



## Curriculum September 2019 -20

### Working definition of the curriculum



'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).'

### The Curriculum at Deerhurst and Apperley is:

**BALANCED:** by promoting the intellectual, moral, spiritual aesthetic, creative emotional and physical development of each child. This **intent** is aligned to objectives in school and national policy objectives. Staff have a shared understanding of **intent**, **implementation** and **impact** and consistent teaching and marking methods are used (**Implementation**) to ensure **impact** on pupils.

**RIGOROUS:** the curriculum takes into account disciplinary habits of mind – disciplinary specific, powerful ways of thinking that are developed through sustained engagement with the discipline. For example, inverse operations in maths, cause and effect in science and provenance and context in history. This is all part of the **implementation** of the framework itself.

**COHERENT:** the curriculum is designed to promote the development of capabilities across subjects – for example, children learn about graphs in maths before it is needed in science. The design of our curriculum **implementation** will lead to **impact** through this coherence.

**VERTICALLY INTEGRATED:** it is clear how material taught in one year builds on what was learned in previous years, and how it leads on to subsequent learning. School clearly sets out the objectives each year and they are made clear at the **implementation** of the curriculum and the **intent** of how objectives will be transferred into processes, such as subject coverage, medium term plans and termly plans. The methods then developed in the classroom with objectives and marking will then reinforce **implementation**.

**APPROPRIATE:** the curriculum provides challenge for students when it is **implemented** and is planned for **impact** when study is ongoing or complete. That it meets the needs of all learners.

**RELEVANT:** the curriculum will be relevant and take into account the interest, needs and wishes of children, but within a framework of informed choice in respect of pedagogy and curriculum. School make clear objectives from national **intent** of the curriculum which are transferred clearly into **implementation** within school processes which lead to outcomes (**Impact**) of the school objectives and those of the children.