

Curriculum Intent Statement for Holcombe Grammar School

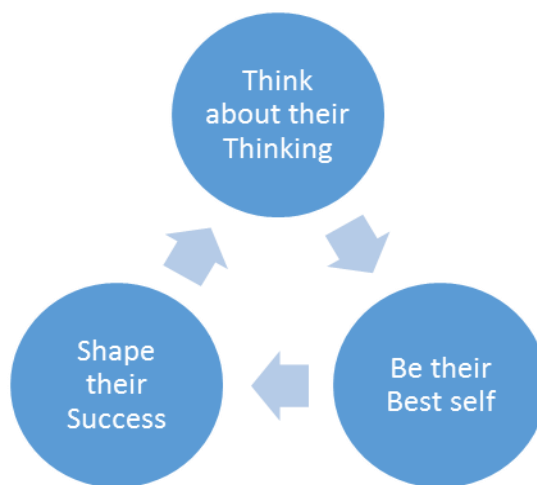
Holcombe Grammar School (HGS) is part of Thinking Schools Academy Trust. As a Trust of schools, we share a common goal to Transform Life Chances and belief in a cognitive approach to education.

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.

Holcombe Grammar School curriculum intent statement:

HGS context:

- HGS is a Selective Grammar School of 850 students in Years 7-13. It is a single sex secondary school from Years 7-11 and offers a co-educational sixth form in Years 12-13.
- HGS is based in Chatham, Kent.
- HGS serves a community:
 - With higher than national levels of deprivation and Pupil Premium funding.
 - Is predominantly white British with below national levels of EAL and BME students attending the school.
 - There is a growing % of students travelling from London South East area to attend a selective school.
 - Which is below national for prior attainment upon entry traditionally with a growing intake to the school from outside of local area.

Intended curriculum outcomes:

At HGS we aim to deliver the following ambitious outcomes for our students through our curriculum. Students will:

- Be aspirational and ready for the next step in life
- Achieve high quality academic outcomes
- Develop as effective, efficient, resilient learners who can work independently towards ambitious goals
- Develop an awareness of their own strengths and acquire effective habits to be successful at school and beyond
- Develop long term knowledge and skills which can be effectively deployed in new circumstances.
- Develop the cultural capital to be able to successfully engage with a wide variety of social situations
- Develop an awareness of their place as a citizen in the school, wider community and the world beyond



META =
 Mastery
 Endeavour & Enterprise
 Thinking
 Awareness of oneself and others

Rationale for curriculum intent for HGS:

Be aspirational and ready for the next step in their life journey:

- Our students are entering their secondary education with higher prior attainment level in education to date
- Some of our students will have parents with similar educational background, with high expectations for what a Grammar School can provide
- However, some of our students will be the first generation to engage with Level 3 qualifications.
- A percentage of students choosing to apply to university may be the first generation to do so and these students need to be supported to access the best possible opportunities.
- A high percentage of students will aspire to proceed to Oxbridge and Russell Group Universities to further their academic and professional studies
- All students will engage in a combination of academic outcomes and wider personal / social skills.

Develop as effective, efficient, resilient learners who can be intrinsically motivated to work independently towards ambitious goals:

- By being effectively reflective students will be able to consider their behaviours and habits and look to make adjustments
- Only by empowering our students to actively and accurately assess themselves are they able to shape their own success once they leave our school.
- To develop the skills of independence and resilience is essential for our students to proceed on their own personalised pathway to success, with the ability to overcome any challenges and barriers they come across
- To understand and increase intrinsically motivation for themselves towards their ambitious aims

Develop an awareness of their own strengths and acquire effective habits to be successful at school 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 each students’ experiences and circumstances there is a wide variety of habits the students will enter the school with.
- Therefore, it is essential to 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 and skills which can be effectively deployed in new circumstances:

- Many students aspire to improve but do not know how.
- It is essential to support our students to understand how they can achieve their desired changes.
- We have identified the key knowledge and skills that we believe students should have by the time they leave our school. This is academic, cultural and practical. This 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 excellent knowledge and skills. However, this needs to be retained and transferrable. It is essential that students are able to utilise their knowledge and skills flexibly to best effect.
- By consistently extending, recalling and perfecting their long-term knowledge, our students will proceed to high levels of mastery in their chosen fields
- High levels of mastery will, in turn, result in students reaching the top of their professions, excelling as experts and leaders in their field

Develop the cultural capital to be able to successfully engage with a wide variety of social circumstances:

- It is easy to underestimate the impact of a cultural deficit in a student’s life.
- However, 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.
- Develop an awareness of their place as a citizen in the school, wider community and the world beyond
- Knowing their place as a citizen to engage as an effective contributor, making their own mark leaving their own legacy for others

Our students come from a variety of socio-economic circumstances:

- Students need to understand that there is no “typical” local community and the particular attributes of their locality at school and at home.
- To shape their success students need to envisage the community they want to be part of and their role in creating that community.
- 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 becoming increasingly clear that future generations will be part of a global community who will need to work together to resolve global issues.