



Dormanstown Primary Academy Curriculum Intent

We believe that pupils at Dormanstown Primary are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter throughout their primary and secondary education and beyond with a view to their working life.

We follow the Tees Valley Education Curriculum Policy so that all children receive a broad and balanced curriculum entitlement. Within this framework, we provide a curriculum, which inspires and challenges all learners and promotes a love of learning. The curriculum is designed with progression, achievement and mastery of skills at its core. As children move through the school, the skills they gain are revisited, consolidated and built upon, for them to achieve across all subject areas. Opportunities for educational visits, together with working alongside artists, musicians and sports coaches further enhances learning experiences for our children. Our 'activity passport', enhances the curriculum offer; through this children have opportunities for wider learning experiences in order to grow an understanding of themselves, each other and the wider world. Community involvement is an integral part of our curriculum, inviting families and visitors to our class open days, assemblies, academy and community events, facilitates the opportunity to share learning experiences.

Our learning environment is important in promoting a shared understanding that effort is prized and connected with the promotion of key learning dispositions and values. The core values underpin our work and actively promote citizenship, supporting pupils to understand they can contribute to creating a future that they want to live in.

Dormanstown Key Learning Dispositions and Values		
	Characteristics	Dispositions
Self-Learners	Children are able to organise themselves, showing responsibility, initiative and a commitment to learning. They can work out what they need to do to be successful at a task, making connections between knowledge and skills to apply learning to new situations.	Commitment Ownership and Pride Perseverance/Resilience Motivation Ambition/Aspiration Self-regulation
Creative Learners	Children can generate and explore ideas, trying different ways to tackle learning tasks. They demonstrate imagination and exploration of solutions to connect own learning and ideas to new possibilities. Creative learners can adapt and change ideas as circumstances change.	Curiosity and Courage Critical thinking and communication Risk taking Resilience
Team Learners	Children can learn confidently with others, listening and taking account of others point of view. They can collaborate to work together on learning tasks, showing confidence to participate, to achieve shared goals.	Care Awareness of self and others Communication Compromise Respect and tolerance Integrity and honesty
Reflective Learners	Children can evaluate their own strengths and development areas. They can set themselves goals and are willing to make changes to further their own learning. They respond positively to feedback, praise and critical comments to make improvements in their learning.	Emotional intelligence Motivation Drive

“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit” – Aristotle