



# **Armthorpe Academy**

## **Academy Statement of Curriculum Intent**

### **September 2021**

#### **Trust Aims**

We are a proud member of Consilium MAT, a trust that prides itself on partnership, opportunity and integrity. The foundation of our curriculum intent is based on the wider aims of the trust.

**Consilium Academies has an inclusive partnership with its communities where lives are enriched by providing care, experience and opportunity.**

- To ensure everything that we do has a focus on helping children and young people to succeed to their potential academically, socially, and emotionally.
- To instil a passion for life-long learning and continued improvement so that our academies, staff, and students can grasp their aspirations and ambitions.
- To focus on the development of the whole child by providing exciting and challenging learning and extra-curricular opportunities and experiences.
- To create a family of academies that is inclusive and embraces diversity, where all members of the community feel supported, inspired, and empowered to succeed.
- To ensure all stakeholders are seen as partners in our work within the communities we serve.

#### **Armthorpe Curriculum Intent: Vision and Philosophy**

**“Inside everyone there is a rainbow waiting to shine.”**

**We focus on the growth and development of the whole person, a sense of togetherness and empowering everyone as a leader and learner to ensure our school family thrive through their journey at Armthorpe and beyond.**

At Armthorpe, we believe every learner is an individual with a unique personality, characteristics and the potential to shine. Inclusion therefore lies at the heart of everything we do. Childhood is changing. Our learners are growing up in a world defined by fast paced technological development living increasingly online, in spaces adults sometimes struggle to understand. We place great value on preparing our learners to thrive in 21<sup>st</sup> century Britain, not just academically but socially, emotionally, morally and culturally too. It has never been more important to equip our students to adapt to and embrace change, develop their resilience and creative thinking skills whilst instilling a real love of learning. The development of the whole person is imperative to us. Through a combination of challenge and support, we aim to create a balance that enables our students to flourish academically whilst also learning how to take care of themselves mentally and physically, respect and love (in the wider sense of the word) others and embrace opportunities to enjoy life to the full. The learning that a child experiences at Armthorpe is therefore a broad and balanced diet that promotes intellectual, moral, creative, emotional and physical development in equal measure through the totality of all the taught and untaught, explicit and implicit values bespoke to our school and community. It sounds simple and obvious, but fundamentally if our curriculum is not good enough for our own children, then it is not good enough for the children of Armthorpe. We are an academy family.

## Aims

Our curriculum is organised in such a way that provides our students with the opportunity to learn expected behaviours and be successful in their learning. Our strategic intent is therefore very simple:

We strive to create a curriculum which:

- Provides a diversity of powerful knowledge, which over time, cumulatively builds to provide the cultural literacy that enables students to function in society.
- Enables all students to enjoy learning and experience success.
- Takes into account individual needs.
- Creates a culture of high expectation and aspiration to raise standards of attainment and progress.
- Develops confident and responsible individuals who can make a positive contribution to society and live safely and independently.

Our curriculum focuses on the development of the whole child and can be broadly split into the four categories below:



In summary, our curriculum is a range of subjects, sequenced and interleaved blocks of learning and pastoral topics, pedagogy, assessment, extra-curricular enrichment and student leadership opportunities that are all underpinned by our school values and the Consilium Charter (see Appendix 1) to ensure all students can succeed, progress and learn well.

Following a change of leadership in January 2021, our intent and values have been recently re-evaluated and developed to help address potential barriers to success we encounter in our community; they are bespoke to the needs of our learners. We are very clear about our vision, the challenge is now to bring our values to life to bring our dream alive. As such, the Armthorpe values will permeate all aspects of school life. We are building a culture where we expect everyone in the Armthorpe family to be a leader and a learner. Our ethos is built on the strapline, **Inside Everyone There is a Rainbow Waiting to Shine**. A rainbow is a wonderful sight; a symbol of hope, inspiration, vibrance and dreams coming true. However, a rainbow only appears after a storm reminding us that anything magnificent often requires a battle, struggle, resilience and patience. Weathering the storm is a part of life. As such, our values embody characteristics we would want to foster in our own children.

