



CURRICULUM STATEMENT

January 2022

Our Vision

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).



Our Values

To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



To Learn



The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.

To Serve




Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS | COLLABORATIVE PARTNERSHIPS | STRONG SYSTEMS | CONFIDENT LEARNERS

DoWMAT CURRICULUM STATEMENT

	To Love		To Learn		To Serve
UNDERSTAND CARE IMAGINE EXPERIENCE EMPATHISE SHAPE OBSERVE REFLECT CONNECT DISCUSS VALUE APPRECIATE	ANALYSE CHALLENGE DESCRIBE EVALUATE IDENTIFY INTERPRET QUESTION NAME RECALL CONSTRUCT DISCOVER THINK	SUPPORT SHARE EXPLAIN RECOGNISE RETELL EXPRESS LISTEN DEMONSTRATE CREATE FEEDBACK REVIEW DEVELOP			

Intent:

We believe we have a core duty, in all our DoWMAT academies, to ensure our pupils receive the very best education possible.

To achieve this, it is imperative that the curriculum on offer in each of our academies, is truly world class; engaging pupils and providing them with access to the skills and knowledge they will need to become successful, confident, fulfilled adults in the future. To truly transform the lives of our pupils, we must inspire now - and instil in each the confidence to become the very best version of themselves.

The Trust does not have a standardised curriculum. With our academies serving diverse communities, we have made the decision not to adopt a one size fits all model. Nonetheless, we remain united by our focus on delivering the very best learning experiences for all our pupils within an engaging and exciting framework. To achieve this, each academy has taken the time to develop its own intent and approach - underpinned by our Christian Vision and our Christian Values - to delivering the key learning their pupils need.

The intent in each DoWMAT academy is characterised by our desire to ensure our curriculum;

- Provides excellent teaching across a broad and balanced range of subjects to engage our learners.
- Provides opportunities for children to develop as independent, confident, successful learners with high aspirations.
- Builds on prior learning in logical steps.
- Enables our pupils to make a positive contribution to their community and their wider society.
- Maintains a high focus on developing children’s moral, spiritual, social and cultural understanding.
- Empowers all learners to enjoy their education and make good progress in all areas of learning.

- Develops character, personal pride and the highest moral standards.
- Celebrates diversity, challenges injustice and promotes equality.
- Encourages healthy lifestyle choices, self-regulation and personal accountability.
- Fosters an inclusive culture of responsibility, respect and safety within an ethos of praise, pride and purpose.

Our Curriculum Principles:

It is our ambition that all pupils within a DoWMAT academy will experience a curriculum that is:

- **Ambitious** - in content and the knowledge and skills pupils have access to
- **Knowledge Rich** - maximising opportunities to access a wide, global, cultural capital
- **Inclusive** - enabling all to feel valued, appreciated and allowed to flourish
- **Connected** - empowering children to recognise and explore links between different subjects and experiences
- **Respectful** - of the world we live in and the people we meet along the way
- **Relevant** - matching content to the needs of the pupil; enabling pupils to make informed choices
- **Rigorous** - systematic and targeted to support pupils in achieving the best outcomes
- **Balanced** - promoting intellectual, moral, spiritual, social emotional and physical learning
- **Focussed** - developing deeper understanding of key principles

Implementation:

The curriculum design in each DoWMAT academy ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate.

Subjects are planned to ensure the progression of knowledge and skills across the school.

Programmes of learning are designed and sequenced with the aim of developing skills and knowledge which move towards a clearly defined end point. Pupils have the opportunity to build upon what has been taught before and to transfer key knowledge to long-term memory. We want our pupils to know more and understand more, but we also want them to be “explorers” of knowledge, confident in their own abilities and choices.

Experiences of activities, visits to places and encounters with people or background context provide stimulus for, and models of how knowledge is gained and used for purpose. The design and planning of our curriculum makes explicit the weaving in of authentic experiences which give pupils the opportunities to see where knowledge and learning could take them.

We recommend that schools summarise the knowledge and skills to be acquired in each unit of work in each year group in Knowledge Organisers.

Formative assessment should inform teaching, and lessons should be planned so that they are pitched appropriately and matched to children’s specific needs. New learning should build on prior learning and each lesson should be part of a logical sequence of progression.

