CELT ENTITLEMENT
Curriculum Strategy
Volume 5

(First Edition 2026)

PRIMARY CURRICULUM

Precision design and inclusive enactment

Our CELT Curriculum

Our Curriculum Chronicle establishes how we design, resource and implement an ambitious, inclusive and coherent all-through curriculum for every learner, in every school.

It translates CELT Strategic Goal 2 into practical expectations: through collaboration, we create a shared educational entitlement rooted in equity, joy and ambition for all learners. Our approach is designed to ensure that curriculum is not left to chance or variation, but is deliberately sequenced, knowledge-rich, inclusive and responsive to the communities and learners we serve.

Through the CELT InSYNC Curriculum, shared curriculum resourcing, high-quality pedagogy, strong foundations and thoughtful adaptation for learners with SEND and wider vulnerabilities, we aim to secure exceptional learning experiences across all phases. This framework provides the common language, structures and responsibilities needed to strengthen curriculum quality, reduce workload, support professional collaboration and ensure that 100% of learners benefit from the full richness of the CELT entitlement.

Our Curriculum Chronicle is fully aligned with the **CELT Learning Chronicles** by ensuring that curriculum design and classroom enactment work together to secure high-quality, inclusive and responsive learning for every learner.



CELT Learning Chronicles

When designing our curriculum we also ensure it builds a sense of belonging for our learners, driving engagement and attendance, set out in our **CELT Belong Chronicle**. It is also essential that our curriculum builds on Strong Foundations of Reading, Writing, Mathematics, Communication and Executive Function, set out in our **CELT Strong Foundations Chronicle**. Our Curriculum should meet the needs of all learners inclusively and ambitiously as outlined in our **CELT Equity Chronicle**.



CELT Belong Chronicle



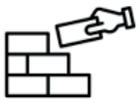
CELT Strong Foundations Chronicle



CELT Equity Chronicle

Our Primary Curriculum

The 13 Curriculum Design Principles guide the design, sequencing and ongoing refinement of our primary curriculum. They ensure that curriculum decisions are research-informed, subject-specific, knowledge-rich and ambitious, while remaining inclusive, responsive and rooted in the learners and communities we serve. The principles work together rather than in isolation and are enacted in service of our five Curriculum Aims.

						
Research-Informed	Subject-Specific & Disciplinary	Built on strong foundations.	Sequenced, Connected & Progressive	Generative	Ambitious & supportive	
						
Enriched by experiences	Rooted in story	Knowledge-Rich & Skills-Focused	Vocabulary-& Oracy-rich	Responsive & Evolving	Inclusive	Representative

Our five Curriculum Aims define what we want our curriculum to achieve for every learner. Our 13 Curriculum Design Principles define how we design the curriculum to achieve those aims. Together, they provide a shared framework for curriculum decision-making across our primary schools, while preserving the distinctive character of each subject and school.

 Happy & Healthy	 Prepared for the future	 Global Citizens	 Inspired to Learn	 Creative Thinkers
With strong physical and mental wellbeing, positive relationships, self-regulation, and a sense of safety & belonging.	Equipped with the knowledge, skills and dispositions needed for the next stage of education and beyond.	Informed, responsible and respectful of others, with an understanding of sustainability, diversity, and the wider world. Good citizens of strong character who value difference.	Curious, motivated, and engaged, with a love of learning and reading that extends beyond the classroom.	Able to think deeply, critically, and imaginatively, and to approach problems with confidence and originality.

The following pages bring each of our five Curriculum Aims to life, exemplifying how they shape curriculum design, learning experiences and the knowledge, skills and dispositions we seek to develop in every learner.

CURRICULUM | Our Primary Curriculum Aims

Happy & Healthy

We believe children learn best when they are happy, healthy and feel a strong sense of belonging. At CELT, learning is joyful, challenging and curiosity-driven, with classrooms where every child feels safe, valued and motivated to succeed. We recognise that wellbeing is fundamental to achievement, so we nurture children's physical health, mental wellbeing, confidence and resilience, helping them to develop positive relationships, a strong sense of self and a lifelong appreciation of healthy, balanced living.

How do we achieve this?

- Create joyful, engaging and curiosity-driven learning experiences that inspire children to learn.
- Foster safe, inclusive classrooms where every child feels known, valued and supported.
- Prioritise children's physical health, mental wellbeing and emotional development across all aspects of school life.
- Provide rich opportunities for play, creativity, movement and connection with the natural world.
- Develop resilience, confidence and independence through meaningful challenge and supportive relationships.
- Enrich learning through the CELT Experience Offer, providing opportunities for:
- academic enrichment
- sport and physical activity
- life skills
- civic engagement
- the arts and culture
- nature and adventure
- keystone experiences that broaden cultural capital.
- Encourage healthy lifestyles and positive habits that promote lifelong wellbeing.
- Foster a connection to the natural world and develop children's understanding of sustainability and environmental responsibility.
- Value childhood by protecting time for play, exploration, relationships and joyful experiences, recognising every child's right to a happy childhood.

DfE EYFS Framework

DfE Reading Framework

EEF Improving Literacy in Schools

Voice 21 Oracy Framework

DfE National Curriculum

CELT Strong Foundations Chronicle

Prepared for the Future

We aim to develop learners who are equipped with the knowledge, skills and confidence they need to thrive in an ever-changing world. Through our ambitious, research-informed curriculum, we prepare children for their next stage of education while laying the foundations for lifelong learning, future employment and active participation in society. By fostering aspiration, resilience and adaptability, we enable every learner to lead a life of choice and opportunity.

How do we achieve this?

- Deliver an ambitious, research-informed curriculum aligned with the National Curriculum, Curriculum and Assessment Review, and DfE guidance.
- Provide carefully sequenced, interconnected programmes of study that build knowledge, skills and understanding progressively over time.
- Secure strong foundations through the explicit teaching of core concepts that are revisited and deepened throughout the curriculum.
- Set consistently high expectations while providing appropriate scaffolds, support and challenge so that every learner can achieve their potential and become increasingly independent.
- Equip learners with essential life skills, including digital literacy and financial literacy.
- Broaden aspirations by exposing learners to a wide range of careers, pathways and future opportunities.
- Develop the resilience, independence and problem-solving skills needed for lifelong learning and employment.
- Continually review and evolve the curriculum to reflect the needs of our learners, our communities and an ever-changing world.
- Inspire ambition and equip learners with the knowledge and skills to lead lives of choice, opportunity and success.

Links to wider CELT Entitlement Strategies

Our **Strong Foundations Chronicle** sets out key reading, writing, mathematical, communication and executive function foundations that learners should achieve, mapped across their journey. Our curriculum should be linked to these foundations and ensure keep up strategies are embedded into our planning, as well as our early identification assessments.



CELT Strong Foundations Chronicle

CURRICULUM | Our Principles

Global Citizens

We aim to develop learners who understand their place in the world and are prepared to make a positive contribution to their communities and beyond. Our curriculum nurtures respectful, compassionate and responsible citizens who value diversity, embrace different perspectives and recognise their responsibility to care for people and the planet. By celebrating both local heritage and global cultures, we encourage children to think globally, act ethically and contribute positively to an increasingly interconnected world.

How do we achieve this?

- Develop children's character, citizenship and life skills alongside academic learning.
- Teach learners to be respectful, kind and responsible members of modern society.
- Foster empathy, ethical awareness and an understanding of fairness, equality and social responsibility.
- Promote sustainability and environmental stewardship through meaningful learning experiences.
- Celebrate our Cornish and British heritage while valuing the diverse backgrounds and cultures of our learners.
- Provide opportunities to explore a wide range of cultures, perspectives and lived experiences from around the world.
- Help children understand their role within their local community and the wider global community.
- Create opportunities for civic engagement, community involvement and real-world learning.
- Encourage learners to appreciate diversity, challenge stereotypes, think critically about global issues and act responsibly as citizens of the world.
- Promote equality, equity and inclusion so every learner feels valued, represented and able to thrive.

Links to wider CELT Entitlement Strategies

Our Belong Chronicle establishes the importance of an Irresistible Curriculum, which build a sense of future focused purpose and an authentic sense of belonging.



Our CELT Futures Strategy establishes the importance of embedding future pathways and careers in the curriculum.

CELT Futures Strategy

CELT Belong Chronicle

CURRICULUM I Our Principles

Inspired to Learn

Inspired to Learn - We aim to develop learners who are inspired to be lifelong learners. Learning at CELT is rooted in curiosity, story and meaning. Because memory privileges story, it lies at the heart of our curriculum design, alongside vocabulary and oracy. Our curriculum fosters a lifelong love of learning and reading, encouraging children to ask questions, make connections and engage deeply with ideas. Our classrooms promote imagination and wonder, ensuring learning is engaging, purposeful and memorable. Children are inspired to see themselves as capable learners who are curious about the world and confident to explore it.

How do we achieve this?

- Design learning around curiosity, story and meaningful experiences that make knowledge memorable.
- Place reading at the heart of the curriculum, fostering a lifelong love of books, language and learning.
- Develop rich vocabulary and strong oracy skills so that learners can think deeply, communicate confidently and engage with increasingly complex ideas.
- Create engaging, purposeful and memorable learning experiences that inspire curiosity and sustained interest.
- Encourage children to ask questions, investigate ideas and make connections across subjects and experiences.
- Promote imagination, creativity and a sense of wonder through high-quality teaching and enriching experiences.
- Build learners' confidence, resilience and independence so they see themselves as capable, successful learners.
- Foster a culture where curiosity is celebrated, mistakes are viewed as opportunities to learn, and every child is encouraged to continue learning throughout their lives.