# The Armthorpe Values



**“Inside Everyone There is a Rainbow Waiting to Shine.”  
Everyone a Leader and a Learner in our Academy #Team Armthorpe**

## **Respect: Communicate with Kindness**

**“Try to be a rainbow in someone’s cloud.” (Maya Angelou)**

### **At Armthorpe respect is:**

- Being a leader: Doing the right thing when no-one is watching (both inside and outside of school).
- Executing the basics: Smiling, saying please/thank you, opening doors and treating others how we would want to be treated ourselves.
- Following and accepting rules without argument.

**Respect is at the start of our rainbow because manners and compliance cost nothing but mean so much.**

## **Responsibility: Make Positive Choices**

**“You’ll never find a rainbow if you’re looking down.” (Charlie Chaplin)**

### **At Armthorpe responsibility is:**

- Being responsible: doing the ‘things’ you are supposed to do.
- Accepting responsibility: enjoying praise for ‘things’ you have done well (positive choices) and admitting to and accepting the consequences for ‘things’ you have not done well (poor choices).
- Role modelling responsibility: encouraging others to make positive choices.

**Life is all about choices. It is never too late to make a positive choice; you do not find a rainbow looking down.**

## **Resilience: Never Give Up**

**“If you want to enjoy the rainbow be prepared to endure the storm.” (Warren Wendel Wiershe)**

### **At Armthorpe resilience is:**

- Being prepared to embrace challenges and unknown situations.
- Bouncebackability! Realising sometimes we must try things several times before we learn or find a solution.
- Being ruthless and relentless in striving for success – we do not stop until we are as good as we can be!

**In the middle of our rainbow because resilience is a skill not an ability. It can be learnt. It is an invaluable life skill.**

## **Pride: The Best of Me**

**“Be Yourself. Everyone else is already taken.” (Oscar Wilde)**

### **At Armthorpe pride is:**

- Constantly working hard – nothing replaces hard work.
- Actively listening to others so we are always learning and improving - know it, own it, do it!
- Thinking for ourselves and never being afraid to share our ideas/thoughts when requested – we aim for solution focussed creative minds.

**Nothing replaces hard work, but pride features at this point in our rainbow as it requires the 3 Rs first, then some inner drive.**

## **Ambition: Dream Big**

**“Somewhere over the rainbow ... dreams you dare to dream, really do come true.” (Lyman Frank Baum)**

### **At Armthorpe ambition is:**

- If our dreams do not scare us, they are not big enough.
- Having a dream we can articulate.
- Understanding what excellence looks like and constantly striving for it.

**Ambition is at the end of our rainbow because dreams will come true but only if all our other values are engrained and embed.**

We are fortunate that we have the financial and strategic support of Consilium to help constantly evolve and improve our curriculum; the impact of this support although not fully evident yet, will become increasingly more apparent following changes to the leadership team at Armthorpe. Academy and trust leaders are now fully aligned, but there are legacy issues with the curriculum still to address. For example, music (a requirement of the KS3 national curriculum) has not been an entitlement on the curriculum, it will be for all KS3 learners from September 2021, in keeping with the academy vision and Consilium Charter. Students in KS4 have been allowed to choose option subjects that lack diversity, for example Sports Studies and Sports Science or Health and Social and Child Development. This had been changed for September 2021 to ensure Year 10 students study less subjects but with more time to develop a greater depth of knowledge and understanding.

To implement our intended aims, we recognise our curriculum needs to be fluid and continually reviewed. Our academy is constantly evolving; numbers on roll are increasing each year and we have an ever-changing social demography of students transferring to the school in Year 7 with diverse prior attainment on entry and a wide range of social, emotional and academic learning needs. As such, our curriculum is designed to allow us to plan learning experiences that can be made bespoke to the context and requirements of our learners. For example, we are currently investigating a hybrid nurture 'stage not age' group in the 2021 Year 7 cohort, given the information we have gleaned about the students. In addition, like every educational institution in the country we are currently making adaptations in light of the COVID pandemic. Additional English and Maths (replacing an option subject) has been added to the Year 11 curriculum to maximise the opportunity for our students to achieve numeracy and literacy levels that enable progression post-16, thus impacting on future life chances.

