**Aims**

At Towngate Primary Academy, we view the design of the curriculum as an evolving and developing process, which takes into consideration: the needs and character of our children; the children’s prior learning; children’s experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research that is evaluated and relevant to our school.

We have designed a curriculum, which teaches what matters to our children at Towngate.

**Curriculum Intent**

The intent of our school curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child’s ability and academic success.

We have identified key intentions that drive forward our curriculum.

**Towngate Primary Academy’s curriculum intentions are:**

**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 four intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The academy implements the four curriculum intentions in the following way:

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| **Intention 1: Develop our learner’s learning (Our head and body: what we learn)** | |
| **Curriculum implementation** | **Purpose and research** |
| **National Curriculum Programmes of Study**  • All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum.  • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. | The Academy adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills |
| **Language**  • The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.  • The development of speech and language is identified as one of the most important parts of our schools early years curriculum.  • The promotion and use of an accurate and rich cross curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas. | Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).  School baseline upon entry data indicates that a significant number of children enter Lower Foundation Stage with speaking and listening skills that are below agree related expectations. |
| **Phonics**  • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.  • Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.  • Intervention is planned for those children who are working below expected levels.  • LCP is used as the spine for delivery of the phonics sessions across the infants phase. | Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. |
| **Reading**  • Reading forms the core of our curriculum. All children read. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum.  • Reading Scheme – school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, and The Power of Reading recommended texts. All books are Book Banded in order to ensure progression and challenge for all children.  • All children from year 1 complete the Salford reading test to ensure they read appropriately challenging books.  Individual Reading – all children in Foundation Stage read to adult each weekly. Throughout school, a minority of children will read 1 to 1 with an adult as a form of intervention (priority readers).  • Guided Reading – all children from Upper Foundation Stage take part in Guided Reading. Guided Reading Sessions, which run x3 sessions per week, are planned by all teachers to teach a range of techniques, which enable children to comprehend the meaning of what they read.  • Reading Areas: All classrooms have class reading areas with topic themed books and author books. All classrooms have access to themed mental well-being books outside the classroom.  • Library - All children visit the school library area frequently and choose a book to read at home for pleasure.   * Pupils 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. * 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. | Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. |
| **Writing**   * All Children write daily. * School uses the Collins connect scheme to ensure the coverage of key objectives in grammar which build competency. Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. * Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using Writing assessment grids that we share with the other academies in our Multi Academy Trust. * School has a presentation contract that all children and staff adhere to along with presentation points, which are awarded to pupils; good presentation is celebrated. * All classes use a book based curriculum; this means each half term we study a new book in each class, and teachers generate writing opportunities out of this. This focuses on comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps build up competency. * All children work hard on handwriting and editing their work carefully to improve it. | Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. |