Impact:

DoWMAT academies will use a variety of means to measure the impact of their curriculum, which may include;

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against key questions and expected outcomes
- Tracking of knowledge in pre and post learning elicitation tasks / quizzes
- Pupil discussions about their learning
- Monitoring plans which capture the development of skills and knowledge and how they are applied to instil deep and meaningful understanding
- Capturing pupil views and achievements
- Capturing Parent / Carer views
- Analysing data to identify gaps and next steps
- Monitoring of curriculum developments and pupil outcomes

<ul style="list-style-type: none"> – Governors interviews for Year 6 leavers- do the children display the aims and qualities we intended from our curriculum? – Lesson observations and / or learning walks 	
<p>Children can expect to:</p> <ul style="list-style-type: none"> – Be excited about their learning – Have confidence in their own ability to achieve and make progress – Be willing to have a go and do their best – Take part in well designed, exciting, interesting and stimulating lessons – Understand what and why they are learning – and how this fits into a learning sequence – Have the opportunity to demonstrate what they have learnt and to reapply and adapt their learning in a variety of contexts – Have opportunities to discuss and share their learning with others – Be proud of their achievements 	
<p>How does DoWMAT support our academies in this endeavour?</p> <ul style="list-style-type: none"> – We build regular opportunities for staff in our academies to develop their subject knowledge and pedagogy through individual and group training. – Our area Hub groups focus on key aspect of curriculum provision and provide support across academies. – We encourage staff to attend webinars, training days, and development activities offered by external providers. – The training needs of staff are routinely linked to their development targets and Performance Management. – We provide support for new entrants to the profession. – Our Curriculum Research and Development group provides support and challenge for all our academies in aspects of curriculum development. 	
Subject / AREA	DoWMAT Intent Statements
EYFS	<p>Our Early Years curriculum aims to support our youngest learners in discovering and developing the early learning blocks for successful learning.</p> <p>We look to provide a positive, nurturing and challenging start to a child’s learning journey, to equip them with all the tools they need to become successful learners. An atmosphere of continuous provision enables children to develop their personalities, talents and abilities in their own way and at their own pace. Through the use of summative assessment, we make observations, assess learning and plan the next steps. These next steps are specific and personal to each child to ensure they are successful. The enabling environments are carefully planned throughout the year, dependent on our topics and specific areas for development. Our facilitating environments are partnered with positive relationships to ensure our pupils grow into strong and independent learners.</p> <p>Speech and language development is heavily focussed upon within our Early Years settings. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.</p>

MATHS	<p>We aim to ensure that a high-quality mathematics education is provided for all our pupils. A strong emphasis is placed on providing opportunities to foster pupils' enjoyment of maths and empower our pupils to be competent problem solvers; able to apply knowledge rapidly and accurately across the curriculum. We want our learners to be able to independently follow a line of enquiry, explore numerical relationships and to develop a mastery for reasoning using key mathematical language.</p> <p>We aim for learners to move fluently between concrete, pictorial and abstract concepts in order to access a range of mathematical and real-life problems.</p> <p>By the time pupils leave our academies, our ambition is to ensure all children are confident in their conceptual understanding of maths so that they can succeed with its real-life application and development beyond KS2.</p>
ENGLISH	<p>We aim to ensure that a high-quality English education is provided for all children. Speaking, Reading and Writing enables a foundation for understanding the world and being able to communicate effectively within it. We expect that pupils will learn to speak, read and write fluently.</p> <p>Spoken language underpins the development of Reading and Writing and so, from an early age, children are expected to develop their communication skills, in particular their receptive and expressive language.</p> <p>In Reading, we teach pupils the phonic skills to decode text, the comprehension skills to understand what they are reading; and we encourage our pupils to enjoy and be motivated to read a wide variety of quality texts from a range of authors. Our pupils will use and apply their reading skills to access other areas of the curriculum, to extend their knowledge and understanding further.</p> <p>In writing, we teach pupils the tools of writing; including accurate use of spelling, grammar and a clear and fluent handwriting style. We want our pupils to understand that writing is a tool for communication through which their voice and ideas can be heard. Where possible, pupils will write purposefully for an audience.</p> <p>In all areas of English, we look to extend pupils' understanding and use of a wide range of vocabulary using quality texts</p> <p>By the time pupils leave our academies, they will have developed their skills so that they are confident speakers and can write accurately and fluently for a variety of purposes and audiences. They will enjoy reading and be able to read confidently and fluently so that they can access the curriculum of their next school.</p>
PHONICS	<p>We recognise Reading as a key life skill, which underpins access to the rest of the curriculum.</p> <p>We aim for children to read words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school.</p>

