



MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



Curriculum Overview

Our Curriculum

Curriculum Vision

All pupils have access to a curriculum that develops powerful knowledge and skills all in order to lead successful lives and make a positive contribution to their communities.

Where every pupil matters, every pupil can succeed.

Our purpose is to maximise pupils':

- Achievement
- Knowledge
- Aspirations

Curriculum Values

Our curriculum vision aims to reflect Malet Lambert's values and ethos.

Traditional Values, Contemporary Aspirations, Creative Curiosity

Traditional Values

Pupils are catered for with knowledge which inspires, nurtures and is embedded throughout their time within our broad, balanced and ambitious curriculum.

Contemporary Aspirations

Pupils build the skills, knowledge and personal character they need to thrive in an ever-changing, modern society.

Creative Curiosity

Pupils have the breadth and depth of knowledge to explore and probe inquisitively within, and outside of the curriculum.

Curriculum Intent

We have developed and constructed an ambitious curriculum for all pupils regardless of their background. End-points and starting points have been clearly defined and are appropriate, providing a map through each subject for all year groups and key stages. Our curriculum is sequenced using evidence-based research on how pupils learn and how to retrieve key knowledge to aid their long-term memory.

All pupils have access to our curriculum that develops knowledge and skills in order to lead successful lives and make a positive contribution to their communities. We deliver a curriculum that has at its heart the intention to support pupils to be the best they can possibly be by removing barriers and ensuring social justice. We deliver a balanced curriculum that places equal importance on every aspect of a child's education, ensuring the development of key qualities including PSHE, CEIAG and Employability to support future learning and employment.

Curriculum Implementation and Impact

We have considered the knowledge, skills and attitudes that are required to achieve academic excellence in each subject at A Level and beyond. This ensures that pupils in each phase receive a coherent and intelligently sequenced curriculum, which builds on what has come before. The curriculum is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term.

Subject teachers have a good knowledge of their subject areas and expertise. Where staff are teaching outside of their main subject of expertise, there is training, leadership and support in place. Each subject has developed a long-term map that clearly lays out the curriculum across the relevant key stages, so that the knowledge pupils are expected to acquire each academic year is made explicit.

This knowledge should build cumulatively in terms of its breadth and depth. Subject teams identify concepts that are central to the mastery of each subject and they maintain an unrelenting focus on helping pupils to learn this knowledge. Continuous Professional Development, specifically teacher development meetings (fortnightly subject, planning and development sessions), maintains a focus on improving and evolving the curriculum.

Evidence-based and relevant CPD is delivered to support the design and implementation of the curriculum at both whole-school and subject-specific level. Our curriculum is inclusive, broad, balanced and will never narrow the entitlement to knowledge especially for our most vulnerable pupils.

We provide a relevant curriculum that enables pupils to make informed choices about their next steps in education, employment or training.

Assessment in subjects are meaningful and driven by the curriculum to sustain good outcomes for all of our pupils. Regular retrieval practice and spaced practice should be built into the curriculum to help pupils form durable long-term memories. Sequencing of curriculum, interleaving and metacognition is also used to support pupils with building key knowledge for long term memory.

A rigorous approach is undertaken with literacy, numeracy and reading, therefore early and coordinating intervention can occur.

Feedback to pupils is meaningful, motivating and linked to the delivery of the curriculum and designated end points appropriate to age and experiences as well as being manageable for staff. Reviews take place regularly to ensure relevance and coherence of the curriculum is in line with the designated Trust and school priorities. Where appropriate, strategies are in place (e.g. check lists) that support pupils in self-regulating their learning of the curriculum.

Homework is planned into the curriculum and consistently applied across teams. It provides pupils with the opportunity to practise, embed, extend upon or apply the knowledge that they have been taught in lessons, or provide the opportunity to improve a piece of work.

Pupils are ready for the next stage of their education, employment or training. They have the relevant qualifications and skills to be able to access their desired destination that is ambitious. Therefore, there are very few NEETS.

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