TRUST CURRICULUM STATEMENT

Version			1.0	
Date			September 2017	
Approved by Board of Directors				
Version	Date	Description		Revision author
1.0	Oct 2017	Created. Systemised Approach Toolkit Theme: Curriculum. Part of Headteacher's Toolkit.		SEM/DJH

Trust Schools should have in place supporting documented procedures and systems to ensure they are legally compliant with national guidelines.

Core Principles

Beckfoot Trust schools prepare pupils to flourish in the adult world by designing a curriculum that allows them to learn appropriate knowledge, experience wider learning activities, allows them to reflect on and demonstrate societal values and finally to develop the key life skills needed to lead change and thrive in an ever changing world.

The common expectations of the curriculum experience in a Beckfoot Trust School include all elements of the timetabled day and other times when pupils and students are engaged in activities either in school or off-site. It will empower all pupils and enable them to:

- Gain access to learning and overcome barriers that may have limited progress in the past through bespoke pathways (including alternative provision) so that they can achieve well.

- Make a successful transition between one phase of education to the next and select appropriate pathways in to further/higher education, training and employment or preparation for their future lives.

- To actively learn. Be challenged to take leadership of their learning, to develop confidence to think and act independently, to become resolute and determined to succeed in life.

Expected Practice

The headteacher must ensure that the school's curriculum:

- Enables pupils and students to master the basics of English (including reading, writing and oracy) and mathematics throughout their school career.
- Enables pupils and students to gain knowledge about a wide range of subjects that enthuse and inspire them in their learning.
- Ensures that pupils and students develop life skills and provide enrichment activities that build aspiration and motivation, encourage resilience, teamwork and independence necessary for life once they leave school.
- Is delivered through high quality schemes of work that follow the Beckfoot Trust curriculum flightpaths and are aspirational for all pupils and students. To achieve this, subject/phase teams will collaborate with planning within and between schools across the Trust following a common set of guiding principles for schemes of work. For secondary schools, there will be an expectation that English, mathematics and science, all schools will follow the same GCSE specification. A similar approach will be encouraged for other subjects.
- Can be adapted to personalise curriculum pathways so that no matter what their starting point pupils and students can achieve well in both their academic and personal development.
- Is cost-effective and provides good value for money demonstrated through good or better outcomes for pupils and students and agreed cost-efficiency measures.

Metrics	**Impact is measured by:**
	- DfE published performance outcomes, overall and for English (reading & writing), mathematics, science and other EBacc subjects (KS4 only).
	- Regular in year and in Key Stage tracking and monitoring of progress and the impact of interventions.
	- Curriculum quality & stability data and information, including: course offer and take-up in KS4 and KS5, readiness for transition at key points (into: Reception, Year 7, Year 13); pupil-teacher ratios, cost of curriculum, etc.
	- Student retention and destinations data, from Year 11 into Post 16 and from Post 16 into Higher Education, Further Education, Apprenticeships, etc.

	• Student survey feedback on their learning experience and engagement in pupil/student leadership.
Reporting and Review	• Regular reporting at TEC and Trust Board meetings on in year and in Key Stage attainment and progress data. • Review of curriculum models and their cost-effectiveness through Trust School Improvement reviews and at TEC meetings. • External Review.