| **Mathematics**  • Maths is a core subject and has a high priority within our school curriculum.  • White Rose MathsHub is used as the core maths programme. Abacus textbooks are used to support fluency progression in each year group.  • MathsHub assessments are used throughout the year to inform teachers of childrens understanding and progress.  • Abacus Maths is used to support fluency.  • Testbase materials are used to inform ongoing teacher assessments within day to day learning.  • Timestables Rockstars is a timetable programme that is used across KS2 to ensure children are developing rapid recall of multiplication facts.   * Maths challenge mornings take place each year and parents are invited into school to see how pupils learn in this subject. | MathsHub aim is to develop a culture of deep understanding, confidence and real progress. The programme, which has been developed following global research, makes links to the real life problems.  Education Endowment Fund research indicates that Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.  School agree that Improving the attainment of children in mathematics should be a founding aim of our school. School: school data indicates that daily application of arithmetic results in children achieving at ARE. |
| **Foundation Subjects**  • 2 Year Cycle - Our curriculum is taught on a two year cycle (Year A and Year B) and within phases (Early Years, Year ½ and Year 3/4.)   * Teachers plan foundation subjects using progressive skills, which show what pupils’ should be learning in each year group in each foundation subject. * Subject leaders check that is being taught 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 and below.   • Topics are taught over a half term or term, starting with a launch activity day that ‘hook’ children’s interest. After the initial ‘hook’, children will then be immersed within this topic for the remainder of the term; on occasions children may well be asked to research aspects of the theme independently. This allows the children to have ownership over their curriculum and lead their own learning.  • English, Maths and ICT skills are taught during discrete lessons but revisited in the curriculum so children can apply and embed the skills they have learnt in a purposeful context.  • Enhancements –Where possible, we plan that each topic has a visit, visitor, trip or involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned enhancements must be clearly linked to the statutory knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.  • Discrete subjects - Not all subjects naturally ‘fit’ within a theme and so these subjects are taught discretely. Subjects will not be tenuously linked as this means that learning lacks the depth of understanding we want to provide our children.  Teachers plan from a learning challenge curriculum, which encourages pupils to develop independent thinking skills and questioning. Two key statements are presented at the beginning of each topic to develop further understanding; I know and I wonder.  Our teachers plan a wide variety of educational visits including residentials, visitors into school such as Wakefield Museum, Local Church Groups, the police, and organise exciting focus weeks and events such as Careers week, Art fortnight, Enterprise week and Last Choir Standing competition.  Parents and families are regularly invited in through INSPIRE events, to show us that adults continue to learn even after they have left school. | **Education Endowment Fund** research indicates that Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should replace curriculum linked activities, as this might have a negative impact on attainment.  **School:** questionnaires (parents and pupils) indicate that children positively engage in enhancement tasks. Pupils written work indicates that clearly planned enhancement activities provide a scaffold for language consolidation. |
| **Our academy promises**:  Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout pupils 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 and evidence can be seen on our website. | **Research:**  Spread the happiness founder, Shonette Bason Wood published ‘100 things to do before you’re six’. This document, alongside recommendations of activities from the National Trust recommend providing children with exciting opportunities using the natural world around them. |
| **Extra-Curricular Clubs**  At Towngate Primary Academy, the curriculum encompasses a wide range of learning experiences for the children. Children learn effectively through direct experience, and we offer opportunities for pupils of all ages to enhance their learning experiences by bringing the curriculum alive and making their learning more meaningful.  We achieve this through well chosen curriculum visits, workshops, INSPIRE events and topic related theme days (including World Book Day, Careers Week and Science Week). Examples of the trips include visits to Kingswood Residential sites, Eureka, Yorkshire Wildlife Park, Murton Park and Thackeray Medical Museum. We also personally invite visitors to the school – including authors, local community groups, artists, and parents – who we believe will enhance our curriculum. We are proud to offer a range of extra-curricular activities for children to participate in and develop their own personal interests. Some clubs operate pre-school opening times, others run after-school. | **Research**  According to Bernard and the Independent Schools Council, the more schools offer, the greater the likelihood pupils will find something they are good at. If a child knows they are good at something it helps them feel better. |

