



- Our vision is:** “To enrich life opportunities for all members of our Trust community, working and learning together with aspiration, ambition and care, in our schools and wider society”.
- Our values are:** **Community;** we listen to, influence and play an active role in our community
Aspiration; we raise standards and provide opportunity for developing talents in all areas of life
Respect; we respect and celebrate the value and preciousness of each individual
Equity; we aim to enrich the unique life opportunities of all, overcoming barriers and achieving goals
- Our strapline:** ‘Building Character and Shaping Futures’

Curriculum Intent

Why is the curriculum important at QET?

The Quantock Trust vision is to enrich life opportunities for all members of our community, working and learning together with aspiration, ambition, and care, in our schools and wider society. Our ethos is as much about ensuring children are prepared for life, as it is about ensuring they are prepared to achieve academic success. The Trust has ‘Seven Principles of Excellence’ which constitute the ‘foundations’ for the Trust’s work ensuring that its impact is both transformational and sustainable. Having broad, balanced and ambitious curricula in our schools is one of our cornerstones of excellence.

Fundamental to the delivery of that vision is a well-designed, knowledge rich curriculum that is designed to enable children to develop an intellectual and informed sense of the world and enjoy their learning, as well as a powerful sense of self and a compassionate and empathetic sense of others. We believe for children to excel in their academic subjects they must also develop character attributes to support that learning such as, ambition, resilience, determination, collaboration, honesty, empathy and many more. We see these attributes being just as important as knowledge and at QET we believe that character education should be ‘taught, sought and caught’.

We see no tension between a rigorous and stretching academic education, and outstanding wider personal development, in fact we see them as unified and reciprocal concepts. Our intention is that children who are educated within our Trust become ethical people who treat others with respect and compassion and stand up for what is right; they have cultural capital so can engage meaningfully in the world and with others, are skilled, knowledgeable, and resilient communicators with strong character and the ability to shape their own future.

What are the principles that underpin strong curriculum design at QET?

- We **deliver** a strong and carefully **S**equenced curriculum, so that children’s learning progresses in a way builds knowledge intentionally and cumulatively – with children being secure in their learning and able to achieve age related milestones. Vocabulary, oracy, reading and character are developed alongside knowledge as vital components of our curriculum.
- We **deliver** a curriculum that **M**otivates children so they are compelled to make the discretionary effort required to achieve their potential because they see value and joy in learning. Children will learn that they have a voice, which sends the message that their ideas and thinking are relevant to the learning that takes place so they develop agency over their learning.
- We **deliver** an **A**mbitious curriculum, so that children are challenged and empowered to think deeply and critically, as well as being exposed to big ideas, research, enriching experiences, and powerful texts. They are expected to grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- We **deliver** a curriculum that is **R**esponsive, so that it meets the needs of children in our local community as well as opening doors to the wider world; the curriculum offer is reviewed regularly; and supports children of all need and abilities to access all areas of the curriculum in order to excel in an ever changing and interconnected world.
- We **deliver** a curriculum that is **T**ransformative, so that life choices are broadened as a result with children having the opportunity to pursue further study or employment to pursue whichever talents, passions and interests have been cultivated. Children can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

How is the curriculum implemented?

Our approach to implementation will be determined by what the latest evidence and research tell us about effective teaching. Put simply, the better teachers teach, the more children will learn and the more they will know. There is now a rich and accessible evidence base about the features of high-quality teaching and at QET we combine an evidence informed approach to curriculum implementation that is also supported by teachers and leaders having a secure understanding of each of our schools’ contexts, communities and needs.

As a Trust we use a robust evidence base to shape our thinking and the latest research from the field of cognitive science as to how children learn best and how learning 'sticks' in long term memory. Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the curriculum. Subject leaders must have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system.

The following principles guide our curriculum implementation:

1. **We have high expectations of Learning Behaviour:** Teachers encourage pupils to develop a conscientious and committed attitude to their learning. Teachers and support staff actively embed opportunities to develop their Character and an awareness of self as well as knowledge and skills. With guidance, we expect pupils to be active listeners, critical thinkers and use a range of metacognitive strategies to support their own learning.
2. **Quality instruction:** Teachers secure progress for their pupils by identifying the most effective way to teach in order to engage, motivate and challenge pupils of all abilities and level of need. Excellence is modelled and students supported in guided practice until they become independent and successful, knowledge is secure, and learning can progress.
3. **Quality assessment:** Teachers are acutely aware of the importance of securing knowledge retention and application of subject matter, through appropriate and timely testing. High quality questions are used to deepen understanding and retrieval practice for developing fluent recall and greater depth of understanding.
4. **Feedback for Progress:** Teachers provide clear and direct feedback that identifies strengths and areas for development. Pupils are guided to secure improvement by carrying out self/peer assessment. They reflect on their own progress and know what next steps to take.

Who is responsible for curriculum design, delivery and review?

It is the role of **the Trustees** to ensure that the Trust's curriculum intent and implementation are embedded securely and consistently across the Trust, ensuring that it is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. It is the responsibility of Trustees to hold the senior executive leader to account for the impact of the curriculum.

It is the role of **Local Governors** to have a secure understanding of where the school is in terms of its curriculum development planning and delivery; how the curriculum builds pupils' knowledge and skills over time and how it prepares children for life and employability. Governors need to quality assure that the curriculum is broad, ambitious and covers the content of the National Curriculum. Their role is to monitor and evaluate the implementation and impact of the curriculum and communicate their findings to the head and the trust board.

It is the role of **Senior Leaders** to ensure that the curriculum is coherently planned and consistently delivered to a high standard across the school. School leaders need to know what the impact of the curriculum is on learning outcomes and review it regularly so that it is meeting the needs of all learners. Senior leaders should create a culture of excellence around curriculum design and implementation and have high expectations for continually improving practice. They should provide the time, space, and support for innovation, for developing subject and pedagogical expertise and the integrity of assessments.

It is the role of **Curriculum Leaders** to understand the role and importance of their subject within the wider context of the school and in everyday life. They should have a firm grasp of what they want pupils to know, understand and be able to do by the end of the term, year or Key Stage. Curriculum Leaders plan the curriculum for progression taking into account pupils starting and end points and should be able to articulate how and why their curriculum is sequenced to suit the needs and developing knowledge of our learners. They need to ensure that formative and summative assessments are well planned and well timed and that information gleaned from assessments informs teaching. They should ensure that subject teachers are well trained, have access to high quality training and support materials to enable excellent teaching.

It is the role of **Teachers** to have high expectations of pupils and of what they can do and achieve. Teachers should be relentless in their pursuit of excellence and strive for continual development in all aspects of their teaching and in the learning of their pupils. Expert teachers work collaboratively with their Subject Leads to contribute to the ongoing review, design and implementation of the curriculum. Teachers understand, are aware of and enact the 4 principles of high-quality teaching outlined above.

