CURRICULUM STATEMENT – TKAT SCHOOLS

Person responsible for statement: Chief Executive Officer
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The Keys Academy Trust (TKAT) believes that creating and delivering an exceptional curriculum is a crucial part of the work that we do in our schools. Each school's curriculum is designed for our pupils to experience "life in all its fullness" by providing a well-structured, logical and meaningful educational journey. We believe a framework which sets out the sequenced programme of education, focused on the knowledge and skills to be gained at each stage, is fundamental to pupils' success in learning and achieving their full potential.

As a family of distinctive schools situated at the heart of our diverse communities, we are guided by our vision, which values excellent learning and pastoral care for both our pupils and staff. We are committed to being open and welcoming to all and we strive to provide an inclusive environment that fosters the academic, personal and spiritual growth of our pupils.

In addition to the core benefits, there are many other advantages to having a strong and well-crafted curriculum, including:

- Supporting strong pupil outcomes
- Sustained improvement in behaviour and attitudes
- Providing meaningful interventions that help students with SEND or those who are vulnerable to achieve well
- Provide for pupils' spiritual, moral, social and cultural development
- Creating a manageable workload for our staff
- Supporting purposeful and effective Continuous Professional Learning and Development (CPLD) opportunities for our staff

Therefore, we place great importance on creating a coherent and carefully crafted curriculum that caters to the unique needs of our pupils within a supportive and nurturing environment. By doing so, we aim to deliver an exceptional education that equips our pupils with the knowledge, skills and habits of learning they need to succeed in the wider world and develop a lifelong love of learning.

Curriculum Design Principles

Within TKAT, our schools adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is solidly based on the National Curriculum.

TKAT does not use a standardised curriculum due to the diverse communities our schools serve. We believe that a one-size-fits-all approach is not appropriate for our pupils. However, we are united in our commitment to providing the best possible learning experiences for all pupils through engaging, carefully structured and intellectually ambitious teaching. Each school develops its own curriculum intent and approach, rooted in our Trust vision and values, and adapted to meet local context while delivering the essential knowledge and skills required by all pupils.

Our goal for all TKAT schools is to build a curriculum that adheres to the following principles:

- Expertly designed and sequenced curriculum - so that learning is incremental, orderly and progressive, informed by cognitive science and educational research. Content is carefully selected and structured to build securely over time.
- Rich knowledge and vocabulary - so that pupils can apply powerful and meaningful knowledge within subjects, engaging with fundamental procedures, processes and methods, fostering a deep and broad understanding of the world around them.
- Prioritisation of disciplinary literacy - so that pupils are able to communicate effectively through reading, writing, listening and speaking with precision and confidence.
- Sustained mastery – so that pupils deepen their knowledge in each subject every lesson, irrespective of starting point, and develop secure understanding over time.
- Broad and balanced curriculum - so that pupils encounter a purposeful and wide range of valuable content for a well-rounded education and future opportunities.
- Child-centred design - so that the curriculum provides memorable experiences that promote a lifelong love of learning, supporting pupils' academic, social, moral, cultural, spiritual, physical and creative development.
- Inclusive curriculum - enabling all pupils to learn, be ready for the next stage in their education and take their place in the world while addressing disadvantage and discrimination to ensure equal opportunities for all.
- Efficient and manageable curriculum - protecting workload and wellbeing, allowing teachers to flourish in their work and enjoy supporting pupils to develop and succeed.

Across all subjects, curriculum design and lesson planning take account of how pupils learn. Content is carefully sequenced, and teaching is adapted and scaffolded to support working memory, reduce unnecessary cognitive load and ensure that all pupils can access, retain and apply new knowledge.

The Curriculum in Our Schools

To ensure that schools can effectively implement their individual curriculum design, we work alongside teachers and leaders to establish the purpose and intent of the curriculum and identify the core knowledge based on the National Curriculum. We then select formative and summative assessment points and materials, produce clear long-term and medium-term plans for each year group and subject, and share resources and materials through primary subject networks.

Subject-specific curriculum maps and resources provide rigour to help children think like subject specialists. They enable teachers to build on pupils' prior learning and signpost future learning, deepening pupils' ability to connect knowledge over time. Diagnostic activities at the start of each new unit establish pupils' prior knowledge and understanding as the starting point for teaching. These documents capture the essential knowledge, vocabulary and concepts pupils are expected to learn within each unit of work. These are used flexibly to support curriculum coherence, retrieval and progression and to help pupils build secure and connected knowledge over time.

We want our pupils to know more and remember more, but we also want them to be confident learners who can apply their knowledge, think critically and make meaningful connections across subjects.

We support schools in their choice of published curriculum vehicles but emphasise that these should not be used as off-the-shelf solutions. Schools adapt and refine materials to meet the needs of their pupils and their context. Our curriculum design ensures that individual and small group needs are met through high-quality first wave teaching, supported by proven interventions where necessary.

Lessons are planned so that they are pitched appropriately, build on prior learning and form part of a logical sequence that leads towards increasingly complex, composite knowledge. Visits, experiences and encounters are incorporated to provide stimulus and show pupils how knowledge is gained and used with purpose, helping them to see where learning can take them in the future.

TKAT Curriculum Improvement

At TKAT, we are stronger through collaboration. Our schools work together to share expertise, refine practice and support one another in their journey towards sustained improvement. We expect all schools to collaborate and share resources for the benefit of all.

We provide high-quality support and challenge through:

- A rigorous system of peer review and peer learning conversations
- Collaboration and training opportunities for our subject leaders through the TKAT's subject networks
- Engagement from the Education Development Group through partnership reviews, benchmarking the quality of education in schools
- Director of School Improvement visits focused on the quality of education
- Sharing best practice, examples of innovative approaches and high-quality resources

- Curriculum review and development support including School Improvement Planning, early reading and pupil premium strategy
- CPDL opportunities for subject network leaders and coordination of curriculum development

Curriculum Impact

We understand that an effective curriculum has a significant impact on pupils' learning, achievement and future success. Our curriculum provides rich and diverse learning experiences that build pupils' cultural capital and prepare them well for the next stage of their education.

Our schools provide regular opportunities for overlearning, retrieval and assessment to ensure that pupils understand and retain key knowledge. We focus on vocabulary and language development so that all pupils, regardless of background or vulnerability, can access learning and build long-term learning security.

Through this approach, we ensure that pupils leave our schools as knowledgeable, confident and capable learners, ready for the next stage of their journey and equipped with the foundations for lifelong learning.