Links to wider CELT Entitlement Strategies



The **Connect** phase sets a purposeful tone and creates a safe, welcoming environment for learning. It launches learning with immediate purpose and cognitive activation.



The **Generate** phase nurtures learner ownership and pride during application. Learners engage deeply with tasks that challenge and extend their thinking.



The **Inspire** phase energises learners and secures full engagement for new learning. Teachers expertly deliver content that deepens understanding with clarity, precision and confidence.



The **Empower** phase develops learner confidence, independence and resilience. Learners take charge of their progress through purposeful reflection and guidance.

CURRICULUM | Our Principles

Creative Thinkers

We aim to develop learners who think critically, solve problems creatively and approach new challenges with confidence. Through a curriculum that reflects the unique ways of thinking within each subject, children develop the knowledge, skills and habits of mind needed to analyse, question, create and innovate. We nurture independent, reflective learners who are empowered to discover their strengths, pursue their passions and shape fulfilling lives of their own choosing.

How do we achieve this?

- Teach the distinctive disciplinary knowledge and ways of thinking within each subject, enabling children to work as artists, scientists, historians, geographers, theologians, writers, mathematicians, programmers and designers.
- Provide regular opportunities for learners to think deeply, critically and creatively across the curriculum.
- Encourage children to question, analyse, evaluate and justify their thinking.
- Use imaginative teaching, rich learning tasks and meaningful challenge to develop creativity and intellectual confidence.
- Foster problem-solving, innovation and the ability to generate and refine original ideas.
- Develop independence, resilience and reflective thinking so learners are confident to persevere through challenge.
- Help every child discover and develop their individual strengths, talents and passions.
- Create a culture where creativity, curiosity, pride and thoughtful risk-taking are celebrated.
- Prepare learners to apply their knowledge and creativity to real-world challenges, enabling them to lead purposeful lives and make meaningful contributions to society.
- Create regular opportunities for learners to explain, debate and respectfully share their ideas and opinions.

Links to wider CELT Entitlement Strategies

Our Equity Chronicle establishes that a high-quality curriculum is the most effective way to improve outcomes for all learners, especially those with SEND. Curriculum plans are ambitious, inclusive and responsive to diverse needs. We design our curriculum to be inclusive and ambitious as this is the greatest lever for improved achievement for all.

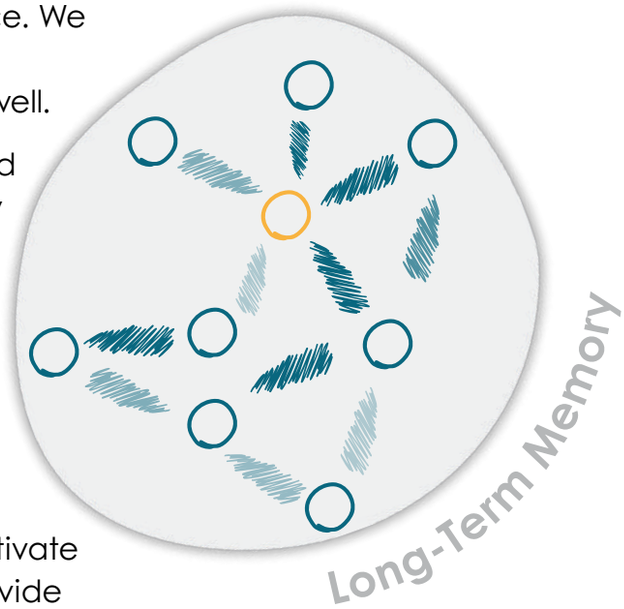


CELT Equity Chronicle

CURRICULUM | Cognitive Science

Design informed by Cognitive Science

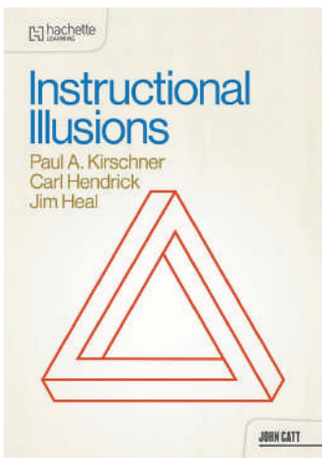
Learning is a change in long term memory, and is the ultimate goal of any curriculum sequence. We must therefore understand how long term memory develops to design our curriculum well.

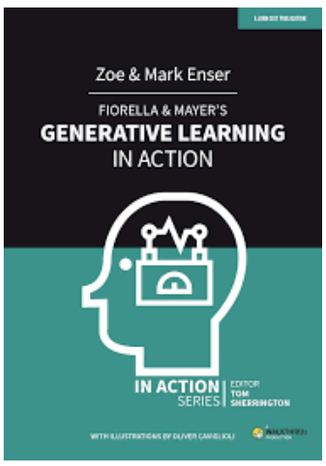


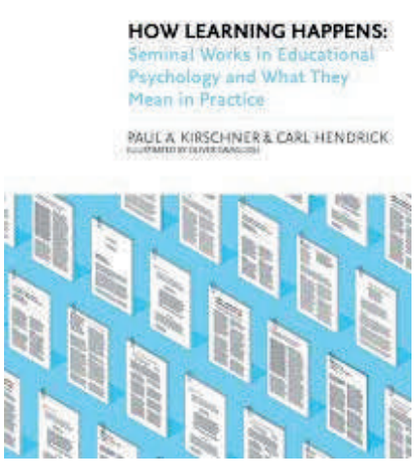
In cognitive theory, **a schema** is an organised structure of knowledge in long term memory that helps learners make sense of new information by connecting it to what they already know. In curriculum design, this means that new knowledge should not be treated as isolated facts, but as nodes of information that need to be deliberately connected to existing knowledge. When teachers sequence knowledge carefully, activate prior learning, use retrieval practice and provide repeated opportunities for rehearsal, learners are more likely to strengthen these connections and build secure, usable understanding over time.

Evidence Base

Our approaches to Cognitive Science and Curriculum and Pedagogy are grounded in evidence.

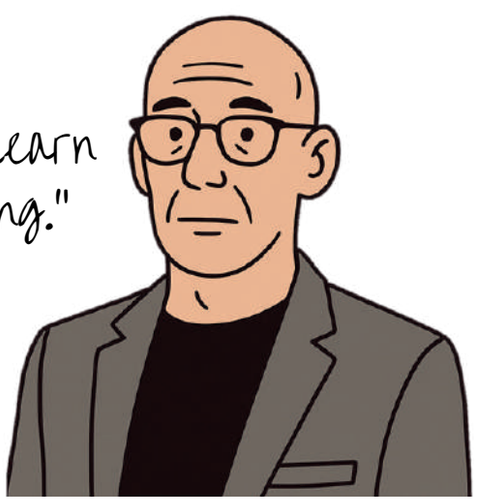






"Students don't learn by doing; they learn by thinking about what they are doing."

Paul A. Kirschner

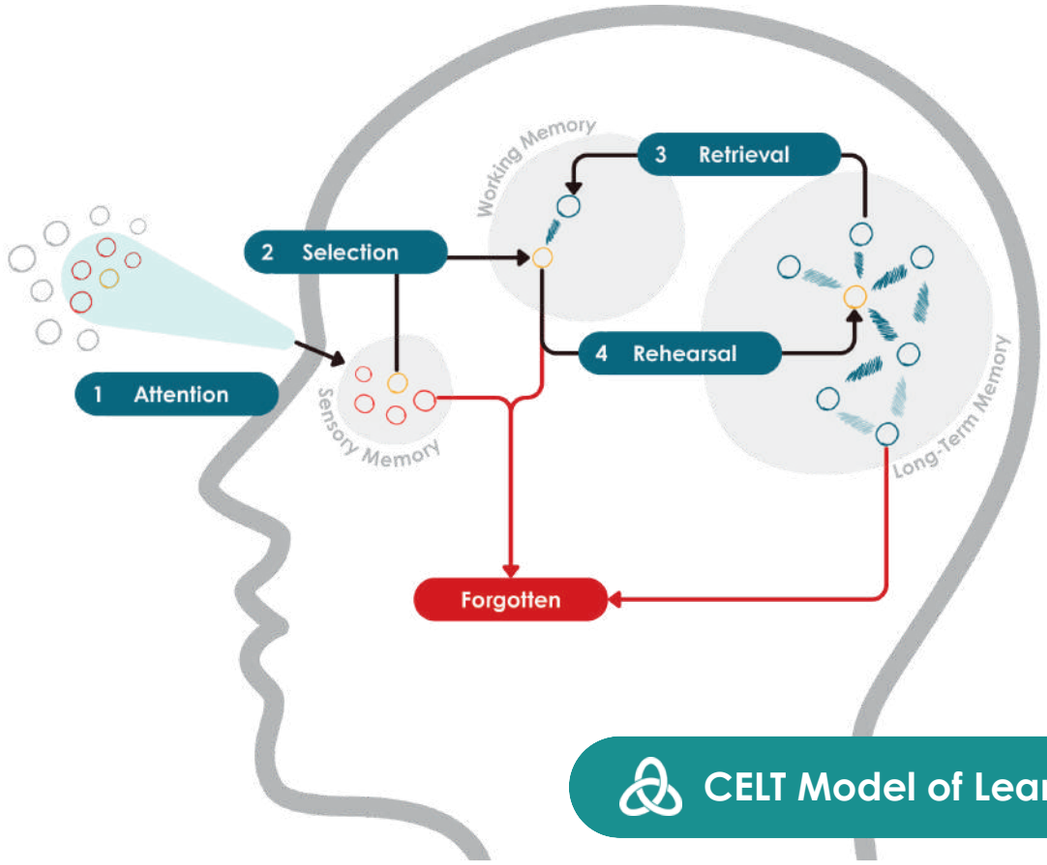


CURRICULUM | Cognitive Science

How do we build long term memory?

