



Southwater Junior Academy

Curriculum Objectives



We have a secure understanding of what we want our pupils to be able to know and do by the time they leave our academy. We have translated this into three key areas of curriculum intent, implementation and impact: **wellbeing** objectives, **lifelong learning** objectives and **academic** objectives. These are underpinned by our three academy values of **kindness**, **resilience** and **working hard**, as set out below.

Wellbeing Objectives: Developing pupils' sense of happiness and wellbeing through our value of 'kindness' (to oneself and others)		
What we are trying to achieve through our curriculum (Intent)	How our curriculum is delivered (Implementation)	The difference our curriculum is making (Impact)
<p>Our wellbeing objectives are focussed on ensuring all pupils:</p> <ul style="list-style-type: none"> Value, respect and take responsibility for themselves and others gain age appropriate knowledge about emotional, social and physical aspects of growing up as specified in the curriculum for Sex and Relationship Education (SRE) can build supportive, reliable and lasting relationships value a culture of diversity and tolerance are physically active and can see how physical activity can improve their everyday lives enjoy a healthy lifestyle which includes healthy eating are emotionally literate and value emotional wellbeing understand the rich cultural diversity of their community and the wider school have an awareness and understanding of their own and others' mental wellbeing feel a sense of pride in our community where their voice is heard have access to Social, Emotional and Mental Health (SEMH) support and resources, if needed 	<p>We deliver our wellbeing objectives through:</p> <ul style="list-style-type: none"> a range of curriculum subject areas including PSHE / SRE, RE, History, Geography and PE our regular assemblies and thought for the week signposting children and / or families to appropriate expert or advisory support offering a variety of clubs e.g. yoga, a range of sports Offering a wide range of extended-learning activities (e.g. visits, values days, residential trips and external visitors) with links to our wellbeing objectives. Supporting pupils with mental health and emotional wellbeing issues e.g. SENCo, Family Support Worker Building relationships with families Drawing on the expertise of others in our local area e.g. youth worker, the church, multi-agency support Ensuring transition liaison and support is strong Listening to pupil voice e.g. pupil council Teaching children how to stay safe e.g. online safety Staff training e.g. LSAs in specialist roles The nurture room available to children who need support e.g. to self-calm or self-regulate The Daily Mile Making our wellbeing objectives visible e.g. displays celebrating our academy values and pupil leadership Lunch Clubs (Iggy's Club and our Learning Mentor's lunch club) Therapeutic interventions and support e.g. lego therapy, 'Gremlin' work Celebrating our academy values and ethos e.g. Hot Choc Friday /reward assemblies and certificates 	<p>We monitor, evaluate and review our wellbeing objectives by:</p> <ul style="list-style-type: none"> Monitoring leadership action plans which relate to wellbeing objectives, including the AIP Monitoring aspects of the SEF which relate to wellbeing objectives Monitoring subject lesson planning and subject action plans which relate to wellbeing objectives Monitoring behaviour (CPOMs) Surveys Pupil voice Lesson visits Book Looks Scaling work e.g. TAF meetings, ICPC meetings External agency assessments

Lifelong Learning Objectives: Developing pupils' ability to be confident, adaptable and creative through our value of 'resilience'

What we are trying to achieve through our curriculum (Intent)	How our curriculum is delivered (Implementation)	The difference our curriculum is making (Impact)
<p>Our lifelong learning objectives are focussed on ensuring all pupils:</p> <ul style="list-style-type: none"> • gain knowledge and skills which they can apply both in their current and future learning • are able to adapt and innovate, becoming more flexible workers and learners • have an enthusiasm and motivation for learning • have a determination to reach high standards of achievement • have an openness to new thinking and ideas and the confidence to adapt and change • can demonstrate resilience and self-reliance when faced with challenges • have an understanding of why they learn what they learn 	<p>We deliver our lifelong learning objectives through:</p> <ul style="list-style-type: none"> • Teaching pupils how to: <ul style="list-style-type: none"> ○ think creatively and independently ○ apply critical thinking and reasoned evaluations ○ apply different kinds of learning in different situations ○ use technology for learning ○ communicate in different ways and settings ○ collaborate and work together ○ take the initiative and lead ○ solve problems or dilemmas • Securely planned transition arrangements • Developing metacognition in the classroom by: <ul style="list-style-type: none"> ○ teaching pupils strategies for planning, monitoring and evaluating aspects of their own learning ○ giving opportunities to use the above strategies ○ promoting metacognitive talk • High quality teaching of PSHE and citizenship that develops pupils': <ul style="list-style-type: none"> ○ knowledge and understanding of the world and our place in it ○ understanding of different beliefs and cultures ○ ability to make informed choices and decisions ○ ability to evaluate environmental, scientific and technological issues ○ ability to develop informed, ethical views of complex issues • Opportunities for enterprise and giving pupils access to wider career learning e.g. through enterprise initiatives and STEM • Celebrating our academy values and ethos e.g. Hot Choc Friday /reward assemblies and certificates • Opportunities for pupil leadership e.g. pupil council, charity committee, eco warriors, etc... • Academy values days • Building resilience through residential trips, becoming a Tanbridge High School ambassador • Putting in place appropriate support e.g. Learning mentor, family support and intervention worker, local youth worker • Ensuring staff know how to promote lifelong learning with their pupils e.g. CPD delivered on spaced learning, memory and interleaving • Encouraging all children to represent the academy e.g. at a local event, participating in competitions and tournaments 	<p>We monitor, evaluate and review our lifelong learning objectives by:</p> <ul style="list-style-type: none"> • Monitoring leadership action plans which relate to lifelong learning objectives, including the AIP • Monitoring aspects of the SEF which relate to lifelong learning objectives • Monitoring subject lesson planning and subject action plans which relate to lifelong learning objectives • Pupil voice – discussions/questionnaires • Metacognition type questions • SEND questionnaire • Attendance