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| **Intention 2: Develop the character of our learners**  ***(Our heart and character: Who we are when we learn)*** | |
| **Curriculum implementation** | **Purpose and research** |
| **Values based curriculum**  Pupils’ development is rewarded in assemblies, communicated to pupils through feedback about their work and explained to parents also through actions such as the open-ended homework we set, promotion through the newsletter and parental engagement activities.  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.* | **Research:**  Education Endowment Fund literature review on non-cognitive skills suggested that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.  Dr N Hawkes is the founder of Values Based Education. His belief is that ‘beliefs divide, but values unite’ which is a core principal and reason behind the implementation of Values Based Education at Towngate.  **School:**  Since implementing the Values Based Curriculum in Spring Term 2018, behavioural incidents in school reduced from 14.5 days lost to exclusion in autumn term to 4 days in spring and 1.5 days lost in summer term of 2018.  In autumn term 2017, 52 children were involved in at least one low-level incident/s, this reduced to 21 children in spring term.  We accredit this reduction in incidents to a number of factors, however through implementation of Values Based Education, our pupils are taught core values and expectations are set by all adults within the academy to ensure pupils demonstrate the taught values. |
| **Learning behaviours**  Our weekly celebration assembly certificates celebrate pupils’ learning behaviours – otherwise known as learning powers.  We promote the following attributes of our pupils within lesson times and congratulate our pupils’ achievements with their parents in assemblies:  *Cooperation, resilience, optimism, curiosity, independence, perseverance etc.*  We believe through effective promotion of our learning behaviours, learners will become more successful in their own learning. | **Research:**  Professor Guy Claxton is the founder of ‘Building Learning Powers’, who believes that children all children are capable of being better learners. Claxton believes that it is important to create a climate or culture in the classroom – and in the wider school – to enable pupils to learn better, concentrate more, think harder and find learning enjoyable.  **School:**  Through carefully implementing learning behaviours as an innate expectation, pupils are aware of the skills they will need to demonstrate in order to be successful in a given task. Pupils can articulate their learning behaviours and can apply these to result in behaviour for learning across school being excellent. |
| **Inclusion**  The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we do this only after their parents or carers have been consulted. This happens only in very exceptional circumstances. The SEN Policy explains in greater detail schools approach to meeting the needs of this group of children. | **Research:**  *The* *Cambridge Primary Review Trust, 2016* believe that diversity can act as the catalyst for innovations that can improve the work of primary schools, (Ainscow, Dyson, Goldrick and Kerr, 2015). As a school with limited diversity, it is important that we provide opportunities for our pupils to understand the wider context and diverse world in which we are all growing up into.  **School:**  Our curriculum is derived to ensure coverage of the protected characteristics at an age-appropriate level; we believe this is important in ensuring pupils are provided with a wide-breadth of experiences to learn about people who may appear different to themselves. |
| **Assemblies**  Weekly whole school and class assemblies led by the Headteacher, Deputy Headteacher and Key Stage Leader which explore children’s understanding of British Values by applying them to real life issues. We use the Picture News resources to provide a clear purpose and direction for our launch assemblies which provides a good foundation for all pupils in their picture news learning for the week in the classroom.  We promote the children to share their views in a safe space during assemblies where discussions lead many of the assemblies we hold. | **Research:**  Picture News and assemblies taught in the academy lend themselves to providing a global education for our pupils. According to the *Development Education Research Centre, (2012)*, proving global learning through effective discussions can provide a foundation of prior knowledge across a range of moral subjects including human rights, conflict resolution and challenging stereotypes. The assemblies held in school and resources utilised lend themselves to this view.  **School:**  Through the use of picture news, we can keep children up to date with the fast-changing world around them. Helping to challenge their ideas and pre-conceptions; ultimately this will help to broaden pupils’ horizons and enable them to manage the modern world. |

