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| GST Guiding Curriculum Principles |
| Tailored ApproachEach school’s curriculum is specifically tailored to the needs of its children. | **Inclusive Christian Distinctiveness\*****Each school’s Christian Values and children’s social, emotional and spiritual development are embedded and threaded through inclusive curriculum provision.** | **Whole School Collaboration****A whole-school, collaborative approach, rather than top-down, is encouraged in developing the school’s curriculum provision (pupils, staff, parents, local committee.)** |
| Skills Progression, Sequencing & EngagementThe intent of each school’s curriculum is underpinned with clear skills progression and knowledge that builds on prior learning, is coherently planned and sequenced and uses strategies, including relevant cross-curricular links, to enable high levels of engagement that encourage ‘stickability.’ | **Modelling & Scaffolding****There is a clear emphasis on the importance of modelling, scaffolding and a strong feedback loop to enable pupil progress and an understanding that this may differ across subject areas and according to individual pupil needs.** | **Quality First Teaching****It is recognised and understood that good curriculum design rests on good teacher development and therefore CPD around ‘Quality First Teaching’ is given a high priority. Staff are given time to discuss and reflect to deepen subject knowledge, enabling them to embed their understanding of core and hinterland knowledge and skills needed in different subject areas.** |
| FlexibilityAn open-minded and flexible approach is taken to timetabling – enabling immersion in a topic when this will enrich the curriculum experience and learning for pupils. | **Continuous Improvement****A culture of continuous improvement means that sufficient time is given for high-quality implementation of new curriculum initiatives or approaches, based on evidence and research, with regular reviews to monitor progress and impact.** | **Meaningful Assessment****Curriculum implementation is underpinned by strong assessment processes.** |