



## STATEMENT OF CURRICULUM INTENT

Penistone Grammar School is an inclusive school, fostering strong relationships and a sense of community. Rooted in our core values of Aim High, Be Determined, Be Kind, Be Supportive, and Be Proud, we strive to provide an excellent educational journey for students from years 7 through to 13. Our focus is on personal development, empowering students to realise their limitless potential. We are equally dedicated to nurturing our staff, providing them with opportunities for growth and development, ensuring they are equipped with the knowledge and skills to support student success. Together, we are committed to preparing students to tackle challenges with confidence, armed with the knowledge, skills, and qualities essential for success. We are PGS.

### AIM HIGH

Through an ambitious and knowledge rich curriculum, we will guide our students on a seven-year journey, preparing them for life in modern Britain. They will emerge as knowledgeable, ambitious, confident learners, equipped with a solid foundation for their next stages in education, training and employment. For many, this path will lead to prestigious universities or high-quality training and apprenticeships.

In addition to academic pursuits, we will prioritise plethora of enriching extracurricular activities. These experiences will broaden students' horizons, foster teamwork and leadership qualities, and cultivate their interests beyond the classroom. While recognizing the importance of reading is fundamental to learning, we will instil a genuine passion for literature among our students. Complemented by a focus on expanding academic vocabulary through verbal and written expression, we understand that a broad vocabulary enhances comprehension and success.

### BE DETERMINED

We will design a bold and inspiring curriculum that fosters bravery and determination among our students. It will be rich with high-quality knowledge, bespoke to their needs, and purposeful in preparing them for success. Our students will learn to embrace failure as a necessary step toward greatness and will be empowered to take calculated risks in their learning journey, guided by a sense of courage and determination.

Our assessment strategy will be rooted in the four pillars of assessment, bridging the gap between teaching and learning, while prioritizing the well-being and workload of our entire learning community. Committed to reducing economic and social inequality, our curriculum will provide opportunities for all students, regardless of their background, empowering them to overcome challenges with bravery and determination. We reject labels and assumptions about academic ability, striving to help every student excel.

Every lesson and encounter will be purposeful, led by expert teachers dedicated to continuous improvement and fostering bravery and determination in their students. Through evidence-informed methods, we'll maximize learning and knowledge retention, ensuring each interaction counts towards their growth and success.

### BE KIND

At our school, we champion the value of kindness and cultural understanding as essential components of our community ethos. We believe in fostering an environment where kindness extends beyond borders, embracing the rich diversity of our multicultural Britain. Students are encouraged to engage with and celebrate different cultures, languages, and traditions, promoting mutual respect and appreciation.

We encourage manners and positive interactions between students and staff. Furthermore, we emphasise the importance of extending kindness beyond face-to-face interactions to the digital realm. In an increasingly interconnected world, we recognise the significance of being kind online, promoting positive digital citizenship and responsible behaviour on social media platforms and digital forums. By embracing kindness and cultural understanding, we aim to create a school environment where every individual feels valued, respected, and supported, regardless of their background or identity. Together, we strive to build a community characterised by compassion, inclusivity, and kindness in all aspects of life.

### BE SUPPORTIVE

High aspiration will not be at the expense of the wellbeing of our students and staff. This will include an ongoing commitment to protect the work/life balance of our staff as we continue to do everything within our power to ensure our students believe that they can achieve anything they set their minds to.

We will empower every member of our learning community to equip themselves with the knowledge to understand what positive mental health looks like and will provide them with the tools to achieve this. Working together in a climate of high challenge, support and respect, collectively we will expect every student to show exemplary conduct and make excellent progress. We will not achieve this in isolation; we will recognise everyone's role in supporting the students within our community to achieve their aspirations. Specifically, we will value the part parents and carers play in their children's education and will capitalise upon every opportunity to ensure this positively impacts upon their journey.

### BE PROUD

Our students will be unwavering in their endeavours to continuously improve their learning to achieve their hopes and dreams but will understand that their success will be determined by far more than examination outcomes.

We will encourage them to develop an inner resilience, strength of character, and essential leadership qualities that will result in them confidently and consistently presenting the most authentic and best version of themselves in all they do.

Through a culture of high aspiration, our students will believe that consistent hard work, well-focussed effort, strong attendance and a positive attitude will be rewarded. Because of this, students recognise and are proud to share their accomplishments, no matter how small, and we actively seek every opportunity as a community to celebrate each of these achievements with them.

## CURRICULUM FRAMEWORK

Our curriculum framework places high value on excellent school practice and research evidence to inform the overarching principles outlined below. These principles emphasise the importance of effective curriculum design, intelligent sequencing of knowledge and meaningful assessment that informs learning. Our expert teachers implement evidence informed techniques to maximise learning and progress, meaning the level of challenge in the curriculum informs the level of challenge in our classrooms.

### KNOWLEDGE (CONTENT)

- Curriculum content is knowledge-rich, tackles misconceptions and builds on prior learning.
- Knowledge and skills are introduced in a well-sequenced coherent curriculum providing clear progression for all students.
- Progress is students knowing more, remembering more and doing more.
- Home Learning is used to practise and embed knowledge and skills effectively

### TEACHING & LEARNING

- Teachers are experts in their subject.
- Teachers understand that learning involves a change in long-term memory and is the ability to retain, retrieve and transfer knowledge to different contexts (skills)
- Teachers employ evidence informed teaching methods to improve learning and progress.
- Cognitive Science informs teaching to ensure retrieval practice, spacing of knowledge and low stakes testing are used effectively.
- Teachers actively seek opportunities to improve their teaching.
- Teachers are responsive in their teaching and continually tailor support for those students at risk of underachievement regardless of starting point or background (Closing the Gaps)

### ASSESSMENT & FEEDBACK

- Assessment is underpinned by the four pillars of assessment: purpose, validity, reliability, and value.
- The purpose of assessment is to always improve students' learning and inform teachers' teaching.
- Formative assessment takes precedence over summative assessment.
- Summative assessment includes cumulative knowledge (and skills)
- Assessment Review Points (ARPs) are meaningful, informative, and considerate of teacher workload.
- Feedback is an essential part of teaching and takes many forms; teacher marking is only one form and therefore is not relied upon solely to improve learning.
- We aim to collect data once, use many times – meaningful, accurate and valid data to inform next steps in learning.
- Any tracking is closely aligned to the curriculum and defined end points students aim to achieve.

### WELLBEING

- Staff and student wellbeing are central to the school's values.
- Students and teachers recognise the importance of learning beyond that which is examinable.
- The school calendar is effective, efficient and considerate of workload without compromising student progress.
- The curriculum capitalises upon opportunities to support the SEMH and cultural capital of our students

### READING & ACADEMIC VOCABULARY

- We develop a culture of reading at throughout the school.
- Reading is wide, varied and challenging at an age-appropriate level.
- Students are expected to read fluently and in depth for knowledge, comprehension and enjoyment.
- Every opportunity is taken to develop the use of academic and subject-specific vocabulary.
- We value the importance of communication both speaking confidently and listening to understand

### LEADERSHIP

- Leaders are experts in their field.
- Curriculum Leaders have the autonomy to design a curriculum that is ambitious and coherently sequenced so that students progressively know more, remember more, and do more.
- Curriculum Maps are continually developed to ensure they focus on well-sequenced learning and progression.
- Leaders design subject CPD that is context-specific, meaningful, and sustained over time to have impact
- Curriculum leaders design assessment and feedback policies to meet the needs of students and teachers within their subjects.