



Curriculum Philosophy

The school badge has always contained three martlets; heraldic birds that rarely rest and are forever seeking new horizons. The three martlets, symbolising the principles of knowledge, learning and adventure, have helped to guide the creation of our whole-school curriculum philosophy.

The acquisition of relevant, thought-provoking and detailed knowledge is central to our curriculum. It is our belief that knowledge empowers students and that every learner has an entitlement to challenging subject content, regardless of their background. We recognise that this curriculum, and our responsibility to our students, extends beyond the classroom and that we must aim to educate 'the whole child' so that students can undertake higher levels of study and employment with a sound educational, social, moral and cultural foundation.

This broad depth of knowledge will allow students to develop the core skills that they require in order to achieve outstanding outcomes. These core skills, essential to the success of every learner, include independence, problem solving, evaluation, analysis and creativity. Every department will focus on the development of these skills over time. The curriculum will also support the development of high standards of literacy, numeracy and oracy.

We recognise the central role played by teachers in delivering our curriculum, and we view the 'teacher as the expert' in every classroom. They are required to work together within and across departments in order to embed and transfer the knowledge, skills and ethos that we value as a learning community. This is an ongoing process of refinement and 'growth', and we understand that our curriculum will build upon prior learning, adapt and change in order to meet the needs of our school. We will take an evidence based approach to all curriculum decisions.

At its core, the curriculum serves the student but we recognise the responsibilities of learners too. Outstanding student behaviour, including self-discipline, curiosity and sustained commitment to study, is both a requirement and an expectation. Moreover, students have a responsibility to support each other and be a positive academic and social influence on their peers. They should also recognise their role in contributing to the wider school community.

To summarise the key elements of our curriculum, they are:

Knowledge – acquisition of knowledge through expert teacher delivery **so that** students have a detailed understanding of the world around them.

Learning – development of core skills as well as improved Literacy, Oracy and Numeracy **so that** students are able to secure outstanding outcomes.

Adventure – cultural, moral and social enrichment **so that** students leave school as well rounded and thoughtful young adults.