The political landscape, statutory requirements and national recruitment also influence balance and need. Fundamentally to ensure our curriculum is 'fit for purpose', we recognise we have to constantly be flexible using a continual plan, do, review approach that prioritises early intervention and meaningful and purposeful reflection, evaluation and reaction to best meet the needs of our learners. The notion of 'everyone as a leader and learner' in our academy empowers all staff to partake in this process. Subjects specialists are the experts in their field. To ensure our intent can be implemented more effectively, we are currently in the process of moving from a faculty to a flat departmental structure. This will ensure all middle leaders have a deep knowledge and passion for their specialist subject, which in turn, can be used to effectively enhance the quality of education.

Although for consistency, there will always be certain aspects of our pedagogy and teaching and learning processes that are commonplace across the academy, as individual departments come to terms with new specifications, learning journeys and effective assessment approaches continual developments to the 'what, why and how' will be made to improve the delivery of our aims. Our 'everyone a leader, everyone a learner' mentality applies to the staff as well as our students; we therefore place high value on the professional development of all our staff to enhance their confidence, competence and subsequent ability to adapt and develop our curriculum as appropriate to context. Our focus on the whole individual demonstrates our curriculum is not artificially narrowed to focus solely on performance measures – we strongly believe it is the best curriculum for our learners at our academy. We recognise that employers, post-16 and higher education institutes place great value on core and Ebacc. With the exception of a handful of learners (who were withdrawn from KS2 SATS), all our students have the opportunity to follow a 'traditional academic' curriculum. However, this is not a route that is compulsory for anyone, as we also recognise the importance of allowing students to pick subjects they enjoy. We also appreciate the increasing value of more 'open' options and vocational courses as a means of securing apprenticeship routes into the world of work that many of our students prefer. When the time arrives, students will always be guided and encouraged to making choices that are right for them, and as a school we will be flexible to accommodate need.

Given our focus on the development of the 'whole child', to ensure our intentions are clear to parents/carers and students, we have recently reshaped our home school agreement for September 2021 to align with our school values. This is to support working together in triangulation (school, parents and students) to make our expectations clear and to further disseminate our ethos so everyone is clear of our intent.

# Armthorpe Academy: Home School Agreement

## Respect: Communicate with Kindness

Student	I will be an ambassador for academy; I will do the right thing even when no one is watching. I understand that staff are here to help and support me and will interact with them in a positive and respectful way. I know that bullying or harassment are never acceptable, including on social media, and will act to stop it.
Family	I understand the importance of working in partnership with the academy. I will communicate appropriately and constructively, pro-actively making the academy aware of any social, emotional or academic barriers to learning. I will promote and role model positive behaviour online and offline for my child. I will support decisions made by the school and understand that sometimes certain information cannot be shared.
Academy	We will maintain effective communication channels with parents and carers. We will educate families on online risks and the positives associated with technology. We will promote diversity and equality. We will do everything in our power to ensure that students are safe from bullying, harassment or any other danger.

## Responsibility: Make Positive Choices

Student	I will take responsibility for my own actions, take pride in my achievements and accept the consequences of poor choices. I will have a positive attitude to learning; arrive to lessons on time, fully equipped and always strive to do my best.
Family	I will support attendance and punctuality aspiring to achieve 100% attendance, pro-actively seeking solutions to ensure my child attends school, even if there are issues with things such as transport or friendship dilemmas. I will support my child with home learning, making sure they have the right space and conditions to learn.
Academy	We will provide a broad range of experiences that allow students to develop initiative and broaden horizons. We will identify barriers to learning and work with families to ensure appropriate interventions are in place.

## Resilience: Never Give Up

Student	I will try my best when I am given challenges that are outside my comfort zone. I know this helps me learn. I will stay calm when things do not go to plan and try to work out a solution for myself before asking for help. I will join in with extracurricular activities or new experiences even if they are unfamiliar or make me nervous.
Family	I will encourage my child to keep going even in times of adversity and work constructively with academy. I will, in times of challenge, maintain effective and respectful communication in partnership with school. I will encourage my child to access enrichment activities at school including revision sessions and extra help offered.
Academy	We will work in partnership with families to ensure the best interests of our students. We will support students to learn from setbacks, embrace them and not be afraid to try again.