Our model of learning provides a shared mental model for how learners attend to, process, remember and apply new knowledge. It reminds us that learning is not simply the completion of tasks, but the successful movement of knowledge from attention, through working memory, into long term memory. This cognitive science approach informs how we design curriculum: the precision sequencing of knowledge, the careful planning of explanations and resources, the deliberate use of retrieval and rehearsal, and the responsive teaching approaches that help learners strengthen schema over time.

1 Attention	Learners' attention is on intended learning and other sensory information
2 Selection	Information is stored in working memory, when sufficient attention is given to it. Information learners don't pay attention to is forgotten
3 Retrieval	Existing related schema and nodes of information are retrieved from long-term memory to enable new information to be linked to existing schema
4 Encode	Schema are rehearsed through generative tasks to encode learning in long term memory



CELT Model of Learning

CURRICULUM | Cognitive Science

Schemas of Knowledge

Understanding schema is essential to curriculum design because learners make sense of new knowledge by connecting it to what they already know. A well-designed curriculum therefore does more than introduce content; it deliberately builds, connects and strengthens knowledge over time. By considering learners' **personal**, **social**, **event** and **academic** schema, curriculum leaders can sequence learning carefully, activate prior knowledge, anticipate barriers and teach vocabulary explicitly. This helps learners develop secure, connected understanding that can be remembered, applied and built upon in future learning.

Personal Schema

The knowledge learners hold about themselves, their identity, their experiences and their sense of capability. These schemas influence how learners interpret new learning, how confident they feel, and how they respond to challenge.

Social Schema

The knowledge learners hold about people, relationships, roles, communities and social expectations. These schemas help learners interpret social situations, understand different perspectives and make sense of human behaviour.

Event Schema

The knowledge about how events, routines or processes usually unfold. These are sometimes described as scripts: for example, what happens during a debate, a scientific investigation, a historical revolution, a story structure or a classroom routine.

Academic Schema

The organised subject knowledge, concepts, vocabulary and disciplinary understanding learners build through the curriculum. This includes knowing facts, how ideas connect, how experts in that discipline think, question, argue, investigate or create.

Prior Learning Deficits

Deficits in prior learning can make it harder for learners to connect new knowledge to existing schema. This is particularly important for learners with SEND, those from under-resourced backgrounds and those with wider vulnerabilities, who may have gaps in vocabulary, background knowledge, fluency or previous curriculum access. Curriculum design must therefore anticipate these barriers rather than respond to them too late. By identifying the prior knowledge learners need, teaching key vocabulary explicitly, revisiting essential content and providing carefully planned support, we help learners strengthen their schema and access ambitious learning without lowering expectations.

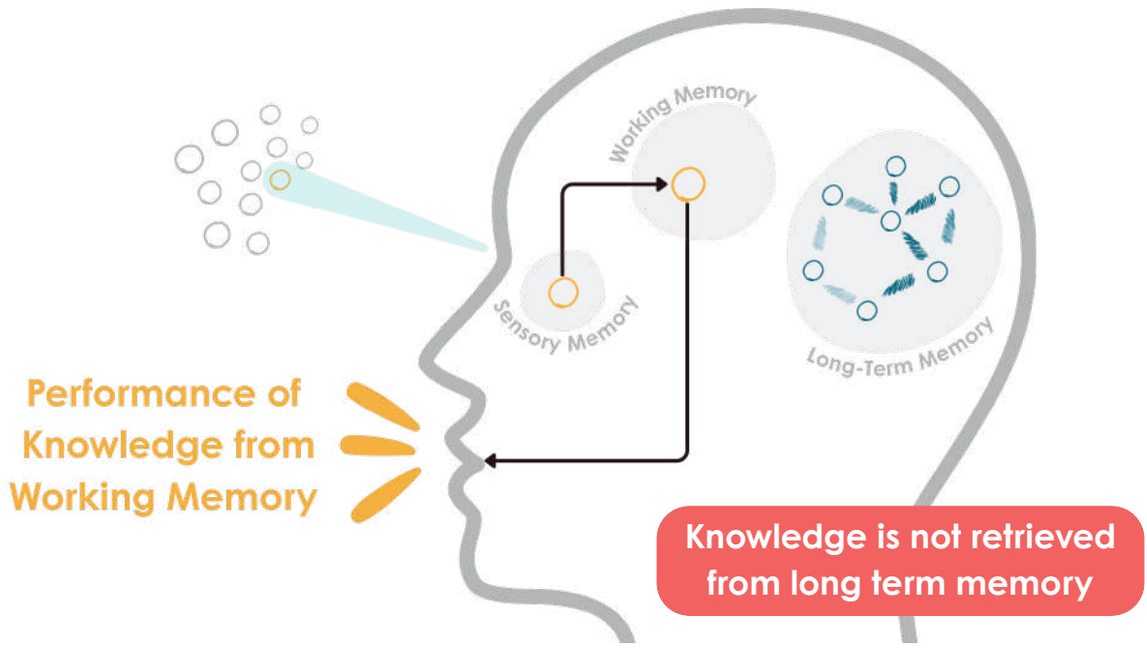
What does this inform?

Understanding the types of schema learners hold, and how they support future learning, **informs curriculum sequencing**. It ensures we make **no assumptions** and **support learners with gaps** to develop rich schema.

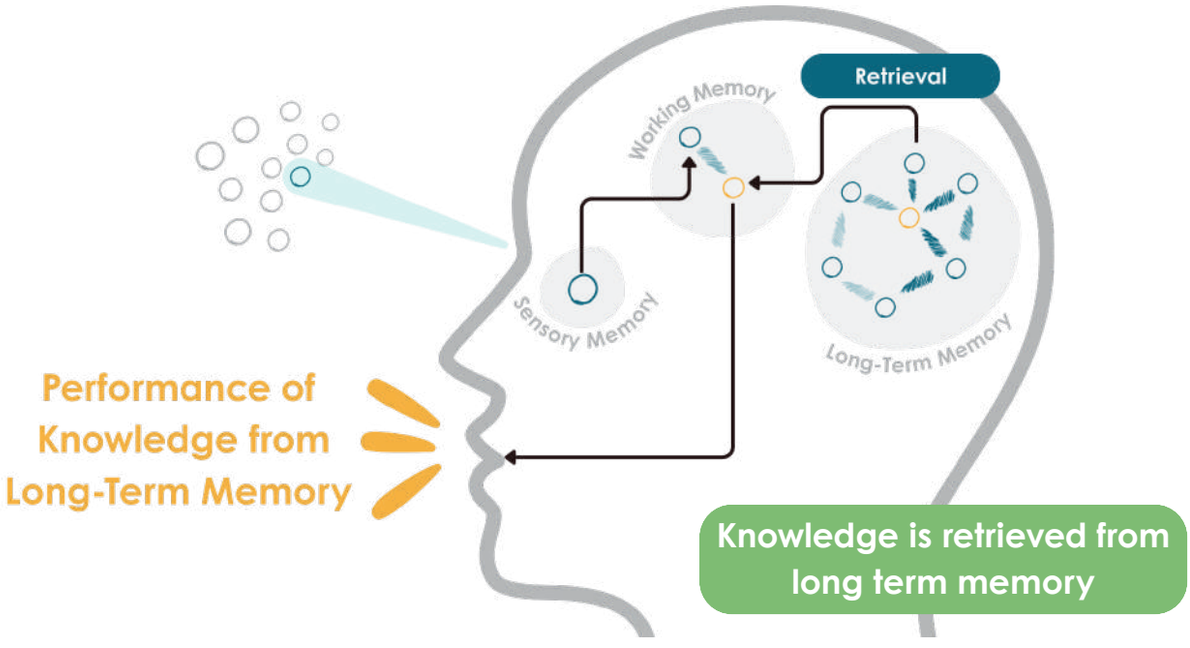
CURRICULUM | Cognitive Science

Performance vs Learning

Performance is what learners can show in the moment, often when information is still active in working memory. During lessons learners may demonstrate performance, supported by recent explanations, prompts, models, scaffolds or cues. In this state, learners may appear successful because the knowledge is immediately available, but it may not yet be securely learned and encoded in long term memory.



Learning is different: it occurs when knowledge has been encoded into long-term memory, connected to existing schema and can be **retrieved**, used and applied later with increasing independence. This distinction matters because curriculum design must not mistake immediate performance for durable learning. To move knowledge from short-term performance into long-term learning, teachers need to plan for attention, retrieval, rehearsal, generative deliberate practice and opportunities for learners to connect new knowledge to what they already know.