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| **Intention 3: Develop behaviours and habits to become effective learners**  ***(Our actions and attitudes: How we act when we learn)*** | |
| **Curriculum implementation** | **Purpose and research** |
| **Learning Powers**  Across the academy, children are exposed to specific ‘learning powers’ to support them in become independent lifelong learners. These ‘learning powers’ are consistent from foundation stage to year 6. Pupils initially develop their understanding of what each | **Research:**  Professor Guy Claxton is the founder of ‘Building Learning Powers’, who believes that children all children are capable of being better learners. Claxton believes that it is important to create a climate or culture in the classroom – and in the wider school – to enable pupils to learn better, concentrate more, think harder and find learning enjoyable.  **School:**  Through carefully implementing learning behaviours as an innate expectation, pupils are aware of the skills they will need to demonstrate in order to be successful in a given task. Pupils can articulate their learning behaviours and can apply these to result in behaviour for learning across school being excellent. |
| **Academy leaders**  Staff 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; British Values ambassadors; Corridor helpers at lunch time; Playground buddies; Dining hall helpers; the Eco-Team; the Academy Gardeners; The Academy Newspaper team.* | **Research:**  We acknowledge that all children have the potential to develop their leadership skills and endeavour to provide opportunities for this in school (Brungardt et al 2012), Making of leaders).  **School:**  Pupils are taught a sense of responsibility through the application process of these roles: many roles are designated for pupils in upper key stage two: we ask that pupils apply for these post in different ways, including: writing a letter of application; presenting to peer groups; and through anonymous voting in the classroom or key stage. We believe this ensures the school community has ownership of the pupils in these positions as role models and academy leaders. |
| **Academy Rules**  The academy have implemented three school rules – *be ready, be respectful and be safe.* All pupils are expected to adhere to these rules to ensure the academy is a safe and welcoming environment for all. | **Research:**  'Ready, Respectful and Safe' is based on PIVOTAL Behaviour which is being adopted by a growing number of schools and is having a positive effect on creating strong relationships between adults who work in educational establishments and the young people we serve.  **School:**  Since implementing the behaviour policy in September, 2017, a consistent approach to managing behaviour at all levels is evident within the academy. Through effective relationships between pupils and adults working within the academy, incidents of serious behaviour leading to exclusions have reduced. |
| **Pastoral support**  We are very fortunate in our academy to have a Learning Mentor and an Attendance and Behaviour officer whose roles are built around supporting the families and pupils in our school community. Some of the roles undertaken are:  **- Working with groups of children to develop social skills and friendships.  - Supporting families who might be going through a difficult time, such as a bereavement or changes to circumstances.  - Supporting other staff in school with behaviour or other issues that might arise.  - Being a link between school, families, and other agencies such as the Early Help Hub, Social Services, School Nursing - Most importantly, the role of the learning mentor is to help children engage with their education, by helping families overcome barriers that may be in their way.** | **Research:**  The DFE, states that Learning mentors were to be:  role models to their mentees; active listeners; observers of young people; encouragers; professional friends; challengers of assumptions young people may have about themselves and their aspirations; target negotiators (LECP/DfES, 2005).  **School:**  The pastoral team have worked with a significant number of families, offering substantial levels of support and advice which help to remove pupils’ barriers to learning. |
| **Challenging stereotypes**  When planning, teachers consider and ensure their plans allow for stereotypes to be addressed and provide an opportunity for pupils to discuss and ask questions in a safe environment.  Some of the ways in which we strive to challenge stereotypes include:   * Medium term plans highlight teaching opportunities to address stereotypes. * Texts displayed in and around school offer exposure to these stereotypes. * Assemblies – including the use of picture news. * Weekly debates linked to subjects offer a chance for pupils to consider and justify their views on a range of different topics. | **Research:**  The evidence gathered by the NUT in the document, ‘Stereotypes stop you doing stuff’ summarises how gender stereotypes impact on children and young people. Some of the research indicates:  • Although some girls achieve better test scores than boys – and are more likely to go on to higher education – this does not translate into equality at home, at work or in society in general.   * The gender pay gap remains stubbornly hard to shift and women continue to be under-represented in sectors such as science, engineering and technology. Efforts to recruit men into careers such as teaching and nursing continue to enjoy limited success.   • The permanent exclusion rate for boys is four times that for girls and more boys enter the youth offending system than girls - some boys feel that learning is not seen as ‘masculine’.  **School:**  Through raising awareness of seizing opportunities for staff in school to support pupils in challenging stereotypes, we hope this will enable our children to be open-minded and succeed in their own aspirations. |
| **Team Work Awards (marbles)**  Marbles are awarded in each class for pupils who demonstrate team working and collaboration skills. Marbles are awarded for positive learning behaviours and these are accumulated and the class with the most marbles at the end of the week are rewarded and celebrated in Friday’s celebration assembly. | **Research:**  Evidence from the EEF toolkit (2018) for Collaborative Learning involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.  **School:**  In order to promote an ethos of collaboration and team working amongst our pupils in the academy, we use team working marbles as an incentive for whole class participation and achievement – including behaviours displayed during a lunchtime and playtime. |
| **Headteacher commendations**  Headteacher commendation certificates are sent home termly to selected pupils. Class teachers carefully select pupils who have demonstrated exemplary behaviours in school and have been noticed for their efforts in and around the academy.  **Towngate Trophies**  Class teachers carefully select pupils who have demonstrated any of the following attributes:  - progress  - role model  - behaviour  - creativity | **School:**  Feedback from children and parents has indicated that on receiving the commendations, pupils feel a sense of recognition and ambition to achieve as the years progress. |
| **Anti-bullying week**  We participate annually in Anti Bullying week to raise awareness of bullying behaviours and the impact these can have on pupils and adults around us. As part of this initiative, we consider the varied forms bullying can take – including bullying outside of the school gates and keeping safe online.  To enhance our work, class teachers embed the work of anti-bullying throughout the teaching of Values Based Learning, Computing, Picture News and even within the core curriculum. | **School:**  Data indicates that as of 2018-2019:  86% of children said bullying rarely happens within the academy  96% of children said the school deals well with any incidents of bullying  91% of pupils said that if they told a teacher they were being bullied, it would stop  100% of children feel safe within the classroom  91% of children feel safe in the playground  95% of the children completing the survey said that the children within our academy are friendly  96% of the children said think the adults within our academy are friendly |

