

BE YOUR BEST





GOODWIN
ACADEMY



Welcome

Dear parents, carers and students,

Goodwin Academy is a vibrant and engaging key stage 3-5 mixed academy based in the heart of Deal. Sponsored by the Thinking Schools Academy Trust (TSAT), Goodwin Academy is part of a family of schools in Kent, Portsmouth and Plymouth. There are currently 18 academies in the trust including secondary and primary schools. TSAT is a successful and rapidly growing trust, ranked as the highest performing academy trust in the country for 2018 at KS4. It has high expectations for all academies, setting ambitious targets for pupils learning and progress.

At Goodwin, we are committed to transforming the life chances of our students, ensuring that all are supported and encouraged to achieve their personal best. We deliver this through the BEST Agenda - 'Be Your Best' with BEST being an acronym for B = Brilliance, E = Enrichment, S = Society and T = Thinking. Students will experience challenge in all its forms on a daily basis and will feel what it is like to be challenged. In turn, they will themselves challenge intelligently, and that spirit will be quickly realised from the moment the pupils first enter the school.

We pride ourselves on our caring and compassionate ethos, which enables our students to grow in a supportive atmosphere conducive to their development. Where students need additional support, we will look to meet their needs through our highly effective pastoral system.

The school has a thriving extra-curricular programme with many opportunities for students to grow their talents. In the sporting arena, the school has a wide range of very successful teams and have regular student productions, dance shows and exhibitions.

Ultimately, we aspire for our students to develop their academic and life skills, so that they become confident, well-rounded and contented individuals and are equipped and ready to be successful for the world of work and the challenges of the 21st Century.

I look forward to welcoming you to our amazing School.



Simon Smith
Principal



Brilliance

At Goodwin Academy, you will be supported to be brilliant in everything you do.

Our ethos is to encourage our students to be their best self, striving for brilliance in all areas of their learning. Students at Goodwin develop an understanding that in order to achieve there has to be challenge. Overcoming these difficult times and building resilience is part of the journey towards any form of success, small or large. Brilliance is the reward of having the right habits of mind, which our students will develop through the Gateways to Success.

We live in a society, which bombards our young people with images of superficial ideals. Rather than promoting the idea of quick wins we aim to instil the habit of resilience. Winston Churchill said "success is not final; failure is not fatal. It is the courage to continue that counts.

Examples of Brilliant activities include:

- Commitment to academic studies
- 100% attendance and punctuality
- Representing the school
- Raising personal aspirations





Enrichment

At Goodwin Academy, you will encounter a variety of educational opportunities outside of the classroom.

Learning does not only take place inside the classroom, instead we encourage our students to see each experience as a learning opportunity. At Goodwin, we want our students to engage and embrace the world around them. Cultural Capital is an important part of a well-rounded education, encouraging students to take themselves out of their comfort zone and see a world of opportunities.

Transferable knowledge is key to being able to contextualise our learning; the wider our experiences, the more able learner we become due to our broader understanding. All of us have preferred interests and ideas, but unless we are provided with the opportunity to explore new experiences we will be unable to develop our knowledge limiting our pathways to success.

Examples of Enrichment activities include:

- Trips and visits
- Sporting activities and Duke of Edinburgh
- Performances and productions
- Work experience





Society

At Goodwin Academy, you will be encouraged to develop as a responsible, active and informed world citizen, demonstrating mutual respect, empathy and community spirit.

We live in a global community, therefore it is essential that our students understand their role and responsibilities that come with living in a democratic society. Students at Goodwin are active not only in the immediate community of Deal, but also working with national and international agencies to support those who are less fortunate than ourselves. Society can be likened to a watch mechanism, made up of different cogs and leavers that enable the watch to tell the time effectively.

Each and every one of us is a cog, if society is to work for us then we need to ensure that we know and understand what our role is in order to be effective citizens. At Goodwin, we believe to become effective individuals in society, it is essential that each of our students aspire to be the best citizen and develop the fundamental values that are key in British society today.

Examples of Society activities include:

- Charity events
- Student leadership
- Community outreach
- Political engagement





Thinking

At Goodwin Academy, you will join a global community of thinkers.

A “Thinking School” is an educational community in which all members share a common commitment to providing careful thought to everything that takes place. This involves both students and staff learning how to think reflectively, critically and creatively, and employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities. Students are supported to think for themselves through the development of a thorough understanding of thinking tools that are used to aid and monitor their own progress. Research from the University of Exeter highlights that students who attend a “Thinking School” on average achieve one GCSE grade higher in comparison to pupils starting at the same point at a non “Thinking school”.