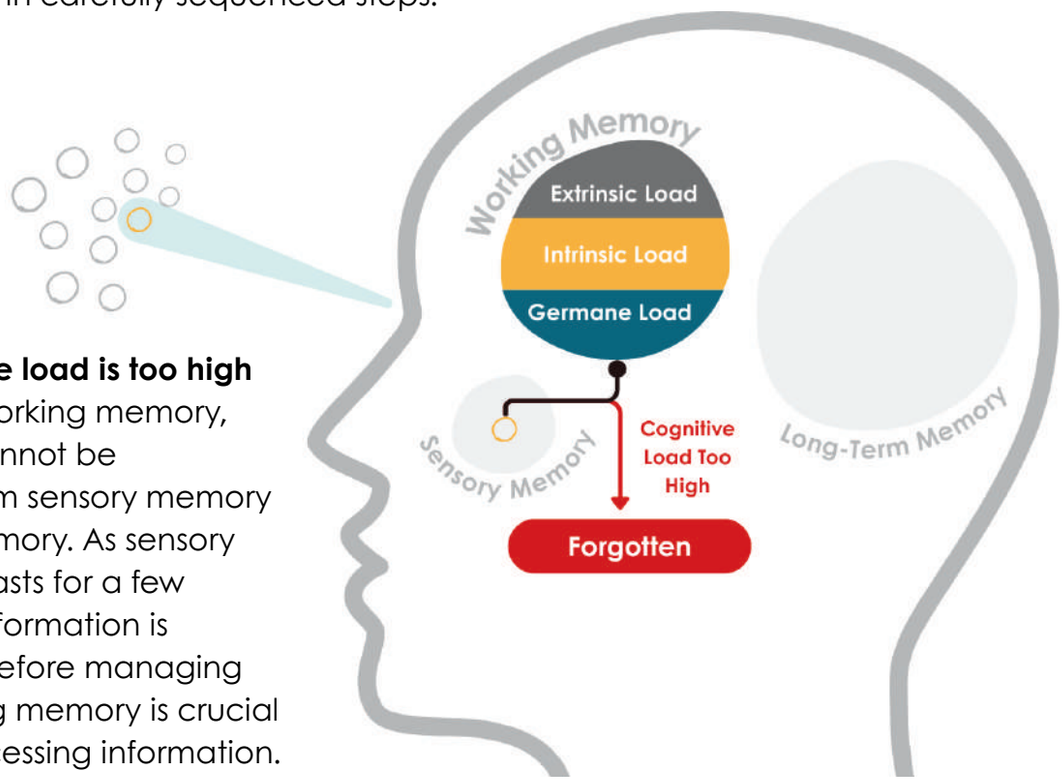
What does this inform?

Understanding the difference between learning and momentary performance informs our curriculum through **generative task design** and approach to **checking understanding** in lessons

CURRICULUM | Cognitive Science

Cognitive Load Theory

Cognitive load refers to the amount of mental effort placed on **working memory** during learning. Because working memory is limited, learners can become overloaded when too much new information, unclear explanation or unnecessary complexity is introduced at once. Curriculum design must therefore support learners to focus on the most important knowledge, reduce distractions and build understanding in carefully sequenced steps.



When **cognitive load is too high** in a learners working memory, information cannot be transferred from sensory memory to working memory. As sensory memory only lasts for a few seconds the information is forgotten. Therefore managing load in working memory is crucial to learner processing information.

Types of Load and Managing Them

Intrinsic Load

The natural difficulty of the learning itself. It can be managed by sequencing knowledge carefully during the lesson, breaking complex ideas into smaller steps through **metacognitive modelling**, **reconnecting** prior knowledge and building from simple to more complex content.

Germane Load

The **useful mental effort learners** use to build connections and **strengthen schema**. It can be supported through retrieval practice, worked examples, rehearsal, questioning, deliberate practice and opportunities to apply knowledge in meaningful ways.

Extraneous Load

The unnecessary mental effort caused by unclear explanations, cluttered resources, confusing instructions or poorly designed tasks. It can be reduced by using clear models, concise resources, explicit instructions and removing distractions that do not support learning.

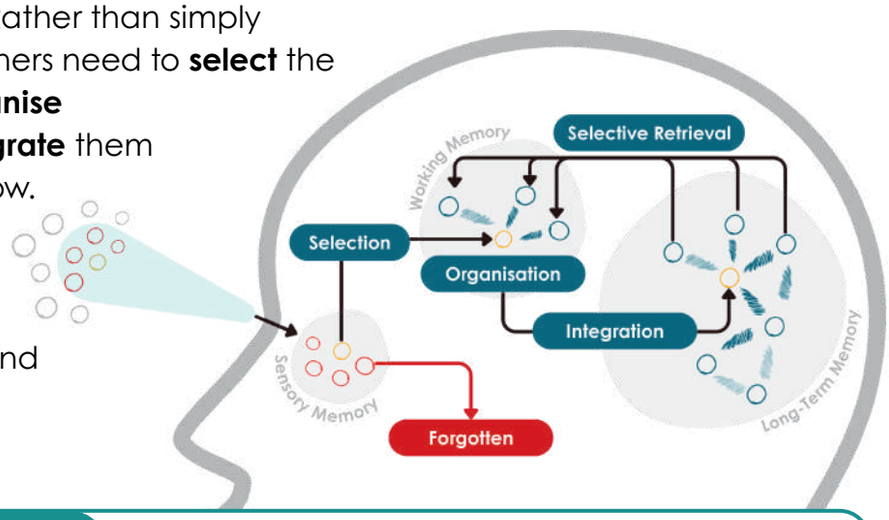
What does this inform?

Understanding cognitive load ensures the **sequencing of knowledge** during **expert exposition and modelling** is carefully considered. It also ensures our **resources are designed to minimise extraneous load.**

CURRICULUM | Cognitive Science

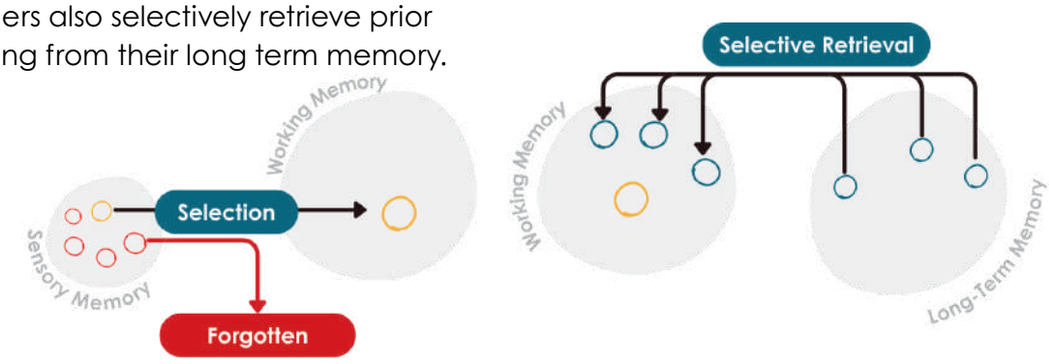
Generative Learning Theory

Generative learning theory focuses on the active mental work learners do to make sense of new knowledge. Rather than simply receiving information, learners need to **select** the most important ideas, **organise** them coherently, and **integrate** them with what they already know. This process strengthens schema and helps knowledge become more secure, connected and usable over time.



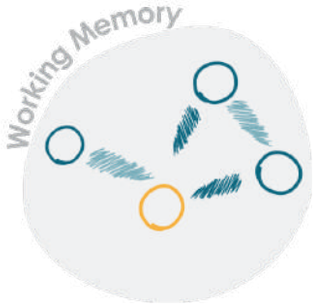
Selection

Learners first attend to and select the most relevant information from the learning environment. This requires teachers to direct attention clearly towards the intended knowledge and reduce distractions that may lead to overload or misunderstanding. Learners also selectively retrieve prior learning from their long term memory.



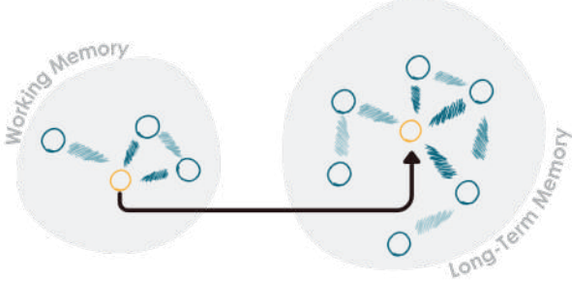
Organisation

In working memory, learners organise new and retrieved knowledge into a coherent structure. Teacher exposition and sequencing support effective organisation, along with active processing through generative task design. Learners mentally sequence information and think actively about connection to prior learning.



Integration

When new knowledge is successfully organised and connected to prior knowledge, it can be encoded into long-term memory as part of a stronger schema.



What does this inform?

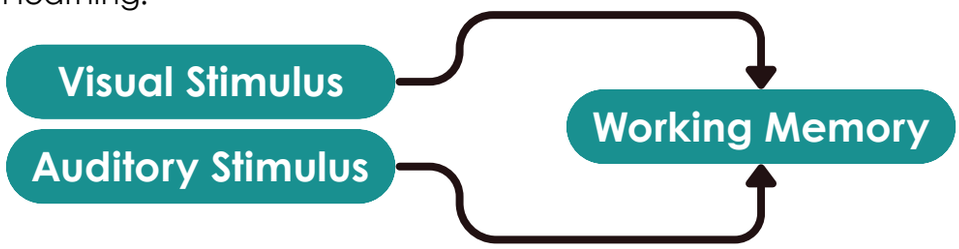
Understanding generative learning theory ensures our task design enables learners to think actively during deliberate practice and strengthens our focus our reconnecting with previous learning.

CURRICULUM | Cognitive Science

Dual Coding

Dual coding helps learners build understanding by combining words and visuals in a purposeful way. When diagrams, images, symbols, models or timelines are used alongside clear explanation, learners have more than one route into the same idea, making knowledge easier to understand, organise and remember.

In curriculum design, dual coding should not mean adding decoration or overloading resources with images. It means selecting visuals that clarify meaning, reduce unnecessary cognitive load and help learners connect new knowledge to existing schema. Used well, dual coding supports attention, explanation, retrieval and long-term learning.