## Pride: The Best of Me

Student	I understand and accept that there is always more to learn. This is how we grow. I understand the importance of and commit to completing all independent learning tasks on time and to the best of my ability. I will make a positive contribution to our learning community and try to be the best of me 24/7!
Family	I will make every effort to attend parents' evenings and key events in school. I will participate in activities with my child, recommended by the school, to support character development and enrichment of the school's values beyond the school day.
Academy	We will promote high expectations, good behaviour and positive attitudes. We will role model the characteristics of an effective leader and learner. We will create an environment that allows students to focus on learning.

## Aspiration: Dream Big

Student	I will strive to constantly meet aspirational targets, challenges and interim goals. I will not say "I can't" but believe with hard work and application "I can". I will dare to dream!
Family	I will support my child's aspirations and foster the belief that hard work opens doors. I will role model a positive attitude to school and education to foster a love of learning for my child.
Academy	We will promote life skills and career development opportunities to prepare for adult life. We will work in collaboration with students, parents and the wider community to constantly reflect on what we offer, and how we offer it to ensure it meets the needs of our learners and community.

**Signatures: I agree to abide by the principles outlined above**

<b>Student signature:</b>		<b>Print name:</b>		<b>Date:</b>		<b>Form:</b>	
<b>Family signature:</b>		<b>Print name:</b>		<b>Date:</b>		<b>Relationship:</b>	
<b>Academy signature:</b>		<b>Print name:</b>		<b>Date:</b>		<b>Role:</b>	

## Implementation: Curriculum Design and Pedagogy

There is nothing more important than that quality of teaching and learning across the school – this is our core business day in day out. Positive relationships between staff and students are pivotal to success in any school, but particularly at Armthorpe; our children need to feel loved, supported, guided and valued to get the best from them. As such with the support of the trust, to improve the consistency of the quality of education, we are developing a united approach to three key areas:

- Subject curriculum planning: Long, medium and short-term expectations
- Our teaching and learning model
- The use of positive assertive language

### KS3 Curriculum Design: Years 7, 8 and 9 (September 2021 onwards)

Foundation Phase: Our Key Stage 3 curriculum allows students the opportunity to study a broad and balanced range of subjects – see Figure 1 below. We are in the process of interweaving our school values and the promotion of British Value as an integral feature across the curriculum, but they are taught more explicitly through our PSHRE and assembly programme. Language and vocabulary development are taught specifically through our Reading programme, which also addresses many religious and sociological factors, in addition to encouraging and developing reading for pleasure. We will be implementing a KS3 character development challenge (built around our values) which will encourage family reading for pleasure in addition to a range of other activities derived to compliment and enrich students’ knowledge and experiences beyond the curriculum.

Figure 1 (Numbers are based on 55 minute lessons on a two week timetable – 50 lessons in total)

Year 7	Year 8	Year 9	Subject	Year 10	Year 11
<b>Core Subjects</b>					
8	8	8	English Literature & Language	8	10
8	8	8	Maths	8	8
6	6	6	Science (Double or Triple)	10	10
4	4	4	Physical Education	4	2
2	2	2	PCSHRE	2	2
<b>Option Subjects</b>					
			Option 1: EBACC	6	6
			Option 2: Free Open Choice	6	6
			Option 3: Free Open Choice	6	6
			Twilight MFL (optional extra)	4	4
<b>Foundation Subjects</b>					
4	4	4	Geography		
4	4	4	History		
4	4	4	Modern Foreign Language		
2	2	2	Computing/ICT		
2	2	2	Technology		
2	2	2	Art		
2	2	2	Drama		
2	2	2	Music		

Nurture Phase: Students who transition in Year 7 that require a greater degree of support to access the secondary curriculum follow a slightly adapted curriculum model. The foundation phase is tailored to the bespoke needs of each cohort on entry but fundamentally alongside all other core and foundation subjects, students study additional functional English and Maths rather than French and time is designated to activities such as independent travel and the development of leadership and communication skills. A stage rather than age approach is utilised to narrow gaps with the intention of building students' skills and knowledge to allow them to access KS4 options of their choice as they progress through school.

