



The Federation Curriculum Framework

September 2019



The goals of education in the Federation include:

- Working collaboratively to provide a nurturing environment where everyone feels happy, safe, secure and valued
- A holistic curriculum that meets the needs of the children and ensures they have the skills, knowledge and understanding to be successful in a constantly changing world
- Inspiring all to take responsibility for our own learning and become independent, curious, resilient lifelong learners
- Preparing all children to take their place as responsible and valued members of the local, national and global communities
- Creating a culture of achievement in which individual, personal, special and academic success is recognised and celebrated
- Promoting healthy active lifestyles including mental health
- Creating a culture of understanding and empathy for the beliefs and opinions of others
- Fulfilment of the aims of the National Curriculum and the Early years Foundation Stage curriculum

We pledge that the Federation's curriculum and teaching and learning approaches will reflect key articles from the UNCR:

Article 2: No child should be treated unfairly on any basis

Article 3: All adults should do what is best for children

Article 8: Children have the right to an identity

Article 9: Children have the right to live with a family who care for them

Article 12: Children have the right to have their opinion listened to

Article 13: Children have the right to find out things and share what they think with others, by talking, drawing and writing

Article 15: Children have the right to choose their own friends

Article 17: Children have the right to get information that is important to their well-being

Article 19: Children have the right to be protected from being hurt or mistreated

Article 23: Children who have any kind of disadvantage have the right to special care and support them

Article 28: Children have the right to a good quality education

Article 29: Education should help children use and develop their talents and abilities

Article 30: Children have the right to practice their own culture, language and religion, or any they choose

Article 31: Children have the right to relax and play

We share the following key beliefs about teaching, cognition and learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of the Federation curriculum:

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| Clear skills progression | Learning journeys should be clear | Children need to master learning |
| Children are individual | Regular skills practice embeds learning | Children should learn in stimulating indoors and outdoors environment |
| Children need to feel safe and happy to learn | Task design should challenge thinking and deepen learning | Parents and carers should be partners in the learning process |
| Pedagogy should be varied and matched to learning need and strategies should be chosen based on the needs of the class | Flexible groupings based on Assessment for Learning and next steps in learning | Enrichment activities should enhance the curriculum |
| All children deserve equity | Teaching should be responsive | Effective feedback which impacts on learning |
| Teaching, learning and assessment form a continuous cycle | Teaching strategies should be chosen based on the needs of the class | Learning skills should be actively taught |

The Federation curriculum comprises of the entire planned learning experiences underpinned by a broad set of community principles and approaches:

- Sequences of learning that link and build key ideas in and across subjects
- Units of work based on clear hooks and outcomes
- Flexible timings and organisation to ensure secure learning
- Develop each child's personality, talents and capabilities to the fullest

- High aspirations for all
- Ensure children take ownership of their learning

The Federation curriculum has an ambition for high achievement for all pupils irrespective of background and starting point. This achievement is represented in:

- The development of our school values reflected in our actions
- The development of skills reflected in our learning
- Reaching high standards in statutory curriculum areas reflected in our outcomes
- Development of professional skills and capabilities resilience and morale in teachers and leaders

The impact of the Federation curriculum is systematically monitored, evaluated and reviewed by pupils, parents/carers, leaders and governors to meet aspirations and drive continuous improvement of the curriculum as a driver for successful outcomes for all.

Does the curriculum:

- Embed our school values?
- Develop learning skills?
- Provide challenge for all?
- Lead to high quality outcomes?
- Ensure deep learning?
- Provide equity?
- Provide enrichment?
- Develop the holistic child?

Is the curriculum:

- Inclusive?
- Responsive?
- Relevant?
- Coherent?
- Broad and balanced?