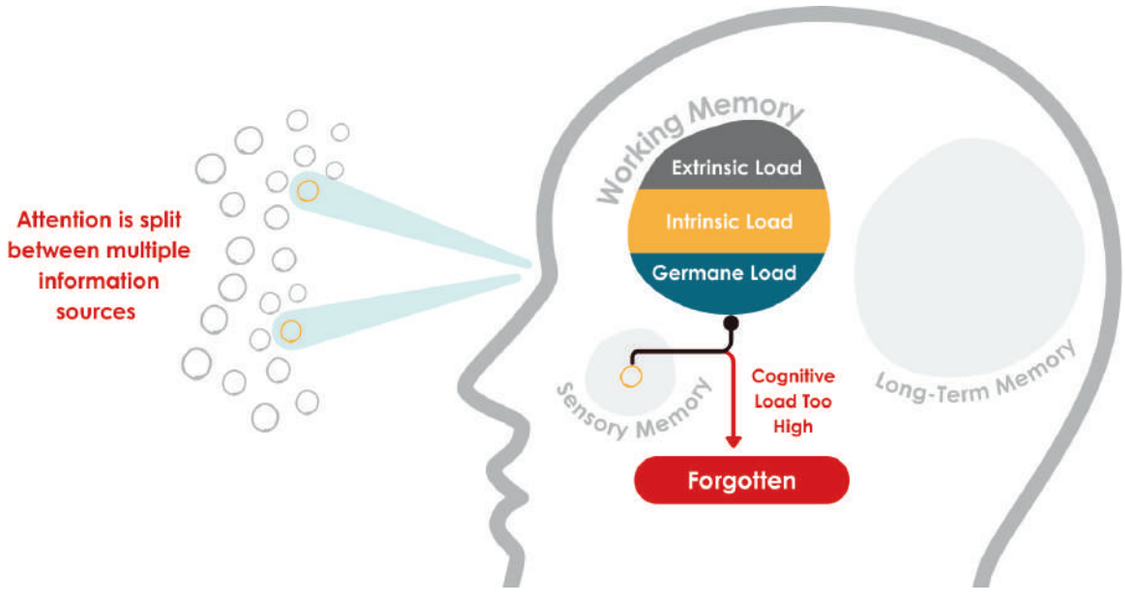


Split-Attention

Split attention happens when learners have to divide their attention between two or more sources of information that must be mentally integrated to understand the task. The split attention does not increase the cognitive processing of information, but instead makes the information hard to pay attention to. It can be a consequence of poor task design or poor use of dual coding. It increases the cognitive load of learners' working memory and also means learners are not clear what to pay attention to.

Common classroom examples:

- Instructions on the board & details buried in a worksheet.
- Diagrams on one page, explanations on another
- Word banks separate from the task
- Slides that explain one thing while the teacher says something slightly different.
- Success criteria listed far away from where pupils are working.



What does this inform?

Understanding dual coding ensures we design lesson resources with precise well considered visual imagery. Knowing the negative impacts of split attention means we streamline resources to maximise focus on learning.

Types of CELT Curriculum

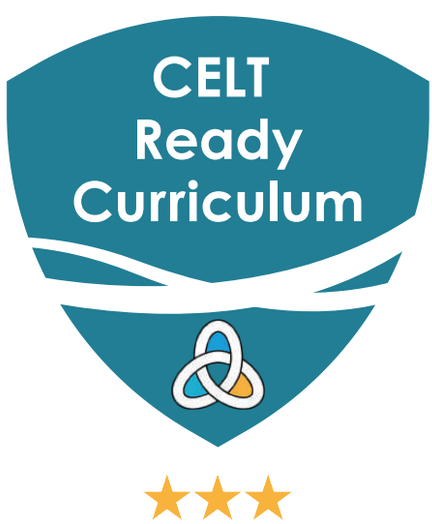
We have three parallel curriculum approaches, depending on phase, subject and year group. All curriculum, regardless of whether they are InSYNC, Ready or Legacy follow the guidance in our Curriculum Chronicle, and are delivered using strategies in the learning chronicles.



CELT InSync (Core and EBacc)

- Fully aligned, sequenced, planned and resourced curriculum used consistently across all our secondary schools following a phased roll out
- Fully integrated with CELT Entitlement framework
- Extensively quality assured and agreed by school leaders
- Directors of Subject lead implementation, assessment, review and improvement
- Fully aligned with our Curriculum Guiding Principles

High quality curriculum sequence	Medium Term Planning	Fully Resourced	Roll Out	Trust Wide Assessment	INSET Training
✓	✓	✓	Phased	✓	✓



CELT Ready (Core and Ebacc)

- Compiled for schools that have ineffective curriculum or gaps in resourcing and planning.
- Sequenced, planned and resourced curriculum.
- In line with CELT Entitlement framework using common language.
- To be utilised in schools where we have curriculum gaps / identified underperformance.
- Directors of Subject to support integration with legacy school curriculum.
- Sourced from existing school curriculum or external partners
- Will be phased out by the roll out of CELT InSYNC Curriculum

High quality curriculum sequence	Medium Term Planning	Fully Resourced	Roll Out	Trust Wide Assessment	INSET Training
✓	✓	✓	By need	✗	✗



School Legacy Curriculum

- Existing curriculums in schools.
- Sequenced and well planned with precision medium term planning.
- Will be phased out by the roll out of the CELT InSYNC Curriculum, in selected subject areas.

High quality curriculum sequence	Medium Term Planning	Fully Resourced	Roll Out	Trust Wide Assessment	INSET Training
By School	By School	By School	By School	✗	✗

CURRICULUM I Curriculum Standard

Precision Curriculum Documentation - Primary

High-quality curriculum design ensures that our shared curriculum entitlement is clear, coherent and consistently enacted across schools. It provides the bridge between curriculum intent and classroom practice, setting out what is taught, when it is taught, why it is sequenced in that way, and how teachers support learners to know more, remember more and do more over time. These standards are designed to support professional clarity, strengthen collaboration, and reduce unintentional variation.

Long Term Curriculum Overviews

Long-term curriculum overviews exist at both subject and year-group or class level. They provide leaders and teachers with a clear view of curriculum progression and sequencing within and across subjects, ensuring that learning is ambitious, well sequenced and aligned with the wider CELT curriculum entitlement.
Subject-specific long-term overviews reflect the disciplinary requirements of each subject, and all subjects include explicit vocabulary mapping.
Where mixed-age classes exist, subject- and class-specific overviews are organised as rolling programmes. These reflect the spiral nature of the curriculum, ensuring that knowledge and skills are deliberately revisited, developed and built upon over time.

Lesson Plans & Medium Term Overviews

Lesson Plans and Medium-Term Overviews translate the long-term curriculum overview into teachable sequences of learning. Medium-Term Overviews provide a clear overview of the lessons within each unit, alongside the precise knowledge learners will acquire in each lesson and how this builds sequentially. Lesson plans provide further detail about teaching and learning approaches, as well as the resources required to deliver the intended curriculum.
Together, these documents ensure consistency in the curriculum content and entitlement across schools and classrooms, while enabling teachers to adapt their teaching responsively to meet the needs of their learners.

Teaching Resources

Shared curriculum resources support teachers in delivering the curriculum with quality, consistency, and professional confidence. Resources are fully aligned to the curriculum sequence, reflect agreed subject-specific approaches, and support teachers in enacting the CELT Learning Chronicles approaches to pedagogy. High-quality shared resources reduce workload.

Assessment

Assessment is an essential part of curriculum enactment because it helps teachers understand what learners know, remember and can apply. Assessment is planned as part of the curriculum, not added separately after teaching. Shared assessments ensure all learners have their knowledge checked systematically. Our assessments follow an agreed set of standards, but contextualised to the subject discipline.

CURRICULUM I Curriculum Standard

Establishing our Common Standards and Template - Primary

Our common curriculum standard sets out the shared expectations that ensure every CELT curriculum is ambitious, coherent, inclusive and consistently high quality. It provides clarity for leaders and teachers while supporting professional judgement in how the curriculum is enacted for learners.

Common Curriculum Standards

These establish the expectations for high quality across the trust, phase or subject. Some standards apply across all phases and subjects and are set out in this chronicle. In some areas, such as resourcing, subjects/phases will set out additional standards which can be found outside of this chronicle.

Common Templates

These documents provide a framework for curriculum documentation to be complete. They are established in some cases as common templates which are to be used across all phases and subjects. In some cases, exemplars are provided but phases/subjects can create their own common template.

Curriculum Document	Common CELT Standards	Common Subject/ Phase Standards	Common CELT Template	Common Subject/ Phase Template
Long-Term Overviews	✓	✓		
Medium-Term Overviews and Lesson Plans	✓	✓		
Teaching Resources - PowerPoints	✓	✓		
Teaching Resources - Lesson Resources	✓	✓		
Assessment	✓	✓		
Homework	Priority for Sept 2027			

CURRICULUM I Curriculum Standard

Precision Curriculum Documentation - Primary

Curriculum planning is the foundation of exceptional learning. **Precise and detailed curriculum plans**, ensure students will receive the quality of education we expect. **Long and medium term planning, with exceptional resourcing are vital** in eliminating internal variation between teachers and classes except for bespoke provision. It should not matter which school a child attends, the year group mix within that class or which subjects they study, they should still receive the same quality of education. This section outlines our expectations regarding curriculum planning.

