

Darlinghurst Academy – Intent, Implementation and Impact

A curriculum that promotes academy culture and ethos.

The academy's direction stems from our vision statement - achieving excellence together

Our curriculum **design** has our children at the centre of all we do



We want to instil in our community a love of learning and an understanding that the learning is part of a journey. We want our children to feel safe, to express and celebrate their learning, recognising and valuing their personal and academic growth. We develop children's characters and the power of possibilities.

- The curriculum is carefully designed through logically sequenced plans, focused on progression and mastery. At Darlinghurst we consider best practice and adopt and adapt effective programmes to create bespoke packages for our children and their learning needs.
- This translates into structures and narratives outlined within our curriculum and Excellence Framework (quality of teaching).
- The Excellence Framework (summarised by the Darlinghurst Direction) outlines the fundamentals of teaching, learning and assessment showing our commitment to achieving excellence through being responsive, engaging and intent on for success for all.
- We use connected themes, mapped against elements of the national curriculum and development matters (early learning goals) outlined within the Edison connected curriculum, developing knowledge, skills, characteristics and habits for life-long learning.
- Logically sequenced programmes and layered lesson structures provide coherent progression of skills and knowledge at each stage of learning and a breadth of study across the curriculum.
- We place emphasis on a mastery approach and recognise the vital importance of developing the basic skills and knowledge for solid foundations to build stepping-stones to higher levels of cognitive demand, mental processing and decision making. We know that these are complex and abstract and learning at depth involves application, problem solving and reasoning.
- With our children at the centre of all we do, our curriculum shapes the whole child supporting their academic and emotional needs, alongside their moral, social and cultural development.
- At Darlinghurst we are committed to building children's character and behaviours for learning so they know the power of possibilities and know that our academy values lead to excellence.

Our **intent** is to make learning inclusive, purposeful, relevant and engaging so that our children:



are at the centre of all we do and we are committed to shaping the whole child.

- aim for excellence through their achievements, belonging, confidence and determination.
- irrespective of their academic abilities, experience opportunities in a wide range of context.
- are developing both their knowledge and skills through a curriculum which recognises the value of both thematic and discrete teaching.
- experience activities that are thematic, making connections across the curriculum and developing transferable skills.
- are able to learn through creative first hand experiences and have high quality visits and visitors to enhance and support learning.
- create, discover and explore; to express themselves; be imaginative and remain curious, creative and healthy.
- learn how to be active and healthy, physically and emotionally.

- are given pastoral and emotional support, considering the well-being, safety and happiness of individuals and the community.
- are confident readers, writers and mathematicians.
- make good progress and achieve their best, understanding that growth mind sets and risk taking brings success.
- respond and use feedback well, always improving and grappling with learning.
- come prepared and ready to learn, developing their independence, routines and expectations of themselves and others.
- consolidate and reinforce basic skills through homework and communication with parents.
- participate in academy life and community events and competitions embedding our academy and British values by demonstrating fairness and respect.
- understand how they learn and how to be successful, developing characteristics, values and habits to last a lifetime.
- are being prepared for the next stage of their learning and life in an ever changing world.

We **implement** a balanced curriculum so that our children and teachers:



- engage in high quality teaching and learning, following the excellence framework and direction.
- follow routines, habits and structures that lead to success for all.
- engage in layered lessons, maximising teaching, learning and assessment, meeting and challenging the needs of all.
- ensure clear progression of basic core skills through following our bespoke programmes in phonics, reading, writing and mathematics so that learning is logically sequenced at each stage of learning
- engage in a variety of activities and contexts through the careful mapping of learning, outlined in curriculum overviews.
- follow coherent progression of skills and knowledge for a breadth of study across each year group and subject, underpinned by learning and life skills.
- 'get under the skin' of the skills and knowledge that they need by deepen understanding of that subject area or theme.
- use perfect starting points for exciting, engaging and motivating learning so that we continue to innovate to suit our children's needs.
- gain knowledge and understanding of a variety of different subjects but with continued emphasis on developing children's reading, writing and maths skills.
- enjoy and engage in discrete teaching alongside connected learning. Discrete teaching of RE, RSE, PHSE, Spanish and focused topic time gives deepens understanding and exploration.
- develop skills within sports and arts by engaging in lessons, taught by specialist, in accordance to progressive and transferable skills.
- consider the lives and heritage of our children and community through flexibility and adaptation of the curriculum.
- exemplify and celebrate the academy values, knowing that we 'achieve excellence together'.

We have a positive **impact** through the quality of teaching so that our children and teachers:

- Our children are prepared for the next phase in their learning.
 - Our children make progress across the curriculum
 - Our children shine in their interests and talents
 - making transition easier



- are confident, supported by the frameworks and layered lesson structures to teach and assess learning, suited to the needs of the children and community.
- have an understanding of knowledge, skills and attributes gained against expectations.
- evaluate knowledge and understanding against expectations in core subject areas.
- are reflective and progressive, knowing what is expected of them and what they need to do next.

- develop skills and knowledge at each stage, addressing needs and gaps so that children are successful and have the fundamentals they need to build further success
- are actively involved in learning because they know that they achieve excellence together.
- have positive relationships, working across the academy and recognising the impact of teamwork.
- enjoy learning and teaching because it is relevant and purposeful.
- make a difference to the lives and outcomes of our children by developing skills, habits and routines that are transferable across subjects and situations.
- make progress and demonstrate interest in a variety of subjects, attending and representing the academy in clubs, competitions and festivals.
- are active citizens, contributing to learning and academy life.
- develop life-long learners and respectful citizens who are well prepared for their next stage.

We know we are successful in this through:

Development of whole child - personal, social, physical, emotional development and responsibility and character

Case studies – to measure the academic, personal, social and emotional progress, 360 assessments

Community action – representing the academy – events and competitions, community events and charities, guest and visitors

Behaviours for learning – habits and routines, learning and life skills, resilience and growth mind-set, academy values and British values

Teacher assessment – ongoing questioning, talk and dialogue, live and ongoing feedback, day to day working, children's books, summative assessments and target cards

Progression – progressive programmes, steps to success, layered lessons, tracking through systems,

Pupil voice – talk partners, learning dialogue in the classroom, editing, green pen, Active citizens – committees, topic reviews, pupil questionnaires

Parental feedback – parental engagement in learning together, meetings and celebrations, open door, PTA, parent questionnaires

Data analysis – pupil progress meetings, internal data – raising standards analysis, external data, moderation, target cards

Quality assurance – the excellence framework, reviews of learning, monitoring, mentoring, team teaching, skills workshops, drop in's

Excellence – Achievement, belonging, confidence, determination - together

We always ask the following questions:

- Are children on track to meet or exceed end of year expectations?
- How well are the children progressing from their starting points?
- How can we help them and what next?

Parents ask;

- What are the expectations for my child?
 - Is my child on track to meet expectations?
 - Is he or she making good progress?
 - How can we help them?
- Parental consultations and reporting ensures that parents are well informed.
 - Curriculum overviews, helpful guides and policies are shared and accessible to our parents, including engagement through workshops and 'Learning together sessions', alongside their children, in the classroom - **achieving excellence together.**



The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us high school ready having enjoyed and embraced their learning experiences along the way.