The “Thinking School” approach arms learners with skills that better prepare them for the ever-changing world we live in. Students achieve this through developing their confidence to map out their ideas independently and reflect upon these processes. As students become more confident, their motivation improves, enabling vibrant and collaborative learning environments. With the fear of failure removed, students develop their confidence through improved communication and the ability to utilise learned coping strategies.

Examples of Thinking activities include:

- Thinking Maps - to visualise thinking
- CORT Tools - to focus thinking
- De Bono’s Thinking Hats - to organise thinking
- Thinking Keys - to engage and motivate thinking
- Questioning - to encourage thinking
- Goodwin Gateways - to develop thinking dispositions



Goodwin Gateways

The Goodwin Gateways aim to instil positive habits of mind to enable students to become independent and creative learners, providing them with transferable tools that can support them on the journey to achieving their goals. Each of the Gateways has been chosen specifically to fit the needs of Goodwin Academy students, so that they become confident, well-rounded and contented individuals.

Persistence is a hard habit to develop but at Goodwin the teaching and support mechanisms allow students to grow in confidence. Therefore, when faced with a challenge or experience with a sense of falling short, young people must be able to pick themselves up and carry on the journey to success.

Striving for Accuracy allows our students to gain an understanding of the importance of doing a job well, when entering a world full of competition our young people need to stand out by hitting the mark.

Listening with understanding and empathy is probably one of the most important habits of mind, the world is shrinking and our young people will encounter others who are not from the same background or who hold the same values as them.

One mind can conceive amazing inventions, but just think what many minds working together can innovate, this is what **thinking interdependently** is about. Sometimes sharing thoughts and ideas can be daunting but as with any walk of life team work enables individual success as well as team achievement.

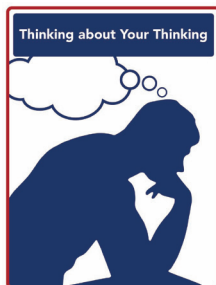
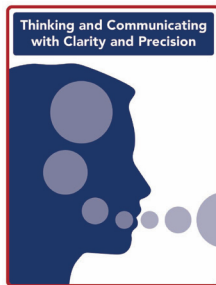
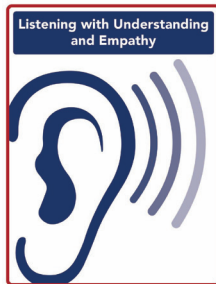
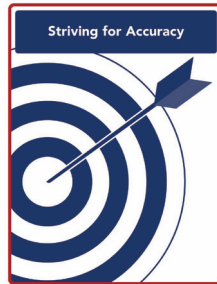
Those who **communicate** well and who can convey their thoughts clearly can achieve beyond their capability. We take it for granted that people know how to communicate or to comprehend what is being said, this is not always the case and we need to allow our students to be confident communicators in whatever situation they may find themselves.

Transferable knowledge allows us to use what we already know to help us learn something new. At Goodwin Academy, we aim to lay foundations of learning across subjects upon which students can build strong knowledge bases.

Are we always truly clear about our thought processes and about the ideas that form our opinions? We will understand others better and therefore empathise more successfully if we have an understanding of what shapes us and **thinking about our thinking** is key.

Our children will leave school and enter into jobs that do not currently exist. Therefore, it is important that they are encouraged to **create, imagine, innovate** and stretch traditional ideas so that they are the engineers, inventors and employers of the future.

Goodwin Gateways





Student Resilience

At Goodwin Academy, student wellbeing is at the core of what we do, ensuring that our students feel supported every step of the way. Pastoral support starts with the tutor, as this is a daily point of contact and an opportunity for a strong relationship to be established. The aim is that the tutor team follows the year group throughout their time at the Academy, ensuring that both Head of Year and Tutor know every student personally.

In addition, our Resilience Centre provides any student with extra support alongside delivering structured interventions. The Resilience Team is run by our Resilience Manager who works in conjunction with the Safeguarding Lead and Heads of Year to provide an extra layer of pastoral support. Interventions are led by Resilience Mentors and our School Counsellor, all of whom are trained to provide support across a range of needs.

By building strong, lasting relationships with both students and parents, we ensure that students always have someone they can turn to for support. We believe this promotes engagement, trust, confidence and self-belief, in turn allowing our students to become their best.