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| **Intention 4: Develop the moral compass of our learners**  ***(Our place in the community and wider world: Who we are)*** | |
| **Curriculum implementation** | **Purpose and research** |
| **Debate Team**  Each week, subject leaders work with the debate team in school to pose a debate question, which links to our wider core and foundation subjects. This is an opportunity for pupils to build their own opinions and learn to justify these opinions effectively with their peers. Often, subject leaders base their debates on moral dilemmas to enhance pupils’ own moral compass, whilst providing an opportunity to apply their understanding to current issues within the global world. | **Research**  Parliament, UK provides a succinct format to follow to ensure debates as purposeful and thought-provoking.  **School**  Pupils use their debating toolkits to support them in phrasing their arguments. The impact of this opportunity has resulted in the pupils involved being more inclined during lesson time to oppose views with well-rounded and justified conclusions. |
| **Links with local schools**  At Towngate Primary Academy, we are thrilled to be part of the Education Ossett Community Trust - otherwise known as EOCT. We work closely with the following other local schools on shared initiatives and exciting events:  - Gawthorpe Community Academy - Dimple Wll Infants - Flushdyke Junior and Infants - Holy Trinity CE (VA) Primary - South Ossett Infants Academy - Southdale CE (VC) Junior School - Ossett Academy and Sixth Form College  As part of our involvement in this initiative, we also have the opportunity to work with Leeds Beckett University, Jacobs Engineering and Building Ossett Better. Many of the opportunities provided to our academy through EOCT allow our pupils to develop their own local community networks with their peer groups.  **Multi-Academy Trust Community**  We work closely with other schools within our Multi Academy Trust for a wide range of different purposes. Pupils are given opportunities to visit other local MAT schools for academic purposes and also take part in extra-curricular sporting events. |  |
| **Life-skills curriculum**  Our life skills curriculum is planned to pay particular attention and consideration to the skills we believe to be the most important for all of our pupils to master, regardless of their backgrounds or starting points. Our Pastoral Team work hard to plan the sessions across the academic year and strive for these to be age-appropriate. | **Research**  Evidence collated from the Sutton Trust (2017) Improving essential life skills for young people indicates that three quarters of young people believe that better life skills would help them get a job in the future, and 88% say that they are as or more important than getting good grades. However,  only 1 in 5 pupils say that the school curriculum helps them ‘a lot’ with the development of life skills.  **School**  Pupils and parents who have been involved in the Life Skills sessions have reported on the positive impact these have had on their children. Each session is planned to be age-appropriate and to teach core skills that pupils will need as they grow older. |
| **Spiritual, Moral, Social and Cultural links**  Links aremade throughout the whole curriculum and these are exemplified for children during their learning in the form of success criteria against which they can assess themselves.  Each subject leader identifies where these links are made and how they can be enhanced to provide pupils with a solid foundation and understanding of who they are as an individual. | **Research:**  Education Endowment Fund research indicates that growing evidence suggests that a schools use of a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience –to underpin the delivery of the curriculum are important to children’s later outcomes.  **School:**  Observations of learning attitudes, behaviour throughout school, analysis of questionnaires and discussions with pupils indicate that they view character building skills and activities positively. |
| **PSHE**  Planned learning enables pupils to gain an age-appropriate understanding of personal, social and health development. We believe this helps children question and make sense of their place in the academy, local community and wider world. By teaching the children in this way, we are preparing children for their independent lives and for making their own decisions and choices as they grow. |
| **Environment**  Displays and the academy environment reinforce the intentions of the school and provides clear real life images of democracy, the rule of law, tolerance, mutually respect, individual liberty and supports SMSC. |
| **Community**  The curriculum is planned to enable children to work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, the homeless and food banks, working with other schools in Ossett and further afield. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond. |
| **Careers Week**  A planned week each year which enables school to communicate expectations about learning but also allows children time to explore and develop an understanding in relation to the issues of democracy, individual liberty, mutual respect and rule of law.  We are mindful of gender stereotyping in relation to the workplace and careers therefore consider this carefully when planning careers events. | **Research:**  Drawing the future, 2018 believe that the perceptions children have about certain jobs and careers are formed and often cemented at a young age. Research also indicates that aspirations are often shaped, moulded and restricted by gender stereotyping, socio-economic backgrounds and, importantly, who they know.  **School:**  When planning visits into the academy, we work with members of our local community to invite visitors into the academy from a range of different career backgrounds and genders to reduce pre-perception about careers from pupils at an early age. |
| **Well-being**  A pivotal strand of our education offer lies in the well-being of our pupils and staff.  To ensure the well-being of our pupils in school, we have recognised two members of senior leadership who are leading on development of pupil wellbeing. Some of the work includes stress busters for our Year 6 cohorts, friendship and resilience training through Future in Minds, lego therapy and interventions held by our pastoral team and close working with our local Kingsway Church. | **Research**  Research gathered from the  According to the ONS (2005), children and young people with more severe mental health and wellbeing issues are more likely to be excluded, to be truants or to become disengaged from education. Among children with emotional disorders, 44% were behind in their overall intellectual development (compared with 24% for children  with no emotional disorder) and 35% had officially recognised special educational needs (compared with 16% for children with no emotional disorder).  Public Health England outline the following principles in their document, (Measuring Mental Wellbeing in Children and Young People, 2015). Mental wellbeing has wide ranging impacts upon an individual, their quality of life and the wider society. It is of particular importance to children and young people as it is thought to influence the way in which an individual copes with key life events such as stress, trauma and physical ill-health. Not only are those with better mental wellbeing likely to deal better with stressful events and recover more quickly from illness, but they are also less likely to engage in behaviours which may put their health at risk.  Mental wellbeing is of particular importance in younger age groups as childhood experiences in infancy and the first five years of life have been found to have a lasting impact upon a child’s mental wellbeing. |

