



Curriculum Principles

Our Mission

‘We believe in the power of education to inspire, to enable and to enrich every life’

Every student will leave our academies well equipped to achieve success in the next stages of their lives. At JQA, this means that we provide a broad range of opportunities for students from all backgrounds to learn and achieve as well as developing a depth of character around our shared values.

Delivering a CORE Education – Intent (the why)

At CORE Education Trust, our curriculum is guided by our values of:

- Collaboration;
- Opportunity;
- Respect; and
- Excellence.

We are committed to ensuring that the young people and communities we serve are at the centre of our curriculum decisions. We believe that a CORE Education Trust Curriculum not only extends beyond the classroom; it equips students with the skills and knowledge to thrive as active and educated citizens now and in the future. This results in young people who can bring about positive change in their immediate communities and beyond.

At every CORE Education Trust Academy, students will have a curriculum that is:

- Uncompromisingly ambitious;
- Based on powerful, enabling and empowering knowledge;
- Outward facing – opening doors to new perspectives and experiences;
- Appreciating the richness in difference and diversity within communities and wider society;
- Promoting of critical thinking and discourse within a range of different contexts; and
- Encouraging and supports high levels of literacy, numeracy and technological competence.

At every CORE Education Trust Academy, teachers themselves will be equipped with the skills, knowledge and opportunities to become ‘masters’ in their subject area(s) so that they can inspire the students in their care.

Leaders will work alongside teachers; modelling best practice, identifying opportunities for development and coaching staff to be the best that they can be.

Delivering a CORE Education – Implementation (the how)

- We know our students’ starting points; their barriers to learning, including issues in the communities we serve that impact on students’ safety and well being
- Every evolving and developed use of assessment ensures gaps are closed and evidence-based interventions are implemented in a timely manner
- We are committed to a ‘less is more’ philosophy, refining our practice as a result of the impact that it has on student outcomes



- Knowledge and skills acquisition is regularly checked through formative assessments, so that gaps in learning are avoided and students develop their metacognitive strategies
- All groups of students, including those who have special educational needs and/or disabilities, have full access to the curriculum, ensuring that they build strong schemata in each subject area
- Our curriculum is carefully sequenced; learning is chunked, so that sections form lessons which can be systematically built upon
- As experts in our subjects, we identify the essential knowledge that students need to have to succeed and use the appropriate strategies for retention
- Our curriculum is meticulously well-planned, sequenced and resourced to ensure strong coherence, within and where appropriate, across subjects; It is constantly reviewed in light of information gleaned from assessments
- Well-defined disciplinary literacy ensures that all groups of pupils have access to the best of what has been taught and said in all subjects
- Learning opportunities are broad, balanced, relevant to real life, enabling students to have the widest possible experiences
- Our teachers' pedagogical skills are steeped in evidence-based research, ensuring that learning can be committed to the long-term memory

Delivering a CORE Education – Impact (the what)

- 90% of students in each year group will be meeting age related expectations, as defined by curriculum objectives identified in schemes of work
- Every student will make progress in all subjects as defined by knowing more, remembering more and doing more in relation to their starting points. Evidence will be apparent through formative assessments, work in books and teacher observations
- All students will complete at least two formal summative assessments each academic year in all subjects with a subsequent action plan drawn up with evidence researched interventions to be implemented to address their needs
- Subject leaders and middle leaders will implement strategies for students to develop metacognitive skills and will evaluate the effectiveness of these strategies in relation to students' progress
- All middle leaders will be able to confidently talk about critical concepts for each year group, the outcomes students will attain in sequences of learning and how components and composites are chunked so that students know more and remember more
- All staff will have training opportunities to further their knowledge of cognitive science and evidence-based research pertaining to learning
- Reading will be taught explicitly on each subject with specific reference to those students who are low prior attainers and have special educational needs
- In all schemes of work, links with real life learning and opportunities to develop cultural capital will be identified