

## ICC Curriculum Principles

These are foundational principles to use as a guide when constructing curriculum:

- *Explicit knowledge goals*  
The more precise, the better. This is the knowledge element that students will be learning, and should be boiled down to the level of considering the words, facts, phrases or concepts that you want the students to learn.
- *Explicit skills development*  
Plan opportunities for students to practise, hone and sharpen the subject specific skills that they need to succeed (this should also include retention and re-call skills).
- *The role of the primary and post-16 curricula in our curriculum*  
Think about drawing on students' prior learning by looking at the primary curriculum and planning sequences of lessons to consolidate and extend students' learning using this as a starting point. At the other end of the school, use post-16 content where appropriate, as well as supporting students' capabilities to further grow as independent, confident learners and to maintain and build on the work done to foster this in KS3.
- *Students' ownership of learning*  
Create a curriculum with tasks and activities at its core that are designed to enable students to own their learning.
- *Models and exemplars*  
Seeing what a good example looks like (as well as less perfect examples where the question can be asked: 'how could we improve this?') is something that helps students improve their own work, and as such should be part of our curriculum. Where we use scaffolds, we should have strategies in place for withdrawing these over time and as appropriate.
- *Supporting students' literacy*  
Encouraging students to read widely around the curriculum is something that will support them to expand their vocabularies and we should be thinking about ways to encourage this. We see the value of students being able to use vocabulary (both subject specific and non-subject specific) with a high level of precision and furthermore that their spelling (especially of high frequency words) and grammar is accurate and controlled.
- *Speaking and listening opportunities*  
Think carefully about structured speech events (for example formal presentations, interview preparation, working with external speakers, role playing etc...) which can help students to build communication skills and gain confidence.
- *Opportunities for extended pieces of writing*  
Helping students build their ability to write at length is important; it is also important that the purpose and audience for writing is shared and explored with the students prior to them commencing.

- *Representing and celebrating all members of our community*  
Ensuring that our curriculum, at every level, includes those who share a protected characteristic. It represents and values people's differences and, through challenging prejudice, makes sure that all students feeling comfortable to be themselves.
- *Real-world content from different cultures*  
Building students' cultural capital by including real-world content in our curriculum is something that we value as we further our students' understanding of cultures within the UK and beyond.
- *Explicit focus on revision habits and retention skills*  
Helping students to retain the knowledge that they have been given is fundamental, and building those revision, retention and re-call skills is an area we should specifically plan for.
- *Use of homework*  
Homework can be used to give students the opportunity to both reflect on prior learning as well as to prepare for future learning. We should provide a variety of tasks over time and ensure that students understand the purpose of their homework as this can encourage them to be more independent in their studies.