curriculum will support their **wider development and build their cultural capital** through enrichment opportunities and events which enhance pupils' personal, social, moral, spiritual and cultural development. Each school will develop and share their uniqueness and exceptionality, developed through the context of their own school.
7. We ensure that all our pupils are **equipped to make informed choices** about their future through explicit PSHE and RHSE provision. Strong personal development to build the resilience of all children and young people, including our most vulnerable learners, so that they are aware of self and others, behave with integrity and are able to cooperate with others to develop the personal qualities they need to flourish in society. Our preventative curriculum is continuously under review, responding to local and national safeguarding trends.
8. **English** and **mathematics** are both a key part of the curriculum offer.
 - a. Each school has explicit and comprehensive **early reading and phonics** programmes and all pupils have access to reading material to instil a love of reading. Quality texts and learning opportunities develop and improve pupils vocabulary, communication, and grammar skills, ultimately improving writing skills as well. Reading is essential alongside the knowledge rich curriculum.
 - b. A **mastery** approach with regular opportunities to rehearse and apply the important **mathematical facts, concepts, methods and strategies** taking account for the progression of knowledge and skills is built into the curriculum.
9. A **high-quality careers programme** and maximising curriculum opportunities for careers education sits at the heart of preparing pupils for the world of work. Our schools have programmes to enhance the careers education pupils receive to fully prepare them for their next step in education, employment, and training.
10. The curriculum ensures that **equality, diversity and inclusion** are intentionally considered by:
 - a. Training of staff and sharing information about pupils who have additional needs so that they benefit from quality-first teaching, tailored interventions and personalised curriculums when necessary, and use of technology where available.
 - b. Investment in high-quality subject specialists to ensure our pupils are exposed to the best teachers and support staff. This approach is fundamental to increasing the outcomes for disadvantaged pupils.
11. **High-quality professional development** ensures staff across the Trust benefit from professional learning groups for subjects. The curriculum and professional development resource bank crafted supports all staff to implement the curriculum in their school.
12. All our schools **review and evaluate the curriculum** annually to ensure it is adjusted and where needed improved for different cohorts and a changing educational and employment landscape.

Measures of success

By the end of their time at an Eko school our pupils will leave our care with:

- *Outcomes that exceed national expectations giving our pupils enhanced aspirations, life choices and chances.*
- *Substantial, disciplinary, and procedural knowledge of the subjects studied.*
- ***Knowledge and skills to make informed choices about life decisions, including about their next steps in education, employment, and training.***
- *Having had compelling experiences and opportunities which will have ensured personal development and built cultural capital.*
- *Having been part of a nurturing school with high quality learning opportunities with the opportunities for strong personal development with an awareness of self and others.*
- *Having made excellent progress from their starting points and clear pathways moving forwards.*