



Cam Academy Trust Primary Curriculum

1. What are we trying to achieve?

Mission	To support all students to become capable, confident & caring individuals through embedding a knowledge rich, coherent, challenging and nurturing curriculum that provides equity of opportunity.					
Aims	Capable. Through skills developed, attributes nurtured and qualifications gained, our students will be able to take a full, positive role in society.	Confident. Having had their abilities confirmed and seen them flourish, our students are confident to be able to make the most of their talents and contribute to their communities.		Caring. An emphasis on working with each other and recognising the position of other people throughout the world helps our students to develop a proper caring attitude.		
Trust Principles	Excellence Education must be of the very highest standard.	Comprehensive Education must be for all kinds and abilities.	Broad Education Education must incorporate a broad spectrum of subject areas and personal development.	Community To be at the heart of the local community and serve it well.	Partnership To work positively in partnership with others for mutual benefit.	International The curriculum inside and outside the classroom must have a clear international dimension.
Curriculum Principles 'Trivium'	Grammar Skills Knowledge Cultural Literacy		Dialectic Analysis and Challenge Debate Deduction/Induction		Rhetoric Communication Philosophy Presentation	

2. How do we organise the curriculum?

The curriculum as the entire planned learning experience, underpinned by the schools core values and vision				
Components	Subjects English, Maths, Science, Computing, History, Geography, RE, Art, DT, Music, MFL, PSHE, PE, Forest, Nurture, Well-being	Environment Classroom Areas within school e.g. library Outdoor area School grounds/forest	Enrichment Extra-Curricular clubs, events, competitions, trips, visitors, community involvement, celebrations, nurture groups	Online/remote Platforms e.g. see-saw

3. What does the curriculum contain?

Mastery of Subject Knowledge and Core Skills	Subject specific knowledge <ul style="list-style-type: none"> National Curriculum (& beyond) Application of knowledge (skills) Fluency in basic skills Curriculum coherence-Carefully considered content, interleaving to develop schemas E.g. Knowledge organisers 	Reading as an essential skill <ul style="list-style-type: none"> Phonics Volume Quality texts Comprehension & fluency Curriculum content – fiction and non-fiction across all subjects Enjoyment 	Oracy and Vocabulary development <ul style="list-style-type: none"> Age appropriate E.g. tier 1, tier 2, tier 3 For reading and listening comprehension, written communication & oracy.
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4.How is the curriculum delivered?

Pedagogical approaches to teaching and learning	Equity <ul style="list-style-type: none"> Equity and equality of opportunity, entitlement and experience Consistently high expectations, quality and standards for all pupils of the trust. A mastery curriculum Excellence in SEND provision Promotion of well-being and supporting good mental health 	Pedagogy Research-informed pedagogies e.g.: <ul style="list-style-type: none"> Responsive teaching-Formative assessment strategies embedded in teaching and learning Use of evidence from cognitive science research, developing long term memory of knowledge Balance of direct instruction and inquiry Modelling Dual coding Interleaving, revisiting to build schemas Teaching walk thrus 	Engagement <ul style="list-style-type: none"> First-hand experience Purposeful, structured play in the early years; strong emphasis on outdoor learning, sport and the Arts. Cultural literacy
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5. How well are we doing?

Securing effective teaching & learning							
Evaluating Impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses Peer Review to offer insights and challenges	Uses a wide range of measures – qualitative and quantitative	Creates a continuous improvement cycle	Employs principled, effective formative and summative assessment	Involves the whole school community: learners, parents, teachers, and governors
to secure							
Accountability measures	High standards of achievement – attainment and progress	Good behaviour and attendance		Promotion of good mental health and well-being		Sustained involvement in education	
and							
Achievements	Capable, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve, to be able to make a positive contribution to society		Confident, articulate individuals who can lead safe, healthy and fulfilling lives.		Caring attitudes towards each other and their work.		