RE	<p>Our aim for Religious Education is to provide rich opportunities for pupils to recognise and appreciate the diversity of religions and non-religions. The RE curriculum is a broad based curriculum which helps to promote the spiritual, moral, cultural, social, and mental development of pupils. Pupils will learn from religions and world views about different ways of life. They will discover, explore and consider many different ways to answer questions about human identity, meaning and value.</p> <p>Christianity is a key element of our RE curriculum. Pupils will develop an understanding of the values and practises of Christianity and the other main faiths in the world. They will be given opportunities to develop respect, tolerance and an understanding for the beliefs of others, to include those with no faith. Where possible, pupils will have first-hand experiences of places of worship, celebrations and festivals.</p> <p>By the time they move to their next school, pupils will have a deeper understanding of Christianity and a respect and appreciation of other faiths. They will appreciate differences in their school community and the wider world and will have nurtured the values of respect and tolerance as they make the transition to the next phase of their education.</p>
SCIENCE	<p>Science teaching aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.</p> <p>Scientific enquiry skills are embedded in each topic the children study and these topics are revisited and developed throughout their time at school.</p> <p>All pupils are encouraged to develop and use a range of skills including observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their scientific based questions. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught are reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.</p> <p>We feel it is important to 'know' scientists from history and present day and their influence on society.</p>
PE	<p>PE inspires all pupils to succeed through fun, high-quality physical activities. It is our intention to develop knowledge, skills and vocabulary in a broad range of sporting activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Our PE curriculums promotes healthy life style choices, the need for a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be out of a child's comfort zone. We are passionate about the need to teach children how to cooperate and collaborate with others.</p> <p>A key part of our PE curriculum is focussed on developing leadership opportunities and encouraging a lifelong participation in healthy and physical activities through promoting outside links.</p>
HISTORY	<p>Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for this subject to inspire pupils' curiosity and leave them enthused to know and discover more about the past. We aim to empower our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to teach our pupils to increasingly understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups. This subject also offers our pupils the opportunity to reflect on their own identity and the challenges of their time.</p>

GEOGRAPHY	<p>Geography is about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. Our pupils learn to deepen their understanding of their own environment and the wider world, and to consider their place in it. Our intent is to inspire our pupils' curiosity about diverse places, people, resources and both natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>Alongside their learning, our pupils develop their subject-specific vocabulary relating to the human and physical aspects of geography. They also improve their use of a variety of maps and plans to aid their understanding.</p>
MUSIC	<p>We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across each DoWMAT academy. Our intent is to develop self-confidence, pride in achievements, awareness of others, self-reflection and positive interactions through the music curriculum. The intention is that children gain a firm understanding of music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We aim to develop a curiosity for the subject, as well as an understanding and appreciation of all types of music, and respect for the role that music has in a person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p>
LANGUAGES	<p>We appreciate it is a valuable skill to be able to communicate confidently with others in another language and our teaching provides the first steps in a growing competency. We aim to support our pupils in the understanding that they are members of a multi-cultural society, and to foster curiosity and an openness to other cultures through the learning and teaching of a modern foreign language. We provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read texts in the original language. We hope studying in this subject will deepen our pupils' understanding of the world and provide the foundation for learning further languages.</p>
ART AND DESIGN	<p>Our Art and Design curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art; and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art and design skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape, painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.</p> <p>It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. In Art and Design, children are expected to be reflective and evaluate their work; thinking about how they can make changes and keep improving. Pupils are encouraged to take risks and experiment and then to reflect on why some ideas and techniques are successful or not for a particular project.</p>

DESIGN AND TECHNOLOGY	<p>We aim to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. In Design and Technology pupils are taught to combine their designing and making skills with knowledge and understanding. Skills are taught progressively as pupils move through the year groups. Evaluation is an integral part of the design process, affording our pupils the opportunity to adapt and improve their products. D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art.</p> <p>DoWMAT pupils are taught the principles of nutrition and learn basic cooking skills. They will be taught age related technical vocabulary to support deeper understanding. Opportunities are provided to ensure pupils learn how to take risks - and how to be resourceful, innovative and enterprising. Through the evaluation of past and present design and technology, our pupils develop an understanding of its impact on daily life and the wider world.</p>
COMPUTING	<p>We aim to ensure all pupils have rich, deep learning experiences that balance all the aspects of Computing. With technology playing such a significant role in society today, we believe ‘Computational thinking’ is a skill, children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world.</p> <p>Pupils are introduced to a wide range of technology, including laptops, iPads and interactive whiteboards; allowing them to continually practice and improve their skills. This ensures they become digitally literate; able to express themselves and develop their ideas through information and computer technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>We teach a curriculum that enables children to become effective users of technology who can:</p> <ul style="list-style-type: none"> ▪ Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation. ▪ Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. ▪ Evaluate and apply information technology analytically to solve problems. ▪ Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.
PSHE	<p>A consistent approach to PSHE throughout our DoWMAT academies provide our pupils with a foundation that gives them confidence to tackle many of the moral, social and cultural issues that are part of growing up. By the time pupils leave our academies, we aim for them to be healthy, independent and responsible members of our society.</p> <p>We provide opportunities to develop children’s understanding of relationships, physical health and mental wellbeing. Each year group develops a progression of skills, values and attitudes appropriate to their age and maturity. Individual pupil’s needs are recognised, acknowledged and supported as they arise. Visitors to school and enrichment opportunities enable children to embed all aspects of the PSHE curriculum.</p>