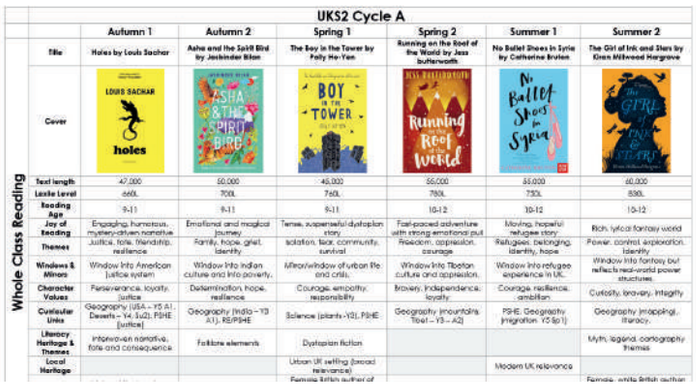
Long Term Curriculum Overviews - by year group

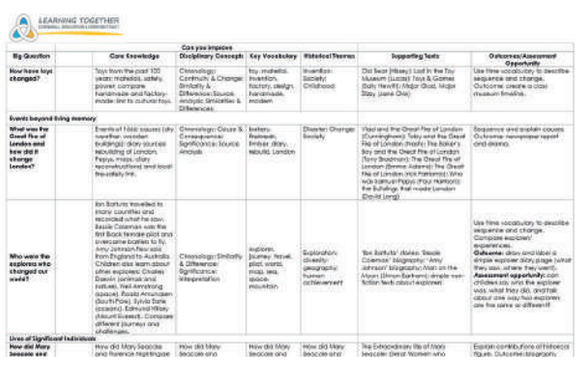
Curriculum leaders will ensure that each subject has a long-term curriculum overview which maps the coverage and sequential progression of each subject over Years 1- 6. This will build securely upon relevant subject-specific knowledge built in the early years where relevant. The format of this will be provided to each school but will reflect the needs of the subject discipline.

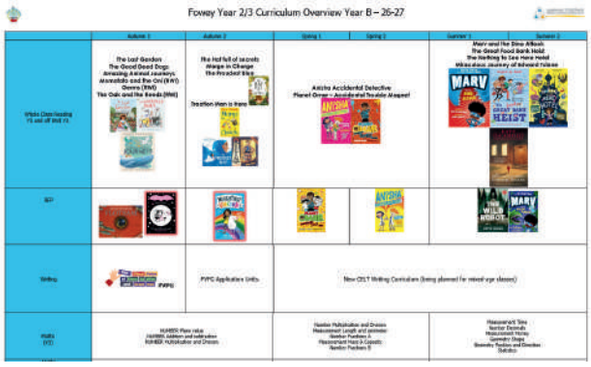
Senior leaders and class teachers will also ensure that there is a long-term curriculum overview for each year or, in mixed-age classes, class. This will be created in collaboration between subject leaders, class teachers and senior leaders.

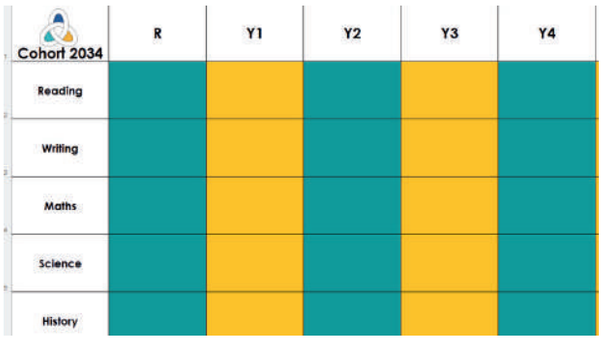
This document shows what each year group will study in the current academic year.

A separate assessment calendar exists for each year group.









Cohort Tracking Documents

We also expect each cohort to have a cohort curriculum tracking document showing the intended pathway for each year group for their own seven-year journey. This will ensure that all senior leaders, subject leaders and teachers understand the sequence of learning each cohort has experienced and can plan and sequence learning accordingly. Curriculum plans change, and we must keep a record of the journey each year group has taken, particularly for mixed-age classes.

CURRICULUM | Curriculum Standard

Medium-Term Planning

Detailed and thorough medium term planning clarifies what units of work are taught when, the sequences of learning and how they build on prior learning and built to future learner. We have clear expectations of what medium term planning and lesson planning should include as detailed below:

- Unit Titles and/or over arching questions which the unit will address.
- Learning is clearly broken down into a logical lesson sequence.
- Precise learning objectives, core knowledge, disciplinary knowledge and skills and vocabualrly to be delivereed within each lesson.
- Assessment Opportunities
- Resources required.

Lesson Plans

Lesson plans carefully identify the core knowledge, skills, and voacbularly to be taught; any misconceptions that may occur and how to overcome these; retrieval and reconnection opportunities,; and the suggested teaching and learning strategies to be employed during the lesson, as well as the resources required.

- Precise learning objectives, core knowledge, disciplinary knowledge and skills and vocabualrly to be delivereed within each lesson.
- The knowledge within each lesson is sequenced.
- Prior Knowledge to be 'retrieved or reconnected' at the start of each lesson or section of learning is identified clearly.
- The vocabulary to be explicity taught and the mechanisms for teaching this.
- Where appropriate, misconceptions are identified, and ways to overcome them are suggested.
- Generative learning tasks and assessment opportunities are planned for.
- Opportunities for Foundational skills development of writing, reading, mathematics and communication are identified.
- Where appropriate techniques, processes or methods students should know are explicit identified and how to teach them is detailed.
- Resources and suggested questions are listed.
- Suggested pedagogical strategies may be suggested.

Folder to Exemplar Materials & Templates

CURRICULUM | Curriculum Standard

Curriculum Resources | PowerPoints | Primary

PowerPoint resources should make learning clearer, not more complicated. Slides should support teacher explanation, direct learner attention to the most important knowledge, and reduce unnecessary cognitive load.

Accessible Design

Accessibility should not be an afterthought or an individual adjustment; it should be built into every resource as part of high-quality resource design.

Consistent Sans-serif Font Choice & Formatting

- Sassoon Infant CR for **Primary**
- Minimum **Font Size 20** on Slides
- **Left Align** Text
- Generous **Line Spacing 1.5**

High Contrast Text

- Dark Text on Light Background — Light Text on Dark Background
- **Only use Bold** text to highlight **Key Vocabulary** rather than different colours or *italics* or underlining
- Only use coloured text choices to link information - **avoid Red/Green**

Slide Backgrounds

- Use a Dyslexia friendly background colours as provided in slide templates
- Use only **Plain Backgrounds** - No Text over images or patterns

Consistent Design & Layout

PowerPoint resources should use a consistent slide layout that reflects the shared language and structure of the CELT Learning Chronicles. This helps learners recognise the purpose of each slide quickly, reduces unnecessary cognitive load and supports teachers to enact the curriculum as intended.

Consistent Layout of Slides

Expert Exposition

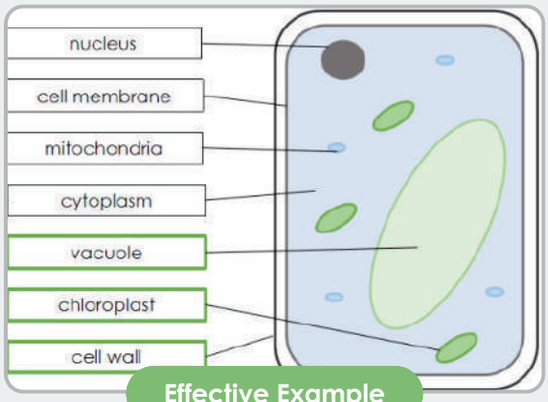
- Use **Learning Chronicles 'Slidecons'** to indicate the phase of the lesson
- Use **CELT Primary Visuals and Subject-Specific template slides for oracy tasks, 'Speaking like a', Subject Introduction Slides, Career Slides etc.**
- **Embed Visualiser** Camera into slides using cameo
- Repeat the **common slide layouts** - Modelling, Let's Do it Now, etc

CURRICULUM I Curriculum Standard

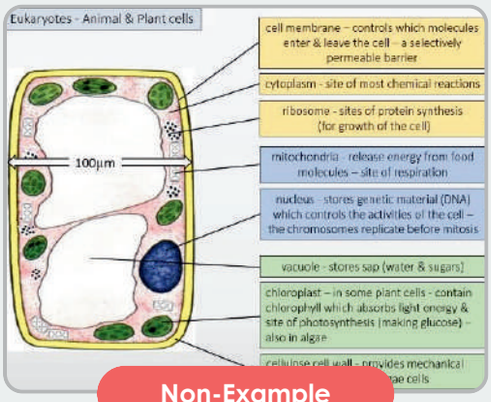
Use of Diagram and Images

Images, diagrams, icons, flow charts, timelines and models should be used when they help learners understand, organise or retrieve knowledge. Avoid decorative images that distract from the intended learning. Visuals should be large enough to see clearly and should be directly linked to the explanation or task.

