



Quality of Education

Our curriculum is designed to have high expectations for all learners whilst deliberately building their knowledge and vocabulary. It is the foundation on which reading comprehension, critical thinking and a range of other necessary lifelong skills are built.

A knowledge rich curriculum is a well-planned and well thought through sequence of knowledge progression. It allows students to build knowledge through the development of connected schema to ensure knowledge retention and retrieval from long term memory.

As learners gain knowledge and understanding, they develop complex schema, and are able to make more links with other things they know. Learning then begets more learning.

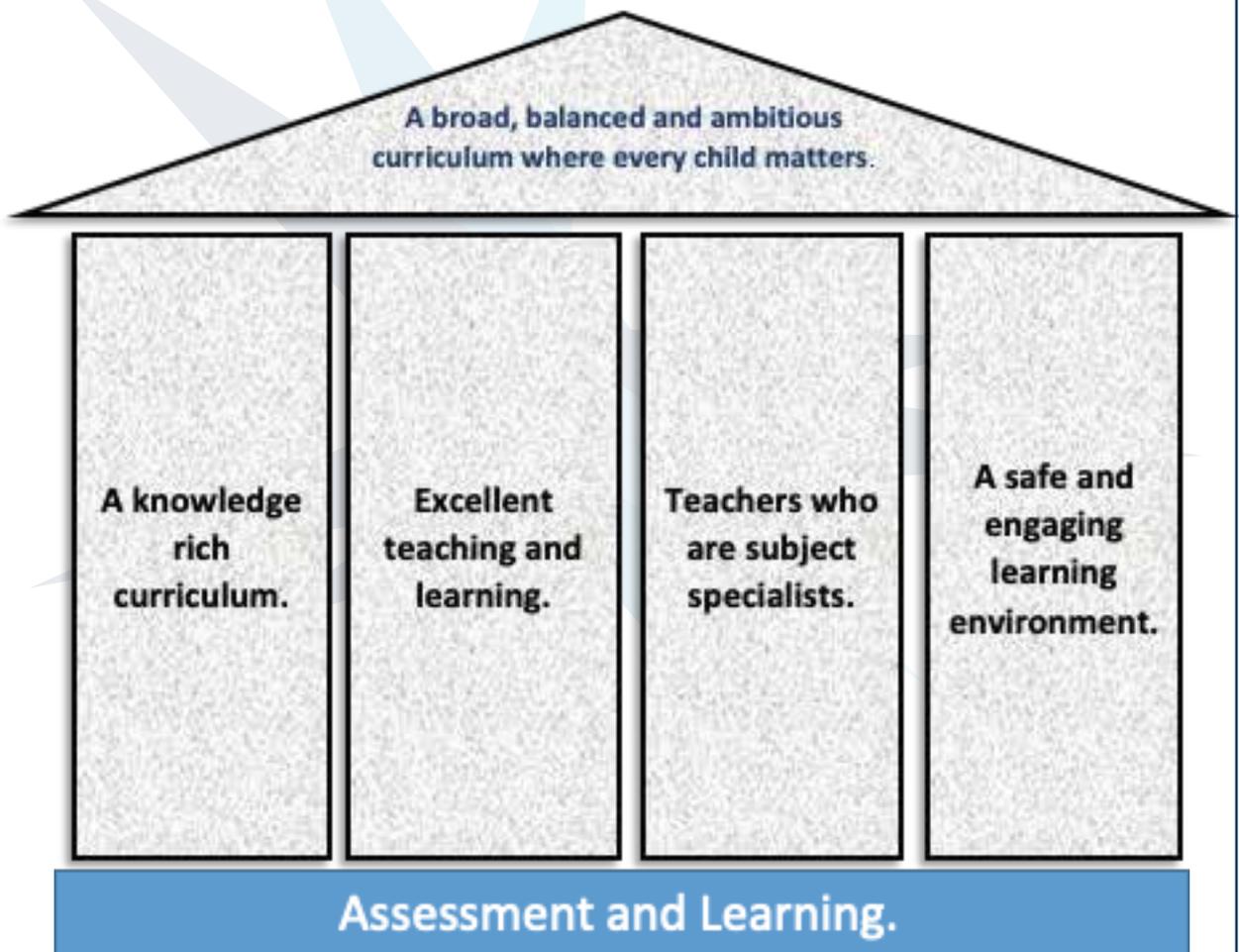
Our key values of honesty, excellence and aspiration underpin and support everything that we do in every lesson.

