Principle | Feature | Rationale/background | What it looks like
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Aspirational, rich, broad and balanced | Well-conceived curriculum which, whilst based on knowledge, ensures curricular and cross-curricular skills are embedded and students have opportunities to extend learning beyond the limits of a specification. | David Didau, The Learning Spy | A wide range of subjects on offer (in all key stages) including a good range of academic and creative subjects. All students learn a language at KS3 (some learn a second language). A large number of enrichment activities in all key stages (trips, teams, speakers etc). National curriculum used to model the KS3 curriculum. Full GCSE course begins in year 10.

Knowledge based | Knowledge organisers are used which contain key information and vocabulary. Facts are at the centre of units of work. | Hirsch, Why Knowledge matters (2016) | Pupils receive knowledge organisers containing core information for all subjects. Lessons refer to and build on the content of knowledge organisers.

Questioning is a key element of our teaching. Teachers model the thinking process when addressing new concepts, ideas and problems. Teachers encourage metacognitive talk and ensure that students reflect on their learning. | Brown et al (2014), Making it stick | Subject content is interleaved in order for topics to be revisited throughout the period of study and to develop retention of knowledge and improve recall from long term memory. In some subjects assessment procedures are interleaved rather than content.

Explicit instruction | Teaching is constantly adapting feedback to help students develop. | Teachers model the thinking process when addressing new concepts, ideas and problems. Teachers encourage metacognitive talk and ensure that students reflect on their learning. | All Disadvantaged students will be challenged in their curriculum options choices for large number of enrichment activities in all key stages (trips, teams, speakers etc).

Metacognition | Students are explicitly taught how to learn. Students understand the science and strategies behind how they learn and how to remember. | EEF Toolkit, Guidance on Metacognition (2018) | Students learn to how plan, monitor and evaluate their work.

Explicit instruction | Teachers use direct instruction, presenting information in a formal which is logical and clearly chunked. Teachers talk students through worked examples, supporting the journey from novice to expert learners. | Rosashare, Ten Principles of Instruction (2012) Sweller, Cognitive Load Theory (1994) | Lessons have clear objectives and success criteria and are put into the wider context of the curriculum.

Questioning | Questioning is a key element of our Model for Expert Teaching. Teachers and students ask questions to develop understanding, promote and stimulate metacognitive thinking. | Rosashare, Ten Principles of Instruction (2012) Dylan Williams: Embedding Formative Assessment | Lessons are differentiated to encourage a range of cognitive processes from recall to deeper reflection.

Feedback | Feedback is a crucial feature of our teaching and learning policy. We use feedback to help students progress and to develop metacognition. | Rosashare, Ten Principles of Instruction (2012) Dylan Williams: Embedding Formative Assessment | Teachers ask targeted questions to a range of students within a lesson.

Responsive teaching | Teaching that is constantly adapting based on information from teacher assessment of learning. | Making every lesson count Allison & Tharby (2015) | Teachers ask targeted questions to a range of students within a lesson.

Literacy | We recognise that strong literacy skills are the key to academic success. Literacy skills underpin subject and are embedded throughout our curriculum. | Quigley: Closing the Vocabulary Gap (2018) Barton: Don’t Call it Literacy (2012) Odcak: The Secret of Literacy (2014) | Tier two and three vocabulary is taught explicitly in every faculty.

Character Education | The values which underpin character education are threaded throughout the academic and pastoral curriculum. | Duckworth: Character Strengths adapted from the work of KIPP Schools USA | The Pastoral Curriculum is built around the development of character strengths that will support young people to be successful academically and in their wider lives.

Attitudes for learning | High expectations of, and for, all learners, are supported by clear routines, structures and systems. | Syed Black Box Thinking (2015) | Relationships between staff and students are noticeably positive.

Cultural capital | A broad, rich curriculum available to all students, including opportunities to take part in enrichment and extracurricular events. This enables students to broaden their life experiences and prepare them for their future. | National Curriculum documentation | All departments will base their KS3 curriculum on the aims and ambitions of the National Curriculum which will fulfil the cultural capital demands for learning.

Preparation for adult life | Students have access to careers based education throughout Y7-13. They also have access to employer based links in order to widen aspirational and ambitions relevant to the local business market. | DEF guidance September 2019 | Careers embedded into Life Skills education Y7-11. All students have regular access to employers throughout year 13, assembly, work experience and external shows which can widen ambition and aspiration.

Spacing and interleaving | Curriculum planning in all subjects is interleaved in a strategic way to allow for regular revisiting of topics. |Brown et al (2014), Making it stick | Subject content is interleaved in order for topics to be revisited throughout the period of study and to develop retention of knowledge and improve recall from long term memory.

Regular quizzing and synoptic assessments | Low-stakes quizzing, Do Now's and synoptic assessments used to develop knowledge retrieval and support long term learning. | Rosashare, Ten Principles of Instruction (2012) Dylan Williams: Embedding Formative Assessment | Lessons are differentiated to encourage a range of cognitive processes from recall to deeper reflection.

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Feedback | Feedback is a crucial feature of our teaching and learning policy. We use feedback to help students progress and to develop metacognition. | Rosashare, Ten Principles of Instruction (2012) Dylan Williams: Embedding Formative Assessment | Feedback will take numerous forms: written, verbal, teacher-led, peer assessment and self-assessment.

Responsive teaching | Teaching that is constantly adapting based on information from teacher assessment of learning. | Making every lesson count Allison & Tharby (2015) | Teachers will offer students feedback in the form of strengths and targets.

Literacy | We recognise that strong literacy skills are the key to academic success. Literacy skills underpin subject and are embedded throughout our curriculum. | Quigley: Closing the Vocabulary Gap (2018) Barton: Don’t Call it Literacy (2012) Odcak: The Secret of Literacy (2014) | Reading is valued for its intrinsic worth and its position as a key tool for accessing and demonstrating learning.

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