**Our Curriculum – intentions, implementation and impact**

**Curriculum intentions**

Intention 1: Develop our learner’s learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

**Curriculum Implementation**

Our curriculum will be implemented with our intentions as the **drivers** behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.

Intention 1: Develop our learner’s learning (Our head and body: what we learn)

**Our promise to our learners**: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Towngate. These are our “promises”. Examples include: Learn to light a fire; climb a mountain; build something bigger than myself; learn an instrument; see a play; make my own clothing; run a business and many more. Teachers plan these in every half term.

**Maths** – we use the MathsHub mastery schemes of work, supported by Abacus textbooks for progression. We assess using testbase materials, teacher assessment and MathsHub tests throughout the year. We plan a maths challenge morning each year and invite our parents in to see how we learn.

**Writing** – we use a Book based curriculum. This means each half term we study a new book in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps us build up competency. We assess using Writing assessment grids that we share with the other academies in our Multi Academy Trust. We work hard on handwriting and presentation, and edit our work carefully to improve it.

**Reading** – we read with our teachers in groups, using a progressive reading scheme covering all genres. Our teachers regularly update our in class reading areas with topic themed books and author books boxes from the School Library Service. We visit our own school library each week and choose our own book to read for pleasure, as well as accessing a progressive reading scheme for our families to help us with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check we are reading books that will challenge us, and create exciting reading areas around the school.

**Foundation subjects** – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from a learning challenge curriculum, which encourages us to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits out including residentials, visitors into school such as Wakefield Museum, Local Church Groups, the police, and organise exciting focus weeks and events like Careers week, Art fortnight, Enterprise week and Last Choir Standing competition. Where they can they try to link our maths and English learning into our topic work. Our parents and families are regularly invited in through INSPIRE events, to show us that adults continue to learn even after they have left school.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

We follow a **Values Based Learning** programme in the Academy, which explores values that are critical for us to understand in modern Britain and beyond. Each month, our teachers teach us about a value that we need to demonstrate in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our values are:

**Respect; Honesty; Love; Appreciation; Responsibility; Co-operation; Tolerance; Patience; Courage; Determination; Equality; Friendship; Optimism; Hope / Freedom; Peace; Humility; Simplicity; Thoughtfulness; Trust; Understanding; Unity; Quality.**

One day each term, our classes focus solely on the value of the month, and display this in and around school through artwork, drama, stories, photographs, posters and research. We have a home learning task at the start of each month that helps us focus on the new value, which is a letter and a story for our families to share with us at home.

Our teachers ask learners to undertake positions of responsibility around the academy, as we believe that children understand values by seeing them in action in others. These include:

**Prefects to role model for each class; Academy council; Corridor helpers at lunch time; Playground buddies; Dining hall helpers; the Eco-Team; the Academy Gardeners; The Academy Newspaper team.**

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

When our teachers design our learning opportunities, they look for ways for us to develop good learning behaviours. Our Academy understands that learning about learning helps us to be better learners! In our curriculum, we look for ways to develop **concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity**. For example, in our curriculum we try to frame our learning around questions: “Where do the leaves go in Winter?”; “Will you ever see the water you drink again?”’; “How do I know I’m being good?”.

Our teachers notice when learners are showing great learning behaviours. They award certificates for this in our weekly celebration assembly. When we work as a team, we collect marbles that earn a prize. Our Principal sends home yearly commendation certificates, and our behaviour officer send secret postcards to parents when she notices great behaviour. Once a term, we are awarded trophies for: Creativity in learning, Progress in learning, Behaviour star, Role model to others.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through:

* Teaching us the weekly **Social and Emotional Aspects of Learning** curriculum. We learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.
* They ensure that in our half termly learning, they think about how to **challenge stereotypes**. For example when we learn about toys, our teachers ask leaners “Do we have girl’s and boy’s toys?”; when we learn cooking skills, we think about who prepares the food in our own homes. We learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes for us to learn about, for example the story of Billy Elliott the ballet dancer, Helen Sharman the astronaut, Harriet Tubman the abolitionist etc.
* Inviting in people from local groups such as the Methodist Church to tell us about their faith and share Christian learning. We work with lots of local religious groups to get a good understanding of the beliefs of others.
* We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Ossett and beyond. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond.

**Impact**

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop our learner’s learning (Our head and body: what we learn)

We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don’t give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.