We are currently in the process of redesigning our KS3 curriculum to ensure there is a mastery approach across the school with a focus on the depth rather than the breadth of learning. Our planning has been informed by much research, but fundamentally the seven principles of curriculum design identified by Dylan William (Principled Curriculum Design). We are realistic in our planning; a curriculum takes time to develop and embed as a school improves. At our current stage of development, in addition to balance, four principles are integral to our planning:

**Vertical Subject Integration**

Progression by carefully sequencing and interleaving knowledge to ensure both teachers and students have clarity about what 'getting better' at a subject, skill or concept means.

**Appropriate**

Planning for progress: Challenge matches students' levels of knowledge and maturity – expectations of what students can achieve are realistic, high but not unreasonable.

**Focused**

The curriculum is manageable. Important knowledge is key; big concepts/ideas within a subject are identified, taught, reinforced and frequently interleaved to ensure learning is sustainable and secure within the long-term memory.

**Relevant**

Subject areas seek to make real life connections to our students and community to enable learners to see the value/purpose of learning and subsequently make informed choices.

Over time, we also seek coherence – to make explicit connections and links between subjects and experiences. This however must form phase two of our plans, as at present individual subjects need to focus on the sequenced progression of knowledge and comprehension within their own areas before looking to align across the school.

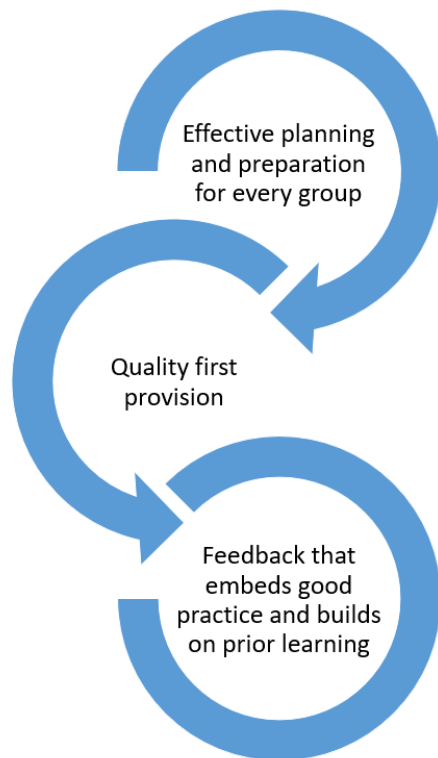
**Curriculum Design: Year 10 and 11**

Our Key Stage 4 students are currently on two different curriculum plans. The 2021 plans were initially built around all students studying a vocational sports qualification. Current Year 10 and 11 students are studying four option subjects. Historical attainment data suggests students would benefit from studying one less option choice to enable greater time to develop understanding and mastery of learning across the curriculum. In year changes have been made to address this (see Figures 1 and 2) to give parity and time to all subjects throughout KS4, with the intention of allowing options subjects particularly, the opportunity to develop a real depth of knowledge which is beyond simply just teaching to a specification.

Curriculum Model 2022 Leavers		Original Offer		Revised Plan
Subject	Year 10	Year 11		Year 11
<b>Core</b>				<b>Core</b>
English	8	10		10
Maths	6	8		10
Science	10	10		10
PE* (non-examined)	4	4		2
PSCHRE	2	2		2
<b>Options</b>				<b>Options</b>
Option 1: Ebacc pot	5	4		6
Option 2: Free choice	5	4		5
Option 3: Free choice	5	4		5
Option 4: Free choice	5	4		



