

Curriculum Intent Statement for Goodwin Academy GWA

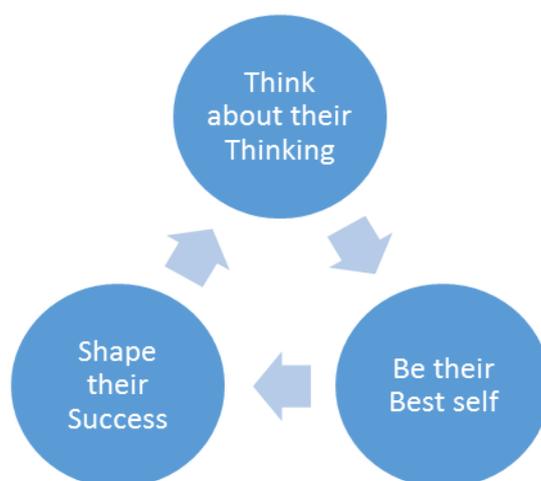
Goodwin Academy is part of Thinking Schools Academy Trust. As a Trust of schools we share a common goal to Transform Life Chances and belief in a cognitive approach to education.

Thinking Schools Academy Trust curriculum intent statement:

At Thinking Schools Academy Trust our mission is to transform life chances.

Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances.

Education is the key to transforming life chances and we support and develop every member of our community to:



What makes our Trust unique is our consistency in the embedded use of metacognitive tools within our curriculum design. To achieve this consistency in approach every school in our Trust is working towards accreditation as a Thinking or an Advanced Thinking School by Exeter University. For further details of this accreditation please follow the link below:

<https://socialsciences.exeter.ac.uk/education/thinkingschools/>

As part of this accreditation every school will choose the most appropriate metacognitive tools and approaches to support their students in their context. These metacognitive tools become the building blocks for delivering school's curriculum. It is expected that the process of becoming a Thinking School will take approximately three years as the schools embed the ethos of metacognition at a deep level within the school.

For further details on some of the most common metacognitive tools used in our Trust please see the following link:

<https://www.tsatrust.org.uk/what-is-a-thinking-school/>

Therefore, by creating a curriculum that enables our students to Think about their Thinking we are providing them with the cognitive tools to structure and analyse their thinking whilst also building the effective habits that will support them for the rest of their lives. In turn, these tools will enable

students to visualise their best selves and give them tools to adapt their behaviour in order to be their best self. Ultimately, this enables students to have the power to Shape their own Success and break free from whatever chains may have held them back from achieving their true life potential.

Goodwin Academy curriculum intent statement:

Goodwin Academy context:

- Goodwin Academy is a coeducational secondary school of 800 students in Years 7-13.
- Goodwin Academy is based in Deal which is a coastal town in the SE of Kent
- Goodwin Academy serves a community:
 - with higher than national levels of deprivation with 36% of students eligible for Pupil Premium funding and 41% are classified as “disadvantaged”.
 - which is predominantly white British working class with below national levels of EAL and BME students attending the school.
 - which is below national for prior attainment upon entry.

Intended curriculum outcomes:

At Goodwin Academy we aim to deliver the following ambitious outcomes for our students. Our vision for the curriculum is based around ‘Be Your Best’, so that all students achieve the highest standards of which they are capable.

The BEST Agenda represents B=Brilliance, E=Enrichment, S=Society and T=Thinking.

Through our curriculum, Students will:

- aspire to brilliance in all areas of the curriculum by being imaginative, creative and reflective in their learning.
- develop awareness of their own strengths and areas they would like to develop to enable them to be ready for the next step in their life journey.
- use the Goodwin Gateways to develop lifelong habits to be successful within the Academy and beyond.
- develop long term knowledge, skills and understanding which can be effectively transferred to new opportunities.
- develop the cultural capital to successfully engage with a wide variety of social contexts in the wider world around them.
- become confident and successful individuals who are able to live safe, healthy and fulfilling lives regardless of their individual circumstances.
- become responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy and individual liberty.



Rationale for curriculum intent:

Aspire to brilliance in all area of the curriculum by being imaginative, creative and reflective in their learning.

- Many of our students will be the first generation to engage with Level 3 qualifications and beyond.
- Those students choosing to apply to university may be the first generation to do so.
- These students need to be supported to reach for the best possible opportunities.
- Successfully engaging in their next step requires a combination of academic outcomes and wider personal / social skills.

Develop awareness of their own strengths and areas they would like to develop to enable them to be ready for the next step in their life journey.

- Many students aspire to improve but do not know how.
- By reflecting effectively, students will be able to consider their behaviours and habits and look to make adjustments.
- Only by empowering our students to be resilient enabling them to actively and accurately assess themselves are they able to shape their own success once they leave our Academy.

Use the Goodwin Gateways to develop lifelong habits to be successful within the Academy and beyond.

- Evidence suggests that we spend approximately half of our waking time working in a habitual mode – i.e. we are not consciously “thinking” about what we are doing we are simply responding to stimuli in a habitual manner.
- Depending on students’ experiences and circumstances, there is a wide variety in the type of habits students enter the school with.
- Support students to take charge of their habits so that they are able to be their best selves rather than trapped by their unconscious habitual selves.

Develop long term knowledge, skills and understanding which can be effectively transferred to new opportunities.

- We have identified the key knowledge, skills and understanding that we believe students should have by the time they leave our Academy. This may be in the form of academic, cultural and practical experiences.
- The key knowledge and skills provide the foundations for a successful transition to the next step in their lives whatever that may be.
- Many of our students exhibit good skills and understanding, however, this is often siloed and not transferable. It is essential that students are able to flexibly use their knowledge and skills to best effect.

Develop the cultural capital to successfully engage with a wide variety of social contexts in the wider world around them.

- It is easy to underestimate the impact of a cultural deficit in a student’s life.
- Without cultural knowledge and experiences students can underestimate their own worth and confidence.
- This broader understanding is essential to students’ abilities to make appropriate inferences and their ability to be comfortable and confident in a wide variety of social settings.
- This lack of cultural capital can, at its extreme, become an invisible barrier to social justice.

Become confident and successful individuals who are able to live safe, healthy and fulfilling lives regardless of their individual circumstances.

- There is an importance for students to have an enjoyment for learning to give them the skills to be confident in their abilities to function as part of the future work-force.
- At a time of unparalleled material wealth in our society we are also seeing historically high levels of mental ill-health in our students. It is, therefore, essential to support our students to have a realistic perspective on their lives locally, nationally and internationally.
- It is essential to support our students to understand how they can achieve their desired ambitions.

Become responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy and individual liberty.

- Our students come from a particular set of socio-economic circumstances.
- Students need to understand that there is no “typical” local community and the particular attributes of their locality.
- To shape their success, students need to envisage the community they want to be part of and their role in creating that community.
- It is becoming increasingly clear that future generations will be part of a global community who will need to work together to resolve global issues.

