

Our Principles of Curriculum Design

1. We believe in a knowledge rich curriculum for all students. Our curriculum design must highlight in all long term plans, medium term plans and schemes of learning the **powerful knowledge** for students, how they will learn it and how they will be assessed on it.
2. The curriculum must align with the National Curriculum at Key Stage 3, though it could well go beyond this if we feel that students would benefit from this.
3. There must be a **sense of progression** through the units of work, units are not to be interchangeable i.e Unit 1 must be followed by Unit 2. Key concepts will be **sequenced** clearly with an understanding that students must learn these before they can move on.
4. Students should be expected to **demonstrate what they know in deliberate practice**. In most subjects, this will be through writing lengthy pieces of work regularly.
5. Ample time must be planned to allow students to **re-draft** and improve their writing.
6. Schemes of learning must include **un-seen assessment** tasks that test the knowledge students should have learned. At key stage 3 these assessments should not be GCSE question papers.
7. Schemes of learning must clearly state when and how teachers are expected to provide **feedback** to students.
8. Schemes of learning must include a bank of resources (not references to resources).
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10. Schemes of learning must include learning objectives and learning outcomes for each learning phase.
11. Schemes of learning must follow the **teaching for excellence model** though all strands of this do not need to be present in every lesson. For example, modelling, practice and feedback could be a whole lesson after an assessed task. You must include extended writing in every lesson.
12. Schemes should allow for **interleaving** and the **recall** of knowledge from previous topics/ units.
13. Overviews of the curriculum '**big picture**' and the location of the knowledge currently being learnt within this, must be shared with students by the use of **Knowledge Organisers**.
14. Templates for long term plans that provide a **curriculum overview** must be completed by all subject leaders. This will demonstrate the heading of each unit being taught.
15. **Medium term planning** templates are provided. If these are not used, the same elements of planning must be apparent in the curriculum documentation.
16. Schemes of learning templates are provided. If these are not used, the same elements of planning must be apparent in the curriculum documentation.
17. Schemes of learning must include **activities for the most able** to deepen their understanding and allow them to achieve above age related expectations. Scaffolding is planned in order to ensure all children make progress to match the highest achievers in each class.