- Select **diagrams** that **only include required information** for this lesson
- **Simpler diagrams** reduce extraneous cognitive load

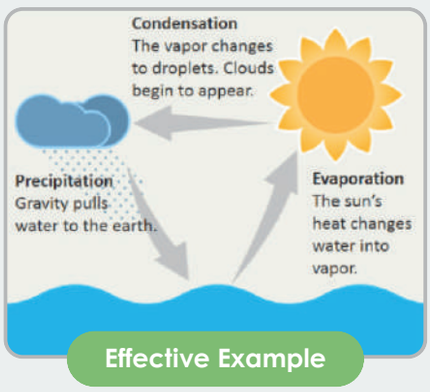


Effective Example

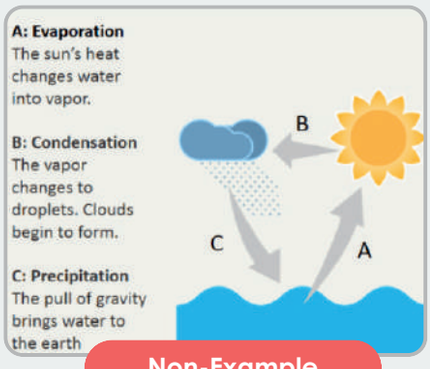


Non-Example

- Ensure **diagrams do no split attention** and reduce cognitive load



Effective Example



Non-Example

- Use **consistent diagrams for retrieval** & **unfamiliar diagrams for generative tasks**

Language and Vocabulary

Written text on PowerPoint slides should support teacher exposition or clarify instuctions for learners. It should be simple and clear for learners to follow.

- Use **short**, **direct sentences** and **clear instructions**.
- **Key vocabulary** is clearly identified where appropriate.
- Slides **use outline explanations**, don't replace full expert expositions.

CURRICULUM | Curriculum Standard

Curriculum Resources | Primary

Lesson resources are provided for most learning tasks to support staff and reduce workload but also to ensure the needs of all learners, and high-quality design principles have been considered in all materials provided to learners. These may require some adaptation to meet the needs of all learners, however, where this is the case, teachers should follow the guidance around resource creation provided below.

Lesson Resources

- Provide learners with essential texts, diagrams, instructions, vocabulary and models they may require.
- Support retrieval, rehearsal and independent study.
- Reduce reliance on copying from slides.
- Support scaffolding, annotation, discussion and generative tasks.
- Reduce workload for staff.
- Ensure clarity and accuracy of all learning tasks inline with the initial intent.

Exercise Books



- Provide a record of learners' thinking, practice and progress over time.
- Learners rehearse, apply and refine knowledge independently.
- Capture written work, problem-solving, explanations, responses and reflections.
- Support teachers to check understanding and respond to misconceptions.
- Capture how learners are developing fluency, accuracy and depth.

Accessible Design & Content

Accessibility should not be an afterthought or an individual adjustment; it should be built into every resource as part of high-quality resource design.

Consistent Sans-serif Font Choice & Formatting

- Sassoon Infant CR for **Primary**
- **Line numbers** for any text extracts
- **Font Size 11+** on Print Documents
- Larger Print Version may be needed
- **Left Align** Text
- **1.5 line spacing** for any text extracts

Content and Formatting

- **Simple Diagrams** that learners require are provided with **sufficient space for annotation**
- **Extracts of text** are provided with **key vexplained**
- Tasks which require learners to construct **tables are pre-printed** unless construction is the intended learning point.
- For writing tasks, **lines** are largely provided for anything beyond one- or two-word annotation to support strong foundations in transcription.
- **Word banks** and/or sentence stems are provided where spelling of complex vocabulary may provide a barrier.

Individual Subjects or Phases will set out additional standards for printed resources

CURRICULUM I Curriculum Standard

Curriculum Resources | Assessments

Assessment is an essential part of curriculum design and enactment. Its purpose is to help teachers understand what learners know, remember and can do, so that teaching can respond precisely and the curriculum can be refined over time. Assessment should be planned as part of the curriculum sequence, not added separately after teaching. It should check whether the intended knowledge has been learned securely, identify misconceptions and gaps, support retrieval and rehearsal, and provide leaders with insight into the effectiveness of the curriculum. Across CELT, assessment should be purposeful, proportionate and focused on improving learning.

Learning Cycles

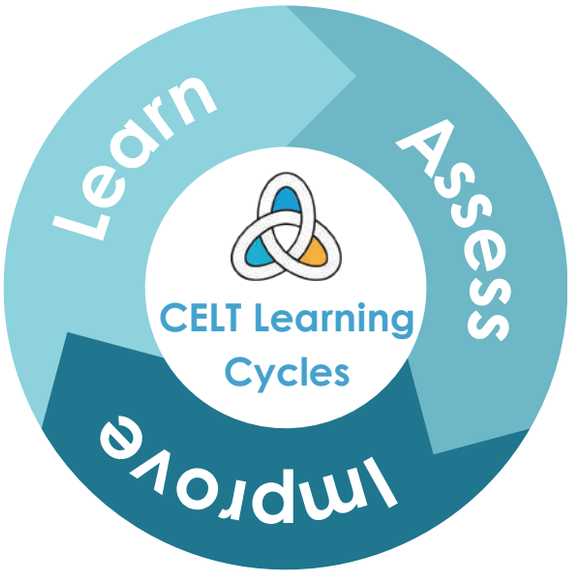
At CELT schools, the academic year is split into learning cycles, which are split into three phases:

Learn

Learners are taught new content during their lessons. Teachers will regularly check understanding and set specific homework tasks to support learning.

Assess

Learners sit standardised assessments in their lessons to check their knowledge of the content studied across the learning cycle, and relevant prior learning.



Improve

Gaps in learning identified from the QLA analysis of the assessment, assessment reports, tracking documents and pupil progress meetings will be re-taught by teachers, and learners will be given the opportunity to undertake specific and precise tasks to improve.

Links to wider CELT Entitlement Strategies

As set out in our Empower Learning Chronicle:



During the learn phase of our cycle, teachers will continually plan for opportunities to **Check for Understanding** and enact **Responsive Teaching** to ensure learners are successful. They will provide **Actionable Feedback** to the whole class and individual learners as appropriate in their Phase/School/Subject.

During the improve phase learners will have the opportunity to receive **Actionable Feedback** on the assessments they have taken and complete **Deliberate Reflection** focusing on the learning gaps. Teachers will **Celebrate Success** and encourage Learners to **Own It** when they need to improve.

CURRICULUM I Curriculum Standard

Curriculum Resources | Assessments | Primary

Assessment Design & Accessibility

Assessment Content and Design

- Check the **knowledge, vocabulary, concepts and skills** that have been explicitly taught and **identified in Medium Term Plans**. Content that has not been taught is not assessed.
- **Proportionate and timetabled not to create excessive workload for learners or staff**
- Assess content in the **most effective manner** for the subject, discipline or content being assessed.
  Multiple Choice, Extended Response, Calculations, Practical Assessment, etc
- Designed to **provide a normal distribution of scores**
- **Familiarise** learners with **future external assessments** (where appropriate) with similar question styles and formats.

Formatting - where CELT produced assessments

- Sassoon Infant CR for **Primary**

  Or the font choice of external examination boards or assessment providers
- **Font Size 11+** on Print Documents — Large Print Versions may be needed
- **Left Align** Text
- For CELT-wide assessments utilise the **CELT Assessment Cover Page**
- Questions should be **presented clearly**, with connected **content not being split** over multiple pages
- Answer **space must be sufficient** for learners to write full answers

Click here to view the **Assessment Calendar**

CURRICULUM | Curriculum Standard

Curriculum Resources | Assessments | Primary

Assessment Content

Reading

In Reception, assessment follows the 'Making a Strong Start' guidance. Learners are assessed weekly until half term, and then are assessed half-termly going forward until they complete the programme. Children below Ditty continue to receive weekly assessment and regrouping.

Reading Assessment for children off RWI follows a 3-part model:

Professional Listening – Teachers listen to every child read at the start of the year to build an accurate picture of fluency, automaticity, prosody and reading behaviours, identify necessary adaptations and inform provision; pupils at risk of falling behind continue to be heard at least weekly. This uses the Professional Listening Record and includes WCPM assessments for all learners as well as FFT and MDFS assessments for some learners.

Diagnostic Assessment & Progress Tracking – NGRT – NGRT provides standardised diagnostic and progress information for pupils who have completed phonics, identifying strengths and gaps in decoding and comprehension and informing targeted support; pupils significantly below age-related expectations receive further diagnostic assessment. This takes place in the Autumn and the Spring.

Standardised Outcomes & Test Familiarity – PIRA & SATs – Standardised assessments provide reliable attainment information and familiarise pupils with formal reading assessment: PIRA is used in the summer in Years 3–5, while Year 6 uses past SATs papers across the year to support assessment, familiarisation and preparation for statutory testing.

Writing

Writing assessment is ongoing across the year using the CELT-adapted Babcock-EGG Grids. In 26-27, we are trialling moving these grids to an AI platform to support teacher workload.

Maths

Maths assessments use the White-Rose end-of-term assessment materials in Autumn, Spring, and Summer for Years 3-6. WWN assessment protocols are currently being reviewed with maths leads and will be shared shortly.

Humanities

In KS1, assessments are built into the lesson structure and should be completed by all learners. Any knowledge gaps should be noted and revisited through subsequent reconnection tasks with inbuilt reteaching.

In KS2, all schools should conduct the summative quizzes either on paper or online. Schools may also choose to complete synoptic tasks. At least one, if not both, forms of assessment should be planned for. Any knowledge gaps should be noted and revisited through adaptations to future lessons.

Individual Subjects or Phases will set out additional standards for assessments.

CURRICULUM I Curriculum Implementation

Intellectual Preparation

A curriculum provides clarity and consistency about what should be taught. **Intellectual Preparation** ensures that teachers understand the knowledge, concepts and connections deeply enough to bring that curriculum to life for the particular learners in front of them. Teachers draw on their knowledge of the subject, pedagogy, prior learning and the learners in front of them to anticipate where understanding may break down and plan how they will explain, model, question, scaffold and respond.