Academic Objectives: Developing pupils' knowledge, skills and understanding across the full range of curriculum subjects through our value of 'working hard'

What we are trying to achieve through our curriculum (Intent)	How our curriculum is delivered (Implementation)	The difference our curriculum is making (Impact)
<p>Our academic objectives are focussed on ensuring:</p> <ul style="list-style-type: none"> • Pupils gain the knowledge and skills specified in the KS2 National Curriculum as a minimum expectation within each subject area • Pupils are able to demonstrate strong and sustained progression from a range of starting points • Pupils' individual needs are met so their learning can be supported and/or challenged, as appropriate. • Pupils' transferable knowledge and skills are developed so they can apply their learning in different and/or unfamiliar contexts. • Pupils' learning is enhanced by opportunities for Learning Outside the Classroom (LotC) - such as residential trips and visits – with clear links to curriculum objectives / schemes of work. • We spark pupils' sense of curiosity and wonder • We develop our pupils' independence as learners • Pupils' learning is supported at home by well-informed parents/carers • Pupils receive routinely high quality learning experiences 	<p>We deliver our academic objectives through:</p> <ul style="list-style-type: none"> • Placing a strong focus on language and reading by: <ul style="list-style-type: none"> ○ encouraging all children to read widely and deeply e.g. reading time set aside in the school day ○ encouraging reading for pleasure at all ages e.g. reading assemblies, a well-stocked library, story times at break/lunch, visits from authors ○ creating opportunities to listen to pupils read e.g. parent readers, RAPID read interventions ○ placing a focus on language e.g. drilling down to word, sentence and whole text level understanding within our reading curriculum • Clearly setting out the sequence and structure of our curriculum with links identified across subject areas and extended learning opportunities e.g. clearly planned topic maps • Offering a wide range of extended-learning activities (e.g. visits, values days, residential trips and external visitors) with purposeful links to what is being taught in core / non-core subject areas and relevant curriculum objectives clearly identified. • Developing metacognition in the classroom by: <ul style="list-style-type: none"> ○ teaching pupils strategies for planning, monitoring and evaluating aspects of their own learning ○ giving opportunities to use the above strategies ○ promoting metacognitive talk • Regularly liaising with parents e.g. curriculum meetings, parent consultation evenings, inviting parents to assemblies • Supporting subject leaders with appropriate CPD and giving them time to develop schemes of work which makes the most of teacher expertise • Supporting teachers with appropriate CPD and giving them opportunities to meet and plan collaboratively • Using a range of evidence - including data - to understand the profile of our pupils and inform our curriculum design so that our schemes of work are shaped to meet the needs of our intake. • Celebrating our academy values and ethos e.g. Hot Choc Friday /reward assemblies and certificates 	<p>We monitor, evaluate and review our academic objectives by:</p> <ul style="list-style-type: none"> • Monitoring leadership action plans which relate to academic objectives, including the AIP • Monitoring aspects of the SEF which relate to academic objectives • Monitoring subject lesson planning and subject action plans • Using a range of both qualitative and quantitative data to explore how pupils are learning e.g. performance data, the quality of work in pupils' books, outcomes of conversations with pupils and teachers (as set out in the academy 'Monitoring, Evaluation and Review' [MER] cycle) • Having conversations with pupils to gauge their understanding and participation in learning, as well as their perceptions of the typical quality of education at school • Using pupil / parent questionnaires • Facilitating trustee subject visits and responding to feedback from trustee reports • Using STAR / mini STAR feedback to develop teachers' practice in the classroom • Using learning snapshot feedback to develop teachers' practice in the classroom