



CASCADE MULTI-ACADEMY TRUST

OUR CURRICULUM APPROACH

2025

Presented By
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OUR CURRICULUM APPROACH

at Cascade Trust

Actions

We currently choose not to insist on a particular curriculum approach across all of our schools. Instead, we have developed a set of guiding principles with the aim of ensuring that every school is providing a high-quality curriculum for its pupils that is aligned with these principles.

In terms of content and coverage, all schools in our Trust are expected to offer a broad and balanced curriculum which includes the full National Curriculum suite of subjects and programmes of study as a minimum.

Where it is sensible and practicable to align approaches within certain subjects and aspects, we encourage schools to move towards this. However, there is no top-down standardisation of curriculum and we are mindful that the individual context of each school should be maintained.

Curriculum Leadership Group

We run a Curriculum Leadership Group within the Trust. This has representation from every school and provides a forum to enhance and enrich all our schools' curriculum provision through:

- Sharing current approaches to curriculum development
- Discussing and sharing effective strategies to address intent, implementation and impact
- Investigating evidence-based research and exploring new initiatives
- Working together to establish a set of shared Trust principles for effective curriculum design and implementation
- Providing a springboard for action research initiatives and cross-school collaboration
- Undertaking reflective and evaluative activities linked to monitoring the impact of our work over time.

CURRICULUM PRINCIPLES

at Cascade Trust



Tailored Approach

Each school's curriculum is specifically tailored to the needs of its children.

Skills Progression, Sequencing & Engagement

The intent of each school's curriculum is underpinned with clear skills progression and knowledge that builds on prior learning, is coherently planned and sequenced and uses strategies, including relevant cross-curricular links, to enable high levels of engagement that encourage 'stickability.'

Flexibility

An open-minded and flexible approach is taken to timetabling – enabling immersion in a topic when this will enrich the curriculum experience and learning for pupils.

Inclusive

Each school's values and children's social, emotional and spiritual development are embedded and threaded through inclusive curriculum provision

Modelling & Scaffolding

There is a clear emphasis on the importance of modelling, scaffolding and a strong feedback loop to enable pupil progress and an understanding that this may differ across subject areas and according to individual pupil needs.

Continuous Improvement

A culture of continuous improvement means that sufficient time is given for high-quality implementation of new curriculum initiatives or approaches, based on evidence and research, with regular reviews to monitor progress and impact.

Oracy rich curriculum

Speaking and listening skills permeate through each school's curriculum, allowing children to share and discuss their learning to a range of audiences and for a range of purposes

Quality First Teaching

It is recognised and understood that good curriculum design rests on good teacher development and therefore CPD around 'Quality First Teaching' is given a high priority. Staff are given time to discuss and reflect to deepen subject knowledge, enabling them to embed their understanding of core and hinterland knowledge and skills needed in different subject areas.

Meaningful Assessment

Curriculum implementation is underpinned by strong assessment processes.



CURRICULUM NETWORKS

at Cascade Trust

Actions

Our subject networks support the Trust's curriculum principles and aim to support high quality curriculum planning and delivery. We aim to provide opportunities for all teachers who lead subjects in their school to be part of a Trust curriculum network. Network groups share resources, planning and pedagogy, with the majority of subjects also having regular professional development meetings. We believe that no subject leader should feel isolated or without support.

We aim to:

- Prioritise those subjects / aspects where there is less expertise or teacher confidence across the Trust or where cross-Trust working has not yet been established
- Align end-of-year expectations (knowledge and skills) across subjects;
- Share 'intent' rationale / planning across subjects
- Develop subject knowledge across subjects, with a focus on foundation subjects
- Use skilled practitioners, lead teachers, outside agencies, subject associations to provide professional learning for teachers
- Put in place a platform for sharing documentation and resources
- Ensure every foundation subject teacher and subject leader has a strong model of planning and assessment that they can draw on.

Currently we run our own networks in the following subjects/aspects: Computing, DT, DSLs, English, Early Years, Geography, History, Inclusion/SEND, PE, Maths, Music, Science, Trauma Informed and Wellbeing.



ASSESSMENT

at Cascade Trust



Actions

Our Trust schools are moving to an aligned assessment system where there is more commonality of expectations of what children should be able to do, know and remember at the end of each year in each National Curriculum subject.

SIMs and Insight is used as the Trust-wide MIS (Management Information System) and data tracking system; this allows schools to enter information as regularly as they wish, using summative and/or formative tracking, in order to monitor the progress of pupils and groups of pupils across both core and foundation subjects. Insight also provides Trust-wide information so that the central team can target school improvement resources quickly and effectively.

We are determined to keep teacher workload manageable and summative assessment meaningful. Therefore, schools are asked to submit termly, teacher-assessed information on each pupil in reading, writing and mathematics.

Standardised assessments enable teachers to identify gaps in pupils' learning, support the judgements made by teachers and provide comparative tracking data across the Trust. Cross-school moderation of writing takes place on a termly basis within, using Trust-wide criteria.