

Every child deserves to be the best that they can be.

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our passion to work with our children, their parents and carers and our staff to create world-class schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.



EMAT Curriculum Statement

Every school in the East Midlands Academy Trust (EMAT) is committed to providing the highest standard of education so that **all** children are supported to be the **best that they can be**. This will be achieved by the delivery of a well planned and highly effective curriculum which is driven by our values.

Inspiration



EMAT believes in the transformational power of education. We aim to provide a curriculum which is broad and balanced, that will prepare children for future learning and their adult lives. We inspire children to be curious, teach them how to investigate, research and learn for themselves, and encourage them to become increasingly independent as they progress towards adulthood.

Inclusion



EMAT schools will provide the young people in our communities with an inclusive curriculum, based on the National Curriculum, which is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. All pupils will study the full curriculum, but where this is not practical – for example for some learners with high levels of special educational needs and/or disabilities (SEND) – their curriculum may be scaffolded differently but still be ambitious to meet their needs.

Innovation



The curriculum is coherently planned and sequenced to enable pupils to build constantly on their prior learning, whilst developing and deepening their understanding. Our innovative approach combines concepts from the forefront of educational research so that teachers design learning opportunities so that pupils learn most effectively. The use of approaches such as spaced or distributed practice, interleaving, retrieval practice, elaboration, dual coding and metacognition help pupils to move learning from their short-term to their long-term memory.

Pupils will be provided with the opportunities to acquire an increasing array of broader skills, including critical thinking, resilience, working with others, problem solving and leadership. These attributes will prepare them to be successful in their future learning and employment.

Integrity



EMAT schools nurture a set of values to educate pupils to have integrity, and be responsible, respectful, active citizens. We aim to encourage our pupils to contribute positively to society and have an understanding, appreciation and respect of diversity.

Impact



We aim to ensure that the impact of our curriculum offer is that every child is able to attain the best academic progress, and ultimately examination results, that they are able to achieve whilst also gaining employability and personal skills which will enable them to succeed in the adult world of work.

EMAT defines the curriculum as the totality of a child's experience of education from 3-19 years old, which comprises:

- subject knowledge explicitly taught
- exposure to cultural capital which will support success in adult life
- a high standard of teaching and learning
- assessment and feedback regarding progress
- extra curricular activities
- teaching of metacognitive skills and techniques to aid learning
- development of broader employability skills and personal qualities

Curriculum Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide a curriculum which meets the vision of the Trust by:

- Providing the full breadth of the National Curriculum as a minimum for all year groups, ensuring their curriculum offer is inclusive and that all pupils are able to access the same provision, albeit with some being given extra support.
- Ensuring lessons provide appropriate sequencing of learning, building on prior learning with increasing breadth and depth, towards clearly defined end points.
- Supporting children to learn how to learn effectively using techniques such as interleaving, retrieval practice, graphic organisers, etc.
- Assessing children's learning towards end points regularly and honestly, providing feedback to maximise further learning so that every child can be the best that they can be.
- Promoting the development of literacy, numeracy, and ICT skills across all Key Stages. Expanding the vocabulary of all students by teaching specific tier 2 words in each year group and specific tier 3 words in each subject area in each year group.
- Developing personal skills such as organisation, communication, collaboration, working effectively independently, creative thinking, problem solving, critical thinking, resilience, and leadership. So that all pupils are well equipped to succeed in further education, training and employment.

SEND Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide an education for pupils with SEN based on the belief that 'Every child deserves to be the best that they can be'. All schools will meet this belief by:

- All schools to have a SENCO with either the appropriate experience / qualifications or enrolled on the SENCO accreditation course.
- All SENCOs to have a teaching load to be reflective of their job description ensuring that they can fulfil the requirements of their role.
- All schools have a voice for SEND pupils on the leadership team.
- All schools to have an accurate SEND register fully reflective of both its cohort and the Code of Practice.
- All schools to have an embedded 'assess, plan, do, review cycle' in place
- All schools to be using Edukey with staff to write and review Individual Support Plans for their pupils.

EAL Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to meet the needs of pupils with EAL based on the belief that it is our purpose to overcome barriers to learning and provide equality in. All schools will meet this belief by:

- All school to have a planned and thorough induction programme for NTS pupils arriving mid-year, including arrangements for admissions, arrangements for their early days in school as well as planned intervention.
- All schools to have an identified EAL leader with an understanding of the needs of pupils NTC.
- All school to accurately use and record the DfE descriptors of English acquisition for pupils identified as EAL.
- By the end of next year each school to have had an audit of EAL provision and have identified the school next steps on the SDP.
- All schools to have an accurate position statement on EAL included in their SEF.

EMAT Central Services Key Performance Indicators

EMAT's Central Trust Team exists to ensure that all of our schools receive a high level of support and the resources they need in order to provide every child with the opportunity to 'be the best that they can be'. The trust wants to be known as the 'employer of choice' which attracts and retains high calibre staff.

By the July 2021 it is our goal that each department will achieve the following KPIs as a measure of the minimum standards we wish to achieve this academic year in all of our schools.

Finance

- EMAT to manage its finances within the resources available and balance its budget.
- Financial performance to be measured using Integrated Curriculum Financial Planning assumptions targeting resources against average class sizes, contact ratios, pupil teacher ratio and average teacher cost. We aim to perform in the top 10% of schools within England.
- The cost of running the Head office to be measured using Kreston Benchmarking with notional management charges in line with sector averages (80% of MATS charge between 4% and 6 % of GaG)
- Trust reserves to be equal to one months expenditure, and cash held to equal to at least one months payroll cost.

Human Resources

- To ensure that there is a trust wide induction process for all staff.
- 70% of staff to respond positively to the Employee wellbeing survey in June 2021 leading to a clear action plan for improvement in 2021-22.
- To have an embedded Trust led Talent and development leadership ladder outlining career opportunities for staff at all levels.

Safeguarding

- To ensure that the use of My Concern across all Trust schools is embedded and all staff have received training on this.
- To have developed a Safeguarding Training programme offer for all those with responsibility for Safeguarding in our schools including support for Mental Health and Domestic violence.
- To ensure that all schools have an appropriate number of trained DSL/DDSLs including at least two having received Level 3 training
- To provide all DSL/DDSLs with formal supervision
- To ensure that all schools are compliant with the latest guidance for keeping children safe in education