



TVEd Curriculum Statement

At Tees Valley Education, we view our broad and balanced curriculum as the totality of every planned experience and interaction that our children will encounter. It saturates and informs every aspect of our practice and our culture: from academic content, to safeguarding, to poverty proofing, to the planned roles and recruitment of adults working in our academies.

We build the supporting frameworks around the children, which we hope will allow them to develop the characteristics that ensure they are ready to learn, allowing them to become independent, confident and successful learners, preparing them well for future life and to feed the demands of an increasingly complex workplace and society.

We are committed to providing and developing a plethora of imaginative learning opportunities, and pastoral and welfare support for all, designed to fit the needs and stage of our children as well as their community. Everything we do at Tees Valley Education is underpinned by our 'Diamond Standards':

- **Commitment:**
To achieve, succeed and create the best life and future
- **Curiosity:**
Be inquisitive, be brave and learn
- **Courage:**
To face our challenges and the unknown
- **Care:**
For ourselves, each other and our communities

Curriculum Intent

At Tees Valley Education, we recognise the ongoing curriculum debate around 'knowledge' verses the 'use and application of knowledge'. Whilst we use the national curriculum as a framework, our curriculum has been co-designed by teachers and children, taking into account our local industrial heritage. A knowledge-rich approach is intertwined with a skills-based approach to offer a curriculum that is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each key stage. We consider the development of the whole child to enable them to understand the world around them, as well as to be able to make informed and accurate observations and connections they need to succeed in life.

Our enrichment and extra-curricular activities, as well as our 'activity passport', form a critical part of our curriculum offer. They provide concrete platforms for advanced learning, thinking and reflection, in a form in which our children can follow their personal interests as well as develop new ones. They are popular and motivating for our children, promoting good learner behaviours. They provide something different, and a new arena in which to excel. We know that high performance requires practice and often extra-curricular time is when children can practice extensively, especially in arts, sports and music.

All children are helped to achieve their potential; however, we continue to drive proactively for equity for disadvantaged groups. We ensure that disadvantaged children have access to the same demanding opportunities as other children. Those who are most able are challenged and encouraged to expand their knowledge and skills through a varied curriculum offer and wider opportunities. Those who find learning more challenging are given targeted support to embed skills,



to develop their own pace and to learn in a style that best suits their individual needs; sometimes through a pre-formal or semi-formal, stage driven curriculum.

High expectations in speech, language and communication strengthen the children's ability to learn at a deeper level, allowing them to articulate their learning, demonstrating quality thinking and application of knowledge and skills. Physical and mental wellbeing are also prioritised within our curriculum design, allowing children opportunities to exhibit spiritual, moral, social and cultural understanding, and be great citizens.

Our curriculum is subject to constant review. We recognise that, whilst we are extremely proud of the curriculum at Tees Valley Education, there is always scope for improvement. We embrace this challenge, and work with children, stakeholders and 'experts' to refine and enhance it.

Curriculum Implementation

Clear strategic planning allows the curriculum to be dynamic and adapted to the nuanced context of the academies as well as the children's needs, whilst ensuring a cohesive trust wide entitlement and commitment. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross-curricular links, including real-life application.

Each individual academy's long-term plans outline the curriculum map across it. They have been carefully designed to ensure that children's development is coherent, logical and progressive. Subjects are taught specifically but are embedded in topic themes; however, the conventions of the subject are followed.

Across the trust, outstanding classroom environments stimulate and engage quality thinking and reasoning. In all of our academies, weekly, medium and long term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning; assessment for learning polices are an opportunity for children to reflect on their learning and think deeply in their feedback. High quality CPD, combining research and practice, as well as direct expertise from the trust's SLEs, supports all staff to further develop curriculum pedagogy.

Curriculum Impact

Tees Valley Education uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Curriculum teams, forming part of our professional learning community, have a vital role to play in the selection and delivery of content, as well as monitoring the efficacy of the provision, including pupil outcomes. They monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed within and across the academies. Senior leadership teams monitor and quality assure, triangulating audit function over time and against the 'formal/informal' viewpoint of need. The whole 'trust team' strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps, as part of a planned trust-wide approach.

Roles and responsibilities

Trustees

The Board of Trustees will ensure there is a clear strategic curriculum offer in place and review its implementation.



Curriculum Strategic Lead

The Curriculum Strategic Lead will oversee the implementation and evaluation of the Curriculum Policy on behalf of the whole trust. Alongside headteachers, senior leadership teams and curriculum lead practitioners for English and maths, they will determine its impact, efficacy and development requirements to deliver the national curriculum in its entirety whilst engendering a level of excellence that will ensure all children have access to their full entitlement. They will also determine the CPD needs of the staff and plan to support them accordingly.

Headteacher and Senior Leadership Teams

Headteachers and SLT will oversee the implementation of the Curriculum Policy within their individual academy. They will evaluate its success through work with the challenge board, senior trust improvement team and head teacher forums to evaluate its implementation and impact.

Curriculum Lead Practitioners

Curriculum Lead Practitioners, working with headteachers and SLT, will ensure that knowledge organisers are produced and updated as the curriculum evolves for their academy. These will provide our staff with the skills, knowledge and courage to deliver excellence across the curriculum.

Academy Teaching and Learning Support Staff

Academy teaching and learning support staff are responsible for the planning, delivery and assessment of the whole curriculum from the Programmes of Study, long-term plans and curriculum maps. It is an expectation that they follow our curriculum policy and utilise the resources provided so that all children receive a broad and balanced curriculum entitlement. They will also effectively use all sources of assessment for learning to implement a learning enriched core offer. The learning needs of the individual child, a group of children or whole cohort data will be taken into consideration to maximise progress for all children, particularly those who are disadvantaged.

“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit” – Aristotle

References

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