



This Statement has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

CURRICULUM & LEARNING – TRUST STATEMENT	
Reviewed	May 2022
Approved by GCET	19.7.22
Date of next Review	Summer Term 2023-2024 ( <i>Two yearly – odd years</i> )
Responsible Officer	Head of Trust Standards
Policy Number	TS3

#### **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

All Curriculum and Learning policies in the schools affiliated to GCET should reflect the duty of care to students and employees: to promote learning, teaching, and high standards of attainment and progress.

The Policies should inform a teaching and learning climate where pedagogical values, ideas and evidence are at the heart of exemplary classroom practice and deliver high quality learning experiences for all pupils. The policies should provide a coherent approach to developing their school communities as learners. The policies should allow for regular and rigorous monitoring and evaluation, alongside regular and developmental Performance Management for staff through professional dialogues. They should endorse and uphold professional autonomy, creativity and diversity of practice in the classroom.

The Trustees expect the respective schools' Curriculum and Learning Policies to be in accordance with their school's Behaviour for Learning policies, recognising their responsibilities under equality legislation and making reasonable adjustments in its application to vulnerable students. The Policies should support the schools' commitment to improving outcomes for all students, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole community. The policies should consistently reference contemporary Ofsted expectations of teaching and learning and be updated accordingly.

The policies should enshrine the desire for all stakeholders to create the highest possible standards in teaching and learning. They should make clear the rights and responsibilities of all of the school community – students, staff, parents and Governors - to maximise learner outcomes through developing the whole person.