Opening minds, opening doors.

Honesty • Excellence • Aspiration

Our Curriculum Principles

A world-class curriculum to open minds and open doors.



Opening minds, opening doors.



Curriculum Intent

At Royton & Crompton E-Act Academy, we are committed to providing an inspirational and inclusive learning environment. Within our curriculum, we will foster a love of learning, alongside a culture of high aspiration and achievement. Through this equality of opportunity, we will unlock the potential in all our students and equip them with the values and skills needed for an exciting and successful future.

'Together we will achieve excellence. No child left behind', is at the heart of our approach in providing a curriculum personalised for every child's needs and ambitions. Our vision is based on the belief that a rich knowledge-led curriculum is a vital component of life. In order to prepare our students for an ever-changing world, we nurture academic success alongside creativity and imagination throughout the curriculum. We believe this helps our learners to secure the knowledge, skills and individual qualities they need for future success.

Our knowledge-led curriculum is designed to reflect our three core values:

Opening minds, opening doors.

Honesty • Excellence • Aspiration



Honesty:

We insist on speaking the truth, thinking with sincerity and acting with integrity in everything that we do.

Students will:

- Take responsibility for their actions.
- Be loyal, fair, and sincere and show respect in all they do.
- Celebrate Equality & Diversity and value the opinions of others.
- Have a common moral compass and contribute positively our community.

Excellence:

We are what we repeatedly do. Excellence is not one act, but a habit. We strive to improve through hard work and practice.

Students will:

- Model excellence, show commitment and resilience, taking personal pride in all they do.
- Have the will and the desire to succeed.
- Insist on only the highest of standards of work, commitment and effort.
- Achieve academic standards of excellence enabling them to excel against any competition locally, nationally and internationally.

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Aspiration:

We aspire to be an example to others and continue to raise our standards. Students will:

- Aim high with a drive to succeed.
- Embrace barriers/challenges as an opportunity for growth.
- Believe they can achieve and be the best they can be.
- Be proud of their achievements and the progress they make, and have those achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

