



# **Blackpool Gateway Academy**

## **Curriculum Intent Statement**

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## **OUR VISION**

“Learning today for a brighter tomorrow”

At Blackpool Gateway Academy we are committed to providing a high quality education within a happy, nurturing and stimulating environment, where all children recognise their individual ability to achieve their full potential. We aim to equip all children to meet the challenges of their education, future work and prepare them with the skills they need to have a successful and happy life.

Our school is located in an area of Blackpool that has high levels of deprivation. A majority of pupils in our school are from disadvantaged backgrounds and enter our baseline at lower than age related expectations. As such we provide a nurturing environment centered around children's wellbeing. We have the highest expectations of governors, staff, children and parents to enable everyone to be the 'best they can be' no matter their background or need. In addition we are also part of the Government's Opportunity Area and the Get Blackpool Reading Initiative.

## **INTENT**

At Blackpool Gateway Academy, we ensure that our children receive the very best education possible. We provide all children with the necessary skills in core and foundation subjects to succeed.

At Gateway, we follow the National Curriculum and supplement this further through well sequenced and progressive schemes of works such as 'RWInc', 'Gateway's Maths Learning ladder', 'White Rose', and 'Talk for Writing'. We have further adapted our curriculum to have a greater focus on reading, oracy, and recall of prior learning to embed knowledge, so children are equipped with the communication skills to fully participate in an ever changing world to ensure success across the curriculum.

In addition, we have enhanced our curriculum by creating a bespoke, return and recovery scheme of work for each subject to ensure any potential gaps in learning are addressed enabling us to fully meet the needs of our pupils. This was designed to look at key skills that children need to be fully secure with before moving learning on, so their knowledge is built on firm foundations and prepares them for the next stages of their education. We have implemented a tailored and carefully planned math learning ladder. The teaching and learning of maths has been progressively sequenced into strands of mathematics to aid richer and wider opportunities to enable children to use and apply mathematics in a variety of meaningful ways, providing a broader and richer mathematics curriculum.

As a result, we expect pupils to make good progress and are able to communicate their learning more effectively. We ensure that our monitoring cycle is continually developed through close scrutiny and monitoring by leaders across school and incorporates discussions with all stakeholders. We link closely with the local community and take part in charity events, harvest collections, local food banks and local churches.

At Blackpool Gateway Academy, we recognise that our children need a rich and broad curriculum that will support and develop their Cultural Capital. With this in mind, subject leads and class teachers, consider carefully how learning is sequenced and built upon to ensure the children are equipped for their futures. As a result, foundation subjects also follow a carefully planned knowledge and skills based progression of learning to ensure a high quality broad and balanced

curriculum. This is to give children the knowledge and experiences they need to succeed in life and be respectful and productive members of the community.

At Gateway, we ensure that all year groups (as appropriate to age and stage) have adopted the latest Relationships and Sex Education Guidance (RSE). RSE is taught within the personal, social, health and economic (PSHE) education curriculum through a weekly lesson. Our Dimensions scheme has the RSE elements throughout each year group's curriculum map to ensure a progression of teaching and learning. The biological aspects of RSE are taught within the science curriculum. Pupils in year 5 and 6 also receive stand-alone sex education sessions delivered by a trained professional of the Coram Education Team. PSHE is delivered in an inclusive environment where lessons are adapted to meet the academic and social needs of all children, including those with SEND.

Where possible, and to strengthen further cultural capital, our curriculum is enhanced further through a variety of enrichment experiences such as field study visits, workshops, experience days and residential. During recent times when visits have not been possible due to government guidance we have arranged visitors to come to school to deliver 'in house workshops' to ensure we give our children the best possible experiences to enhance the curriculum. For example during the pandemic we were visited by guest speakers for the Owl Sanctuary to enhance the Science curriculum and we were visited by a performing arts group who performed 'Treasure Island' to enhance our writing curriculum .

When possible, school trips are planned to support the children's subject knowledge either pre topic, to give the children a hook for their learning or post topic to consolidate prior learning. Residential visits will be booked when permitted for UKS2. We also link our school trips to support our curriculum drivers of **possibility, growth and community**.

Through assemblies, class teaching and natural discussions, children learn about the fundamental British Values and our school Core Values as part of our social, moral, spiritual and cultural curriculum. There is also work conducted and interwoven around personal development and character building with particular emphasis on resilience, independence and ambition. Furthermore, we have four houses within the school, named after influential people. These houses are changed every few years. Four new influential Icons are chosen to represent the houses to give children a variety of role models from varying backgrounds within the community including, occupation, race, gender and members of LGBT+ community.

Everyone in school is part of a house and the system encourages the children to earn gems for modelling the core values. Weekly totals are revealed on our newsletter and rewards winning houses that will be awarded throughout the year.

Our passionate and dedicated staff have the highest expectations for our children and maintain this standard throughout their learning journey at Blackpool Gateway Academy. Lessons offer challenges at all levels with expectations that all children have an active role in their learning and are ambitious to keep persevering. High expectations of presentation and challenge are non-negotiable and are becoming embedded into daily teaching.

At Blackpool Gateway Academy we provide an inclusive curriculum and learning environment for all learners. Children with Special Educational Needs and Disabilities (SEND) have full access to

all National Curriculum subjects appropriate to the age and stage of their development. We use a range of approaches to support children with SEND needs and ensure that learning is differentiated for all children through bronze, silver, gold challenges. In addition to this, we effectively deploy support staff to provide further scaffolding and resources to differentiate as appropriate. When this support is in place and when a child is deemed to still not be making sufficient progress, this begins the SEND referral process. We are also developing a 'Rainbow Room' within school for children who are working significantly below their Key Stage standard to access provision which is tailored to meet their individual needs.

Pupil Premium children are given equal opportunity to access the curriculum their peers follow. At Blackpool Gateway Academy, we strengthen Pupil Premium children's learning experiences through enhanced resources such as access to technology, quality concrete resources and bespoke nurture sessions. All children at Gateway Academy are assessed using Boxall profiling and pedagogical approaches are informed by the outcomes with the suggested strategies from Boxall profiling.

As a part of our pastoral provision, we have an external counsellor who delivers individual and group therapy sessions when required to provide a holistic curriculum.

Our Family Support Officer works closely with our families to ensure needs are met. We recognise good attendance is vital to ensure children reach their potential and working collaboratively with our Pupil Welfare Officer, we strive to ensure our pupils attend school every day.

### **Curriculum Development**

At Gateway Academy we are continually reflective, always adapting to the needs of our children and responding to any challenges our community face. Due to the socio-economic factors of our catchment areas and the ACEs our children experience, we recognise that our children would benefit further from a curriculum with further cross curricular learning opportunities to enhance 'sticky knowledge' and to embed subject specific vocabulary. As a result, our leadership team and subject teams are currently reviewing and forward planning for a seamless curriculum to benefit all learners.

### **Our Commitment**

It is our expectation at Gateway Academy that pupils leave us as confident, motivated, life-long learners who take pride in their work and are ambitious for their own futures, equipped with the skills and knowledge needed for the next stage in their education and wider life.

In addition to Gateway's core values, self-confidence and interpersonal skills are developed through ongoing opportunities for speaking and listening throughout the curriculum, utilising Elklan strategies also ensuring all pupils can succeed. Pupils are set achievable goals and targets in line with their learning journeys, which develops confidence, success and challenge.

Our Teaching and Learning Policy reinforces the need for teaching that is broad, balanced, nurturing, engaging and fully inclusive to all learners. We aim to cultivate a sense of community and belonging at Gateway teaching children to foster a love of learning through our core values.