**Impact**

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| **Intention** | **Impact** | **How will this be measured?** |
| **Intention 1:** Develop our learner’s learning.  *(Our head and body: what we learn)* | Children will make at least good progress from their last point of statutory assessment of from their starting point in Nursery.  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. | Progress from a child’s starting point or from the last point of statutory assessment. Attainment at each point of statutory assessment. |
| **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. | The learning behaviour displayed by  children in the classroom and in the  wider school environment.  The care children demonstrate to  their learning through the presentation of their work.  The completion and return of homework including project homework.  Attendance at school – children are  rarely absent. |
| **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. | Pupils are keen to challenge themselves and are not phased by the prospect of a challenge.  Pupils’ behaviour and ability to manage disagreements or conflicts demonstrate strengths in their actions and attitudes.  Children are able to apply their skills and learning powers and behaviours into a range of different tasks. |
| **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. | Through discussions with pupils to understand their stance on global issues. Pupils will be inclined to support the work of the academy in reaching out to the wider community. Pupils will be able to articulate their own views on rights and wrongs and shape their own paths as they grow. |

**Monitoring**

The Leadership team and the Local Governing Board are responsible for monitoring the impact of the school curriculum both in terms of social outcomes and academic progress. The headteacher is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning. Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used. Curriculum monitoring completed by subject leaders is forwarded to the headteacher along with strengths and actions for further development.