Curriculum

At Goodwin Academy we aim to deliver the following ambitious outcomes for our students. Our vision for the curriculum is based around 'Be Your Best', so that all students achieve the highest standards of which they are capable.

Through our curriculum, students will:

- Aspire to brilliance in all areas of the curriculum by being imaginative, creative and reflective in their learning.
- Develop awareness of their own strengths and areas they would like to develop to enable them to be ready for the next step in their life journey.
- Use the Goodwin Gateways to develop lifelong habits to be successful within the Academy and beyond.
- Develop long term knowledge, skills and understanding which can be effectively transferred to new opportunities.
- Develop the cultural capital to successfully engage with a wide variety of social contexts in the wider world around them.
- Become confident and successful individuals who are able to live safe, healthy and fulfilling lives regardless of their individual circumstances.
- Become responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy and individual liberty.



BE YOUR BEST

Curriculum Pathways

There are three clear pathways of learning to ensure the curriculum caters for all students across all ability ranges, this is due to the higher ability of students entering the Academy and to support students with high levels of SEND:

Accelerate (Grammar) pathway (Year 7-10 developed since 2019/20) – is designed for our more able students, offering the traditional EBacc pathway with additional stretch towards Triple Science and GCSE Statistics. The pathway allows learners to pursue a wider range of academic subjects beyond KS4.

Aspire pathway – is offered to students with the core EBacc subjects as a spine, however languages are not compulsory at GCSE. Students, who excel, have the opportunity of transferring to the Accelerate pathway allowing access to the additional stretch and challenge required. Pupils are able to choose GCSE subjects that best suit their future study plans.

Achieve pathway – is a bespoke pathway offered to students who require additional learning support, such as literacy and/or numeracy. At GCSE, the emphasis is placed upon selecting subjects in which students are likely to succeed and support future career aspirations.



Facilities

As a result of £25 million investment, Goodwin Academy has benefitted from a new three storey building and four court Sports Hall, built by Kier Group Plc. Based on Hamilton Road, the Academy building can accommodate up to 1300 students.

The multi-functional building consists of a large Dining Hall and Theatre, plus ICT, Technology, Performing Arts and Modern Foreign Language

classrooms on the Ground Floor. On the First Floor, the English, Humanities and Art departments are located, along with some additional ICT classrooms. Whereas, Maths and Science are based on the Second Floor alongside the Sixth Form Study Centre, Common Room and Media Suite. In addition to the Sports Hall, there is a Fitness Studio, Dance Studio and 4G AstroTurf Pitch.





Special Educational Needs

Goodwin Academy is an inclusive community which encourages all students, whatever their ability to achieve their best.

At Goodwin Academy, we are committed to transforming the life chances of our students, ensuring that all are supported and encouraged to achieve their personal best. We deliver this through the BEST Agenda - 'Be Your Best' with BEST being an acronym for B = Brilliance, E = Enrichment, S = Society and T = Thinking.

We therefore strive to ensure that:

- There are high expectations for every student as part of our high quality first teaching within the classroom
- Every lesson motivates students to engage with their learning
- Every student is treated as an individual and with dignity and respect
- Students learn and socialise together, understanding the moral values of respect, tolerance and responsibility through our Goodwin Gateways

In order for this to happen, some students will need extra support and targeted intervention in order for them to reach their full potential.

We will deliver quality first teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The SENCo is also responsible for ensuring that interventions impact positively in terms of outcomes for the student and represent best possible practice and value for money. Heads of Key Stage, Heads of Year, Wellbeing staff or and the SENCo are available to meet parents/carers by appointment. We never assume that "one size fits all" and will always aim to ensure a bespoke provision where needs warrant.

Students with an Education, Health and Care Plan (EHCP) will have provision allocated according to the outcomes within the document. The support for these students will incorporate a balance of approaches and will be based on relevant data about a student's academic progress, personal development and wellbeing. It will be focused on promoting learning and will be regularly reviewed (three times per year) in light of student progress. There will be a choice of interventions driven by evidence of impact and these will be focused on the need to promote student independence, choice and ownership of learning. However, class teachers retain ownership of the learning and progress of all students they teach and the protection of students from harm, including those with an EHC Plan.

There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students through quality first teaching. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. Physical difficulties do not present a barrier to progress in Performing Arts or Physical Education or in any practical subject where there is manipulation and movement required such as Design and Technology, Science or Art. Student needs are accommodated on an individual basis where this arises, in consultation with parents, young people and relevant health professionals. This may require combinations of adapted equipment, differentiated resources and tasks and student-focused groupings to be part of the classroom planning.

