



Aspirational, inclusive, empowering curricula for our communities.

Rich and Equitable Curriculum

C1	Extending horizons	Our curricula extend horizons and build curiosity, through a broad and balanced range of rigorous subjects and experiences. Our curricula enable all pupils to achieve everything they can, by preparing them to be aspirational for themselves and their community. Our curricula are sensitive to local context and contemporary matters whilst providing a breadth of universally valuable learning and experiences. Our 'classroom' curricula are complemented by co-curricular experiences that are enriching, diverse, coherently planned and experienced by all.
C2	Empowerment	Our curricula systematically develop dynamic, socially and emotionally healthy learners, with knowledge, skills, understanding, character and competencies in a broad range of contexts, empowering them to take responsibility for their learning, engage positively with the world in diverse ways, contribute constructively to society and be successful now and in their futures.
C3	Curiosity and Engagement	Our pupils demonstrate a love of learning, a curiosity about the world and a willingness to engage intellectually, physically and spiritually, in a way that reflects the unique and complementary flavours of each curriculum area.
C4	Progression	Substantive knowledge, skills and understanding progress year on year and across phases, within coherently-planned spiral curriculum models. Our curricula systematically develop pupils' schemata and build understanding of how subjects operate and inter-relate. Pupils can think creatively and critically.
C5	Transition	Transition arrangements (particularly starting school, KS1-2, KS2-3 and KS4-5 and leaving school for work and further education) demonstrate mutual understanding of each phase of education, including schools' specific curriculum, and anticipate and mitigate the potential implications for learning, engagement with education, and social and emotional wellbeing. Understanding of prior and subsequent key stages and transition informs curriculum planning to secure progression in learning.
C6	Assessment	Formal and informal assessment is integral to the curriculum, and is used to support learning by informing responsive teaching. Regard is had to the validity, reliability and purpose of different methods of assessment, and this informs assessment design and the use of information derived through assessment. Leaders make appropriate use of pupil voice to inform evaluation of curriculum design and realisation.
C7	Appropriate Provision	Our provision recognises that success can take many forms and all successes are celebrated. Any adaptations to the curriculum for individuals or cohorts are needs-led and made with the intention of securing short and long term success in education and beyond, including sustaining as broad a range of educational and employment opportunities as possible, so pupils are empowered to make choices in and for their future.
C8	Critical Thinking	Our curricula enable pupils to think critically, including by asking informed probing questions, showing discernment and recognising bias in themselves and others. Pupils have informed opinions, are receptive to changing their minds, and can rationalise views and decisions. Pupils are equipped to articulate and challenge ideas and situations, in relation to: their academic studies, their pastoral learning and personal development, their safety and wellbeing and those of others, and in order to make positive contributions to their local community and wider society.
C9	Safe and Happy	Our curricula encompass education about personal safety (including RSE, online safety and in relation to the implications of wider societal circumstances and changes), mental health and wellbeing, and their responsibilities to oneself and others. Pupils are equipped to make informed choices, and evaluate the choices of others, informed by an understanding of the implications and risks of those choices. Because they are informed and confident, pupils understand how to seek support and access resources, so that they can protect themselves and others. Pupils have positive relationships within and across diverse communities and generations and in a range of contexts.
C10	Literacy, numeracy & life skills	Every child leaves our schools literate and numerate, with appropriate support to minimise and mitigate barriers. Pupils can make appropriate use of digital technologies to support their learning and self-efficacy. Our PSHE and Personal Development curricula provide all pupils with the skills and the attributes they need to be successful outside of school and after formal education.

Excellent Teaching

C11	Expert co-construction	Teachers have specialist expertise in the curriculum areas for which they are responsible at a level appropriate to that curriculum and phase, and draw upon collective expertise, including professional community dialogue, to sustain and develop their expertise and their school's provision. All teaching staff contribute to the design and implementation of our curricula, drawing upon other staff and stakeholders as appropriate. Leaders and other influential practitioners are aware of and often directly engaged with dialogue in relation to local, national and inter-national excellence in their areas of curricular responsibility.
C12	Appropriate pedagogies	Staff are sensitive to and respond to the needs of their learners. They have a well-informed understanding of the curriculum and the learning process. We use disciplinary approaches and phase-appropriate pedagogies that are shaped by what is being taught. The pedagogies for realising the curriculum are used because they are the best bets for teaching the relevant aspect of the curriculum and are appropriate to the needs of pupils. Meaningful, age-appropriate home learning complements the in-school curriculum. All staff working with young people foster pupils' enthusiasm by modelling curiosity and demonstrating a passion for what is being learned and the process of learning.
C13	Inclusive Classrooms	We have high expectations for all pupils, who, irrespective of need, are entitled to the full breadth of the curricular and co-curricular offer. Barriers to progression are addressed through curriculum design, pedagogy, personal support and pastoral care as appropriate. In the first instance, access to the full curriculum is provided through Ordinarily Available Provision and then additional support is determined through the Anglian Learning graduated response.
C14	Leadership of teaching	Leaders create and value opportunities for teachers to collaborate in the crafting of the curriculum and the development of associated pedagogies and resources. Leaders are aware of the quality, appropriateness and consistency of curricular provision, including in relation to this blueprint, and act to drive improvement in the quality of the design and realisation of the curriculum. Leaders are aware of the strengths and development needs of teams and individuals and provide appropriate professional learning, support and resources to mitigate against variation in staff expertise and secure sustained professional development over time. Recruitment and induction processes ensure that the culture and practices that inform the design and implementation of the curriculum are understood, embedded and embodied.
C15	Diversity & Inclusion	Staff conduct themselves in accordance with professional responsibilities with regards to inclusive teaching practices and the exploration and expression of diverse values and ideas. Our curricula recognise and value diversity and difference, and embody provision and respect for protected characteristics.