

EMAT Curriculum Statement and KPIs 2021/2022

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**.

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



All pupils are entitled to access a wide and relevant curriculum.

EMAT schools will strive to provide the young people in our communities with a curriculum that meets their needs. This means that all young people, including the most disadvantaged, learners with special educational needs and/or disabilities, those new to country and other vulnerable learners will access the curriculum effectively.

Developing reading and communication skills is integral to our curriculum offer.

Through implementing high quality provision, all young people will be given every opportunity to acquire the necessary skills, knowledge, attributes and attitudes to enable them to lead happy and fulfilled lives. Working with the school community including parents, carers and external agencies, we will ensure that the curriculum is ambitious for all learners.

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, 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. (Impact on life success)

EMAT defines the curriculum as the totality of a child's experience of education from the Early Years to Post 16, 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

EMAT Key Performance Indicators

CURRICULUM:

- 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.

ICT & ESTATES:

- All academies to remain open during agreed times
- Resolution of estates servicedesk tickets to achieve an agreed standard
- Achieve 85% customer satisfaction score on ICT and estates servicedesk tickets
- Ensure health and safety compliance across the Trust, verified by external audit
- Achieve Cyber Essential certification for the Trust
- Defined critical systems to be 100% operational during agreed times
- Ensure GDPR compliance across the Trust, verified by external audit

HUMAN RESOURCES:

- Establish early intervention approach through training and support for middle and senior leaders to reduce need for escalation to HR
- Support middle and senior staff to access and signpost to clear communication, information and advice
- Achieve mental health and wellbeing quality mark across our Trust
- Using the training hub to ensure successful embedded induction programme for new staff

FINANCIAL:

- EMAT to raise financial awareness and capability among staff, governors and sector stakeholders through induction, training and development, and communication to achieve best value for money.
- 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.
- Trust reserves to be equal to one month's expenditure, and cash held to equal to at least one month's payroll cost.

INCLUSION:

All schools in the East Midlands Academy Trust aspire to provide an education for all pupils and our focus for 2021-22 will be around our value of 'Inclusion'. Below we have broken down the KPIs into four groups, Pupil Premium, SEND, EAL and Safeguarding to include the overarching themes:

- All schools to use EduKey to monitor and evaluate interventions across SEND, Pupil Premium and EAL. Schools to review those interventions have impact, are cost effective and they are receiving best value for EduKey.
- All schools to develop a structure of formal opportunities for parent voice and feedback their strategy through governance.
- All schools to ensure they identify leaders for SEND, EAL, Safeguarding and Pupil Premium who will attend the inclusion forum and feedback information to staff and governors to identify actions which need to be taken.
- All schools to be awarded the St Andrews mental health and wellbeing quality mark.
- **Governance to create a monitoring and evaluation cycle based on the KPIs and feedback what has been successful and review at the end of the academic year.**

EAL:

- 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.
- All schools to review an EAL audit by an external source.

PUPIL PREMIUM:

- All school to meet new requirements from Pupil Premium funding strategy.
- All schools monitor Pupil Premium outcomes and close the gap during the academic year

SAFEGUARDING:

- To provide all DSL/DDSLs with formal supervision

SEND:

- All schools to be able to record and articulate meaningful data around the SEND cohort.