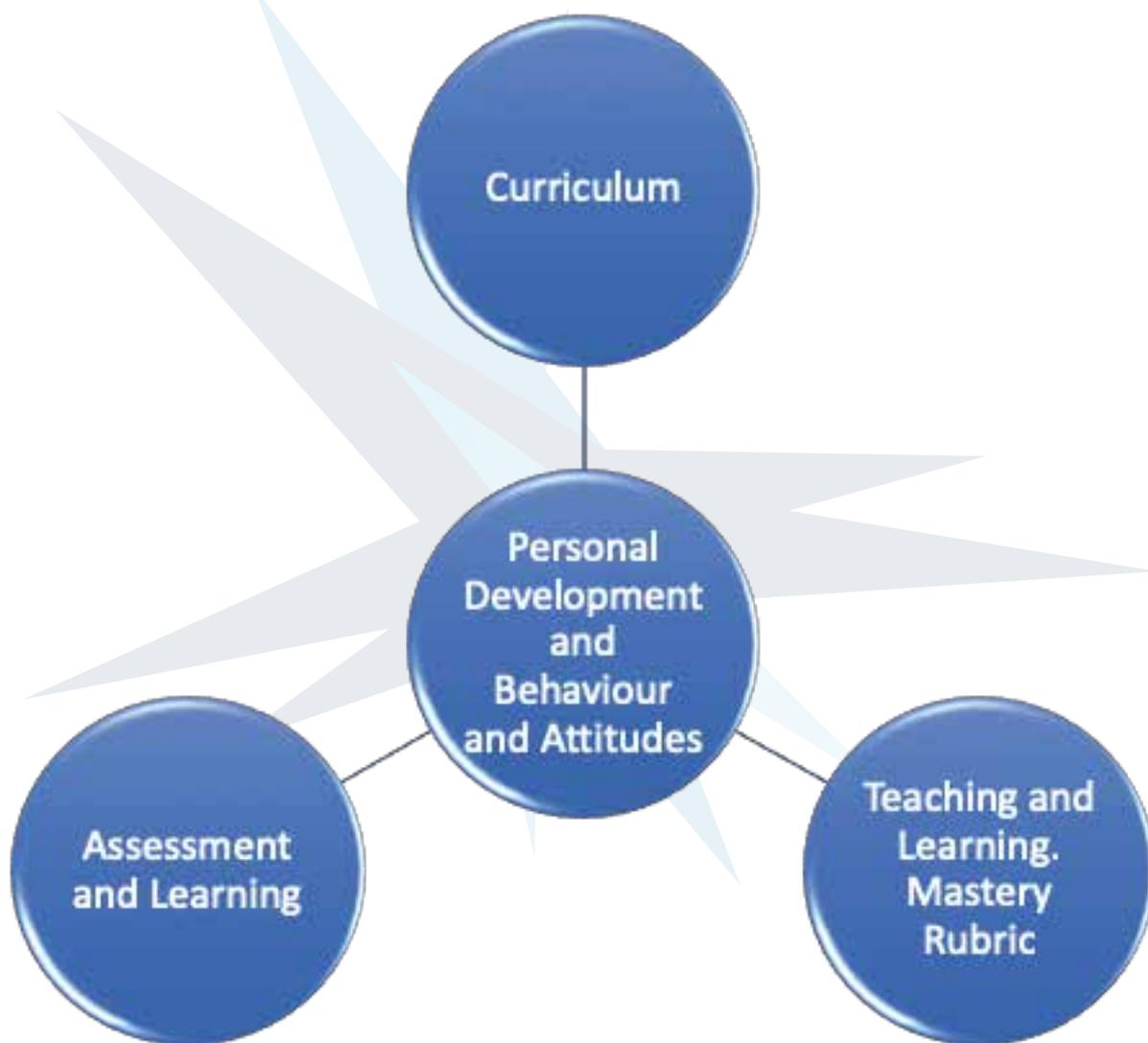
To fully prepare our students for an ever-changing modern world, we will provide a curriculum which aims to:

- Nurture academic success alongside creativity and imagination throughout the school curriculum.
- Deliver a breadth of subjects that inspire students to become lifelong learners.
- Embed and develop knowledge throughout.
- Focus on high quality literacy and numeracy across the curriculum providing opportunities for the development of reading, writing and oracy.
- Embed and promote community cohesion, SMSC and the Fundamental British Values throughout.
- Encourage students to develop the ability to question, debate rationally and apply themselves with confidence, thought and persistence.
- Secure the highest of standards for all of our students.

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The Right Curriculum- What do we want our students to know and do?



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Curriculum Design

Subject leaders plan schemes of learning with a clear indication of progression. Planning is built around a deep conceptual understanding of the big ideas which clearly define progress over time. Lessons are sequenced fluently allowing rich connections to be made and securing students effective use of the working memory and long-term memory.

When designing the curriculum, prior knowledge is considered and content carefully selected to allow retrieval of what the students have learned and know.

To enrich and motivate our learners, teachers will utilise powerful stories, conflicts and dilemmas to instil curiosity and problem solving.

Students know why they are learning and what they are learning in each lesson and the learning experience they encounter.

Teachers embed challenge into every lesson and model excellence for our students to follow. They identify and plan for misconceptions and reteach content explicitly with further instructions, so that all learning is accessible to all learners.

Intent Statements

Before undertaking medium-term planning, each subject leader or curriculum designer will decide on and articulate the overarching subject curriculum intent and rationale. This provides the basis for all subsequent curriculum choices, for both high-level and medium-term level planning. These are extremely specific and focus on how the content choices in the curriculum support the long-term curriculum goals and ambitions rather than broad aspirations statements.

The statement is the outcome of some sustained and careful thinking about what the subject's curriculum is going to achieve. It explains what 'big ideas' the subject will tackle, the most important knowledge it will develop, and the cohering strands that will hold it all together. It explains how each subsequent curriculum choice promotes learning over time and the development of pupils' long-term schema.

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