Know the Curriculum

- Curriculum sequence
- Substantive, disciplinary and procedural knowledge from medium/short term plans
- National Curriculum or Qualification Spec.

Know the Learners

- EHCPs, SSPs and **Curate and Narrate** Information
- Parent, learner and other professional voice
- Experiences, relationships and understanding of learners

Know the Starting Point

- Prior learning and curriculum sequencing
- Detailed assessment information
- Potential gaps in knowledge or foundational skills

Lesson Context

Pedagogical Knowledge

Understanding of how to implement effective teaching. Supported by the CELT Learning Chronicles

Subject/Content Knowledge

Knowledge of the subject content learners need to understand. Supported by the Curriculum & Subject Development Meeting

Teacher Expertise

Intellectual Preparation Thinking

- Identify the knowledge, vocabulary and connections this lesson
- Consider the required prior knowledge needed for the lesson and how it will be **Reconnected** with
- Rehearse **Expert Exposition** or **Read to Learn** texts, considering the knowledge learners require
- Anticipate where **Faded Scaffolding** may be required to ensure all learners can be successful
- Select techniques and plan questions/opportunities to **Check for Understanding** & **Check for Engagement**
- Consider likely misconceptions and potential **Responsive Teaching**

CURRICULUM I Curriculum Implementation

Adjusting Teaching ➔ Adapting Curriculum

CELT Principles for Adjusting Teaching and Adapting Curriculum
We begin with the expectation that every learner accesses the full breadth and ambition of the curriculum. Where barriers arise, teaching is adjusted first through high-quality adjusted teaching and the strategies within the Learning Chronicles. Only where these adjustments are insufficient to provide equitable access should adaptation to curriculum content be considered.

An adapted curriculum remains an ambitious curriculum. Adaptation should make the smallest necessary change to curriculum content while maintaining connection to the universal curriculum and strengthening future participation.

Ambitious

- Every learner deserves access to a rich and meaningful curriculum.
- High expectations remain consistently high.
- Adjustments remove barriers rather than lowering aspirations.

Connected

Learning remains aligned with the universal curriculum, to ensure learners can access the totality of the curriculum and ensure all routes and transitions remain possible. As a baseline expectation, learners study the same:

- subjects disciplines
- concepts
- themes
- vocabulary
- texts
- disciplinary resources and facilities

Responsive

Curriculum decisions are driven by individual strengths, needs and aspirations. Adjustments may include:

- pace or additional scaffolding
- sequencing or reteaching of prior learning
- communication approaches
- sensory adaptations
- content prioritisation
- specialist interventions

Adjust Teaching First

What is the learner expected to know and be able to do?

What barriers prevent successful participation

Can adaptive teaching remove those barriers

If Not

Adapt Curriculum

What is the smallest curriculum adjustment that will enable success and provide equitable access?

How will this strengthen furthuer participation

CURRICULUM I Curriculum Implementation

We aim to use the smallest adjustment or adaptation needed to support successful access for all learners.

Magnitude of Adjustment or Adaptation

Adjusted Teaching

If learners are not yet successful in achieving the intended learning goals, adjustments to teaching are made to remove barriers and support access to the full curriculum as intended. Examples may include:

- Text read aloud
- Smaller steps in exposition
- Additional visual prompts
- Responsive teaching to gaps in knowledge
- Extended reteaching of key prior learning
- Additional pre-planned scaffolding or resource adjustments (same content)
- Deliberate practice tasks chunked into smaller sections (same content)

Adapted Curriculum

If learners are still not successful despite adjustments to teaching, the smallest necessary adaptations to the curriculum are made to enable successful and equitable access.

- Learners are provided with additional curriculum time or catch-up interventions
- Curriculum content prioritised - extended focus on core curriculum knowledge in medium term plans

As learners continue to access the same core curriculum content, they can work towards the same intended assessments, with the potential for adjustments to be reduced as they become increasingly successful and independent.

If learners are still not successful despite prioritised core content or additional intervention, further adaptations to curriculum content may be required.

- Core curriculum content is prioritised, meaning learners do not cover the full depth of curriculum. This should only be used in exceptional or specialist circumstances with the agreement of Headteachers.

Where adaptations change the intended core curriculum content, assessment should be appropriately aligned to the curriculum learners have been taught.

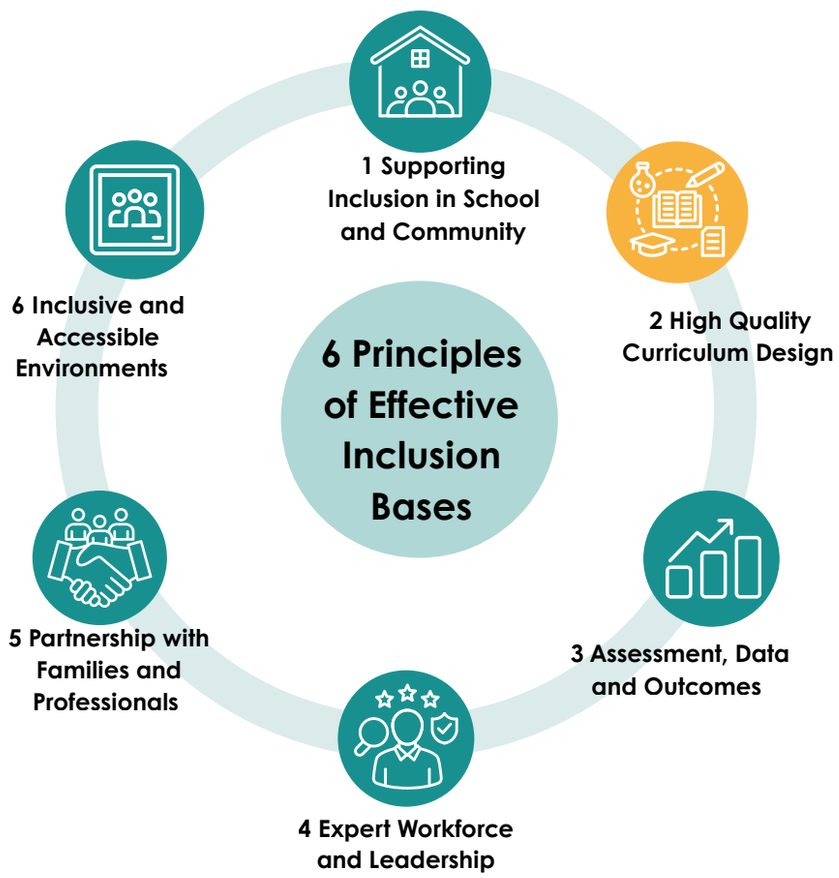
CURRICULUM I Inclusion Bases Curriculum

Inclusion Bases - High Quality Curriculum

High-Quality Curriculum Design

Learners access a broad, ambitious curriculum aligned with universal provision, with teaching and curriculum adjusted where necessary to remove barriers while maintaining high expectations. Curriculum planning balances breadth, purposeful prioritisation of key learning, appropriate adjustments and specialist support and intervention.

- **Broad and ambitious** – Every learner is entitled to a rich, meaningful curriculum with high expectations, whatever their starting point.
- **Aligned with universal provision** – Curriculum sequencing, concepts, texts, vocabulary and disciplinary knowledge remain connected to the universal curriculum wherever appropriate.
- **Adjusted, not reduced** – Teaching is adjusted first to remove barriers; where curriculum adaptation is necessary, the smallest adjustment is made while maintaining ambition.
- **Expertly designed** – Universal and Inclusion Base staff work collaboratively with subject experts to design curriculum planning that maximise access, participation and success.
- **Responsive to need** – Curriculum decisions are informed by learners' strengths, needs, EHCP outcomes and evidence of what enables successful participation.
- **Preparing for adulthood** – Alongside academic learning, the curriculum intentionally develops communication, independence, wellbeing and self-regulation to strengthen preparation for adult life.



DfE Inclusion Bases in School Guidance

CURRICULUM | Curriculum Standard

Homework | Primary

At CELT, homework is viewed as an extension of curriculum learning that strengthens knowledge, develops independence and supports long-term retention. We recognise that effective homework will look different across disciplines and phases. All homework should be purposeful, scaffolded, closely linked to classroom learning and designed to build successful independent learning habits for all. To promote equity and remove barriers to participation, homework resources should be provided by the school.

Purposeful

All primary homework tasks are designed to provide the opportunity to embed, practise, extend or apply the foundational skills learners need to be successful in reading, writing and maths. Tasks will either

- **Embed** – consolidate learning from lessons through retrieval, practice or revision.
- **Practise** – refine knowledge and skills using feedback from teaching.
- **Extend** – deepen or broaden understanding beyond the classroom.
- **Apply** – use classroom learning to complete a specific task independently.

Scaffolded

Learners should be equipped to complete homework successfully.
Teachers should:

- Model the task before setting it.
- Provide clear instructions and success criteria.
- Supply any required resources.
- Break larger tasks into manageable stages.
- Explicitly teach independent learning strategies.

Routined

Consistency supports success. Homework should:

- Follow predictable formats where possible.
- Use familiar platforms and structures.
- Be set and collected consistently.
- Have clear expectations regarding time and completion.

In KS1, homework tasks will include:

- Independent daily reading of their RWI books and/or opportunities to embed learnt sounds using the virtual classroom.
- Number tasks linked to current WWN, Numbots or whole class mathematics learning as directed by the class teacher.

In KS2, homework tasks will include:

- Independent daily reading of an appropriate level text matched to their reading ability.
- Use of the WWN and/or TimesTables RockStar Platform to rehearse core number facts as directed by the class teacher.

Precision Design and Inclusive Enactment

