



Curriculum Policy – Intent

Mission of the CET

To be a leader of learning and a provider of excellent education, grounded in Christian values and welcoming and respectful of all faiths, in our region of North East Manchester and Pennines.

Our Values

- We are ambitious for all our children and young people, and our staff.
- We are committed to excellence – and to be the best that we can be and are meant to be.
- We are proud to be a community and family of schools, serving children and young people in diverse contexts, to develop respect for others, generosity of spirit, and become responsible, caring and compassionate citizens, neighbours and friends who can build cohesive communities.

Context

We Work:

- Through our schools, which serve children and young people from age 3-18 in very different and often very disadvantaged contexts.
- Through our Initial Teaching Training arm, Manchester Nexus SCITT. We train new teachers for our schools, the borough and the region, and develop our staff to become leaders and models of excellence.
- By engaging in local, regional and national improvement work so that we are continuously improving our students' experiences for the best and contributing to the quality of education for all young people.

How do we ensure that our work is of the highest quality?

- We make informed decisions, based on evidence and research, applied in the contexts of our schools. We promote a cultured openness and transparency. We empower our schools and our teachers.
- We **self-evaluate** by reference to the outcomes our young people achieve and the progress they make in their learning, in their confidence and readiness to move to the next stage, in their resilience, and in the way they contribute positively for the common good. We seek out **objective external feedback** through our independent school improvement partners, through peer review and through our engagement in collaborative projects.

Curriculum Principles:

We believe that the curriculum is an instrument of social justice. All our schools follow the same principles, developing these to meet the needs of their context.

The curriculum in each of our schools is:

1. **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.
2. **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
3. **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.

4. **Interconnected** – so that our pupils are able to see links and connections within and across learning can synthesize new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
5. **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
6. **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

Principles for Learning

All our schools are committed to:

1. **High quality learning time**, where young people are given time to master and apply key disciplinary concepts and nurture friendships.
2. **The development of metacognition** so that young people learn how to learn and grow in self-motivation and self-management.
3. **Social Development and Fellowship** - so that our young people look forward to coming to school, because there are so many things to be involved in, so many new things to experience and their social and emotional needs are met, in community with others.
4. **Spirituality** – so that our young people develop imagination, creativity and insight; are able to reflect on their learning, their experiences, and their lives; can find deeper meaning, a sense of purpose, and an inner peace.

CET improvement priorities 2019-20 based on the MAT SEF Framework:

Context

We are in a **growth** period. New schools will come in and we need to “Cranmerize” them, in the same way that HTs Blue “Coatize”, “Mayfieldize” and “Georgify” their new pupils and staff. Our schools will **always** be different and we don’t do much that’s corporate for the sake of it, but we do have a shared spirit.....

1. **To build the identity of the CET**, its vision values and ways of doing things (its soul and spirit) and how these are reflected and exemplified in all the parts of the body: i.e. our schools, our SCITT our TSA.

KPIs

- Much bigger social media presence;
- Staff and students can articulate the vision and values of the CET;
- Parents and other stakeholders see and hear about the vision and the values of the CET, as much as those of the individual schools;
- A rolling story board of staff in the Trust and children, celebrating who they are and what they contribute – **regularly refreshed?**
- **Implications and actions??**

2. **To build our collective capacity for school improvement** so it is not a series of activities but just the way we are; natural, like breathing.

KPIs

- Register of evidenced areas of strength and potential/actual system leadership in each of our schools – accredited as SLEs;

- Staff **want** to be on this – part of their career development, i.e. (they come forward, we don't have to ask
- Mechanisms and processes for developing collective capacity through; joint training (moderation?), curriculum liaison (cross-phase?); leadership development (joint?); CPD resourcing (IRIS?).
- **Implications and actions??**

3. **Get feedback from our stakeholders – staff, children, parents/carers**

- So we understand how we are seen/regarded;
- So we can focus on what is working well and investigate what is not;
- So that our children feel central, listened to and respected and our staff collectively see us a good employer, one they want to work with and stay with (i.e. this is about organisational culture not free working);
- So that parents have faith and trust that we listen and do our best to, and they are our advocates.

Mechanism of parents could be Ofsted's Parent View?

Link to website/invitation to complete at Parents Evenings?

Aim at some kind of staff survey in Spring/Summer of 2020?