



Kindness

Justice

Respect



Curriculum Intent	To equip all children with skills and a rich web of knowledge through quality first teaching	To provide high quality CPD to all 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 all 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 all pupils self-belief and a sense of pride and responsibility in themselves, their communities and the wider world	To celebrate the unique talents of all children and encourage them to live ambitiously
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Intent & Implementation	Organisation of curriculum	Author Writer						
		Writing Drivers	Being an Author Writer at AWGS					
		Our aims for writing are embedded throughout our English lessons and the wider curriculum. We have a well organised writing framework, based on high quality texts, well-designed learning journeys and experience of a range of writing genres. Learning journeys are constructed to teach all skills needed to produce a final writing 'masterpiece', often related to a real-life context. Pupils write for a variety of purposes and audiences. Wherever possible, texts and learning journeys are also linked to enquiry foci and there are opportunities to write meaningfully across the curriculum. From YR through to Y6, pupils are taught 'Letterjoin' handwriting to enable them to write fluently and legibly. Spelling is taught via 'Little Wandle' in YR, Y1 and Y2 and 'No Nonsense Spelling' from Y3 to Y6.	<p>At AWGS, we:</p> <ul style="list-style-type: none"> intend for our pupils to develop a love of writing, expressing their thoughts and ideas clearly and creatively through the written word, across all curriculum subjects intend to create writers who can re-read, edit and improve their own writing, confidently using the essential skills of grammar, punctuation and spelling develop pupils' handwriting skills so that they can write fluently and clearly provide high quality learning experiences that inspire all pupils to display a sense of enjoyment and curiosity about writing develop pupils' oracy skills by providing opportunities for drama, discussion and debate as part of writing learning journeys introduce all pupils to rich and challenging vocabulary that they will use in their writing across all subjects encourage all pupils to write for a range of contexts, purposes and audiences, using real-life outcomes wherever possible develop pupils' stamina for writing encourage all pupils to experiment with vocabulary and grammatical structures during the writing process aspire to all pupils being able to write clearly, accurately and coherently using their transcription and composition skills confidently across a range of genres, helping them to become lifelong learners 					
	<p>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. 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 & 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	High quality outcomes Learning has led to a purposeful outcome or product evident in books and in low-stakes testing	Innovation Learning is reviewed in light of current thinking and recent research.	Regular communication Learning is reviewed with all stakeholders in professional discussions and meetings.	Opening up practice Learning is open and teachers learn and adjust practice in light of what they see/research.	Improving and changing Learning is reviewed, improved or changed in light of outcomes and expectations.
	Monitoring	Work scrutiny	Data outcomes	Pupil voice	Teaching and Learning observations

Impact	Quality of Education 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.	Behaviour and Attitudes Learners approach all challenges and new learning with a positive attitude. They are able to ask questions with conviction and answer questions confidently.	Personal Development 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.