## Teaching and Learning at Armthorpe: Expectations of staff



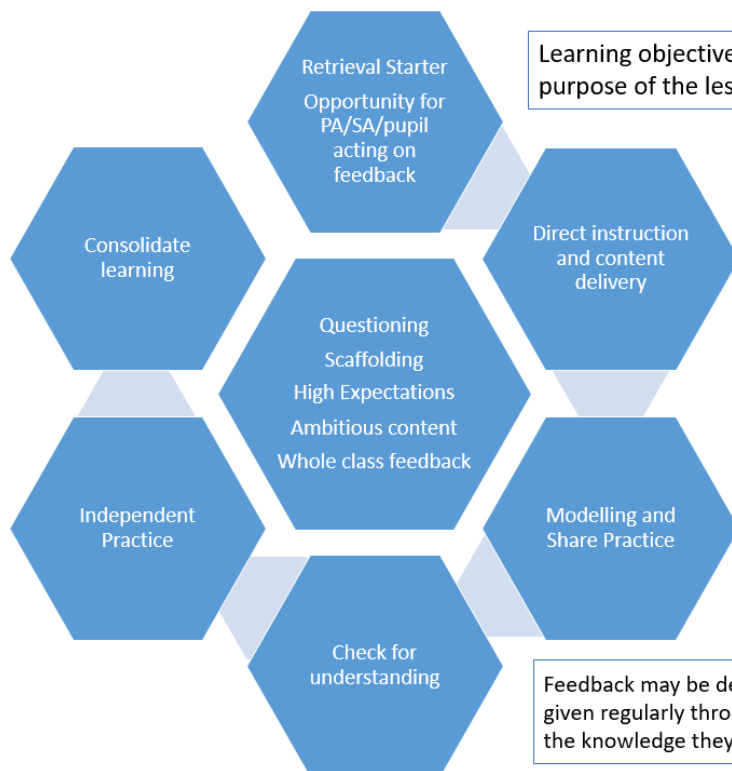
This means that lessons are planned for each group dependant on the need and cohort in that class.

Lessons are planned to ensure quality first provision and not around the use of a particular resource.

This means that the core principles of T&L can be seen consistently within the lesson, that students are clear about what they are learning and the reasons why. Students should have the opportunity to progress throughout a well sequenced curriculum that gives them the core content needed to succeed throughout the year.

This means that feedback is purposeful and directed to ensure that students understand what they need to do to improve the standard of their work. Feedback is ambitious and sets out explicitly what the students need to do to improve their work.

Feedback should not only include praise – although this can be given it does not improve their levels of progress.



Learning objectives should be shared with students so they know the purpose of the lesson but do not need to be written down.

The principles of a good T&L as agreed within the academy. They may not be sequenced in this way but each element should be considered when planning for each lesson. Those elements in the centre are the core of our T&L strategy and should be integral to lessons.

Feedback may be department variable but there should be whole class feedback given regularly throughout each topic. It should be purposeful and give students the knowledge they need to improve their independent practice.

\*Teaching and Learning is currently under review and constantly evolving therefore this section will be updated as the year progresses.



## Quality of Education – Stages of Curriculum Development: Phase 1

In line with the development of our core values and extensive review of the quality of our education, using a model of distributed leadership, we are currently undertaking the following process to evaluate, re-design and assemble documents which outline our curriculum intent and implementation. This process will also incorporate adaptations that need to be made in light of the COVID pandemic.

### Whole School Statement of Curriculum Intent (Headteacher, Trust and Governors)

A document that explains the whole school vision; the intent and implementation of our curriculum that is contextual, specific and bespoke to the needs of the learners in our academy.



### Subject/Departmental Statement of Curriculum Intent (Heads of Department/SLT Link)

A statement that mirrors the core sentiment, vision and values of the whole school, but specifically outlines subject intent at Armthorpe – our school.



### Subject/Departmental Long Term Plans (Heads of Department)

Memory banks of knowledge (brains) and 5 year Learning Journey that focus on knowing and remembering linked to the requirements of the national curriculum.  
A summary overview which demonstrates shared departmental thinking around a mastery



### Subject/Departmental Medium Term Plans (Departmental Planning)

Blocks of learning (which make up the departmental journey) which outline the what and why of each unit of work using the academy's T and L model to highlight what needs to be taught, how the students will demonstrate their knowledge, how assessment will take place and possible misconceptions that may arise.



### Departmental Assessment Policy and Progress Descriptor Statements (Departmental Planning)

A one page policy which incorporates whole school expectations and bespoke departmental plans.  
A one page progress descriptor statement (which cross references 'brains') for each collection point in KS3 that outlines progress levels to show the level of knowledge and skill secure in the long term memory: Mastered, secure, developing, foundation, pre-foundation.



### Short Term Planning (Individual Teachers)

Precision planning books which show how departmental blocks of learning will be tweaked to ensure implementation is bespoke to individual classes and students.