



# Kindness

# Justice

# Respect



Curriculum Intent	To equip <b>all</b> children with skills and a rich web of knowledge through <b>quality first teaching</b>	To provide high quality CPD to <b>all</b> staff to develop confidence, expertise and strong subject knowledge	To provide an engaging, meaningful and in-depth curriculum that offers real life, local experiences and challenges	To develop in <b>all</b> pupils a life-long thirst for new experiences and knowledge	To grow articulate, confident, independent learners who are resilient, resourceful, reflective & responsive	To promote a love of reading across all subjects	To inspire in <b>all</b> pupils self-belief and a sense of pride and responsibility in themselves, their communities and the wider world	To celebrate the unique talents of <b>all</b> children and encourage them to live ambitiously
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Intent & Implementation	Organisation of curriculum	Author Reader						
		Reading Drivers			Being an Author Reader at AWGS			
		<p>'Being an Author Reader' is integral to all we do at AWGS. For Early Reading, we follow the 'Little Wandle' Systematic Synthetic Phonics and 'Rapid Catch Up'. In KS1, pupils have three weekly Guided Reading sessions, in addition to reading undertaken in class. In KS2 (and in Y2 during the spring and summer terms), pupils have daily, whole-class Guided Reading sessions focused on the teaching and learning of specific reading skills. These sessions are linked to the writing learning journey and use associated high quality texts. Reading and writing learning journeys are also linked to enquiry foci wherever possible. We foster a love of reading via: daily, whole-class story times, weekly class book clubs, weekly school library visits, access to a mobile library van, participation in national reading events, e.g World Book Day and Poetry Day, and celebrations of authors.</p>			<p>At AWGS, we:</p> <ul style="list-style-type: none"> <li>foster a love a reading, demonstrating that reading opens up new worlds, provides opportunities to explore new ideas, visit new places, meet new characters and develop a better understanding of new cultures</li> <li>encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills</li> <li>provide high quality, vocabulary-rich reading material which is accessible for all</li> <li>allow all pupils to explore cultural, emotional, intellectual, social and spiritual issues through reading</li> <li>allow all pupils to develop an appreciation for our rich and varied literary heritage</li> <li>encourage all pupils to develop the habit of reading widely and often, for both pleasure and information</li> <li>provide opportunities to celebrate reading throughout the year through use of World Book Day, author events, summer reading challenges, weekly visits to our libraries and through adults modelling reading aloud for pleasure and to gain knowledge</li> <li>aspire to all pupils being able to read fluently, with confidence, using their wide vocabulary and range of reading skills to access other aspects of the curriculum, helping them to become lifelong learners.</li> </ul>			
	<p><b>We believe that ORACY is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to develop and deepen their subject knowledge and better understand themselves, each other and the world around them.</b> We ensure that children are ready to learn by promoting the Calm School Code and SLANT and developing their understanding of Metacognition. We celebrate success through: Celebration Assemblies, Commendation Awards, Class Superstars and the Team Point Card System. We give children a voice and a chance to take responsibility through: School Council, Worship Council, Ethos Council, Teaching &amp; Learning Council, Learning Ambassadors, Sports Captains and our Year 6 Prefect Team. We provide additional pastoral support through: ELSA, The Bridge, and support from outside agencies, as appropriate.</p>							
Wider Curriculum								
Assessment	Regular low-stakes testing	Use of quizzes	Ongoing formative assessment (Insight Tracker)	Gap Analysis	End of Unit Assessment (Foundation Subjects)	Pupil Conferencing	Daily feedback	

Evaluation	<b>High quality outcomes</b> Learning has led to a purposeful outcome or product evident in books and in low-stakes testing	<b>Innovation</b> Learning is reviewed in light of current thinking and recent research.	<b>Regular communication</b> Learning is reviewed with all stakeholders in professional discussions and meetings.	<b>Opening up practice</b> Learning is open and teachers learn and adjust practice in light of what they see/research.	<b>Improving and changing</b> Learning is reviewed, improved or changed in light of outcomes and expectations.
	Monitoring	Work scrutiny	Data outcomes	Pupil voice	Teaching and Learning observations

Impact	<b>Quality of Education</b> Learners make progress in line with, or better than national expectations. They are given a wide range of learning opportunities which allow them to know more and remember more.	<b>Behaviour and Attitudes</b> Learners approach all challenges and new learning with a positive attitude. They are able to ask questions with conviction and answer questions confidently.	<b>Personal Development</b> Learners are given the tools to: manage their own emotions and learning; be self-motivated; be analytical; be empathetic; appreciate others and the world around them; take pride in their work.