


# CURRICULUM INTENT STATEMENT





*Underpinned by our HEART values, our curriculum is broad, balanced, knowledge rich, ambitious and inclusive.*


*An education at Trinity High School will enable students to realise their talents and create their futures.*



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**Trinity High School  
& Sixth Form Centre**

PART OF BORDESLEY MULTI ACADEMY TRUST



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### What is our curriculum vision?

At Trinity High School and Sixth Form Centre, the success of our students is central to everything that we do. Our curriculum is therefore designed to educate the 'whole' young person: spiritually, morally and academically.

Driven by our vision and core values of happiness, excellence, ambition, respect and tolerance, the best educational knowledge and research has been embedded into our knowledge-based curriculum to provide 'access to knowledge for all, to enable our students to 'think the unthinkable and the not yet thought'.

Our intent is to offer our students a fully rounded curriculum experience: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative. The curriculum offered by individual subjects is broad and balanced, and sequenced to allow students to excel. We don't focus on 'teaching to the test'; we take every opportunity to enrich understanding of subject disciplines and to embed cultural capital. As a result, we believe our students are equipped to make well informed choices - both in the short term: GCSE subjects, and in the longer term: Post 16 routes.

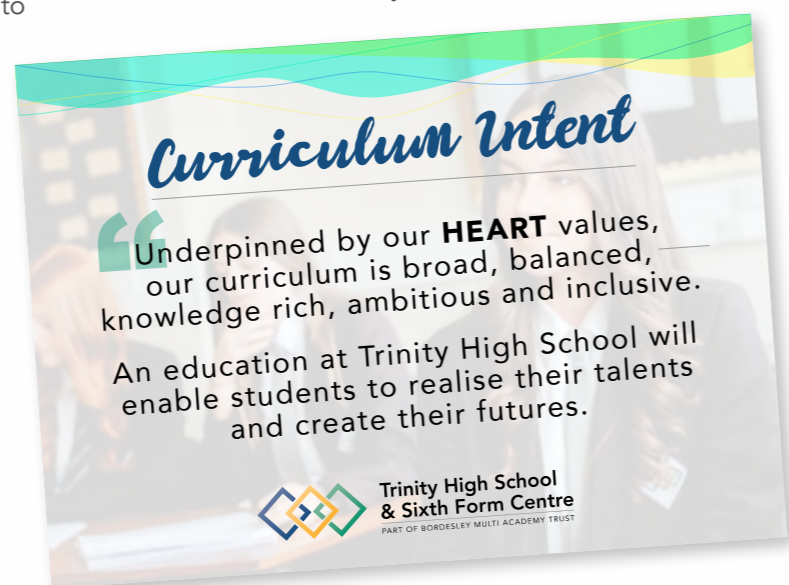
### What are the principles of our curriculum

The principles of our curriculum are captured in our Teaching and Learning Framework.

At the heart of good curriculum planning is teacher **subject knowledge and**

**expertise.** Teacher subject knowledge is also one of the four key principles of the 'Great Teaching Evidence Review' (June 2020). Contributed to by over 70 leading educational thinkers, the review, unlike previous studies into what great teaching is, places teacher knowledge of their subject, and how it is taught, at the heart of great pedagogical practice. Therefore, at Trinity High School, subject knowledge, and its development, is highly prized and prioritised.

In recent years there has been unprecedented change in the educational landscape. Linear examinations place huge cognitive demands on pupils and require the retrieval of large bodies of knowledge from long term memory. Thankfully, there has also been great progress in our understanding of **cognitive science:** how we learn and what strategies best facilitate learning and remembering. According to the cognitive psychologist, Dan Willingham, more progress has been made in the last five years in this area than in the previous two and half thousand years.



Our aim at Trinity High School is that both our teachers and our students understand cognitive science and its impact on learning. Central to the implementation of our curriculum are **Rosenshine's Principles of Instruction.** Retrieval of prior knowledge is a routine aspect of our practise and new knowledge is well sequenced and introduced in small steps, to prevent cognitive overload. Our teaching is inclusive: we expect teachers and students to ask probing questions and to develop understanding through in-depth discussion and higher-order thinking. Teachers frequently model 'expert thinking', so that students can be steered towards **mastery**, in all subject areas.

'One acid test for a curriculum is whether it enables even lower-attaining or disadvantaged pupils to clamber into the discourse and practices of educated people.' (Christine Counsell)

This is the ultimate aim of our curriculum – to give the best life chances to all of the young people in our care. Therefore, at Trinity High School, we strive to provide our students with the highest quality feedback and the ability to think and learn **metacognitively.** Research has shown these two strategies to have the most significant impact on pupil progress and outcomes. (Educational Endowment Foundation)

### How do we ensure a truly inclusive and broad curriculum?

Through a combination of the subject, local and 'hidden' curriculum, students receive a learning experience which is balanced, broad, relevant, challenging, progressive and engaging – and most importantly,

**memorable.** The wide scope of our curriculum means that there are a variety of learning pathways – both at GCSE and Post-16 - meaning that students leave our care with the knowledge and understanding necessary to achieve 'life-long success'.

Ultimately, our intent is to educate our young people so that they are ready to take their place in the 21st century global community. To this end, our broader curriculum focuses on Trinity High School's connections with our local, national and international community. We want our students to **broaden their horizons through our cultural capital programme**, to understand the huge range of career opportunities available to them and to be equipped with the technological know-how to grasp those opportunities with confidence.

Strong moral principles underpin the learning experience at Trinity High School. **Our character for learning** curriculum develops in our students the **character** attributes necessary to become well-rounded citizens of a democratic society: respect, tolerance, gratitude, ambition and excellence.

At Trinity High School we pride ourselves on providing an education for all, through a curriculum that is **both ambitious and inclusive** – reflecting the **diverse** nature of our school community.