At Key Stage 3, from Year 7 through to Year 9, we have an Achieve teaching group that has a smaller number of students in with a higher ratio of adult support across all of their timetabled lessons. Students with SEND are identified for placement in this group at transition meetings held between the SENCo, Head of Year and Year 6 primary school teachers and their SENCo and will access all of their timetabled lessons as one identified teaching group. Dependent upon need and levels of progress, students may access different teaching groups within their year group if, and when, they are ready to do so.

For this academic year (2021-22), we have introduced the Achieve group pathway into Year 10 in order for students to be able to continue to receive a higher ratio of adult support as they begin their GCSE options. Additional interventions and resources are also in place and include access to laptops, tablets and Dictaphones and aids for OT requirements such as writing slopes, ergonomic stools and cushions. There are designated quiet, supervised rooms for lunchtime including a Film Club and dedicated after-school homework clubs, one of which has additional support exclusively for students with SEND. In order to maximise attainment in external examinations, regular assessment and liaison with examination boards takes place to ensure appropriate access arrangements are in place, in line with statutory guidance.

As an Academy, we receive a notional SEN budget from KCC every year. This funding allows us to ensure that students' SEN are met at an appropriate level by allocating the necessary resources to both the mainstream SEND department and the SRP. Where necessary, we do have the capacity to request additional funding from KCC for those students whose needs exceed the national expected threshold for spending. We also have access to support from a wide range of external professionals linked to the Local Offer provided by KCC. These include Educational Psychologists, Occupational Therapists, Specialist Teachers and Early Help Preventative Services.



Specialist Resource Provision

The Helen Keller Centre provides support in individual, small group and whole class settings, for our students with speech, language and communication needs (SLCN), enabling them to access the curriculum; to achieve their academic goals; to enjoy being part of a community and to engage fully with all that Goodwin Academy has to offer.

Students supported by the Helen Keller Centre have an Education Health Care Plan (EHCP) and have been diagnosed either with Developmental Language Disorder (DLD) or with SLCN co-occurring with another condition, e.g. high functioning Autism Spectrum Disorder or hearing impairment.

All our students have a non-verbal reasoning ability within the normal range; are able to read an age-appropriate text and to write in sentences on arrival in year 7. This means that they are able to access the mainstream curriculum. They attend lessons and participate fully in all subjects (except Modern Foreign Languages) and in all aspects of school life. Our students are individuals with a variety of talents and areas of difficulty. Each student has a provision plan which is reviewed and adapted regularly as progress is made. All students study for GCSEs at Key Stage 4 and continue their education post 16, usually at college or in an apprenticeship. Many have achieved success at GCSE level and some have returned to Goodwin Academy sixth form and progressed to university.

The Helen Keller Centre supports our students with SLCN in the following ways:

- Guidance from our Learning Support Assistants in core subject lessons
- Intervention tailored to individual learning needs overseen by a specialist teacher
- Weekly sessions with our resident NHS speech and language therapist
- Advocacy and assistance in communicating their needs
- Clubs, communal activities and safe spaces to support social skills and friendships

In the Helen Keller Centre, we aim to ensure that our students feel valued; to build their confidence and to enable them to become increasingly independent learners, ready to follow their chosen path.





Sixth Form

Our Sixth Form offers a range of opportunities, both in and out of the classroom. These enable our students to grow academically, personally and vocationally.

We are a Sixth Form Centre of Excellence offering a variety of pathways designed to enable learners to progress within their chosen area of specialism. The expertise, support and guidance of the teachers at Goodwin Academy enables students to achieve their full potential and make progress throughout their time with us. The knowledge and resources within our Sixth Form will ensure that students are supported throughout their studies. Students will have the opportunity to achieve well within their chosen pathway, providing them with access to destinations of their choosing.

Sixth Form students are the leaders of the school. In running our Junior Leadership Team, they are role models for younger students, influencing aspects of school life such as teaching and learning, the environment and diversity. They support learning across the school at all Key Stages.

We offer excellent pastoral care and guidance. There are many challenges that young people face and our dedicated, and experienced Sixth Form team support our young people through this crucial period in their lives so that they feel safe, nurtured and able to reach their full potential.





Thinking Schools Academy Trust

Goodwin Academy is proud to be part of the Thinking Schools Academy Trust (TSAT). Our Trust comprises a number of secondary and primary schools from Kent, Portsmouth & Plymouth that are all committed to an ethos of excellence and a whole school integrated approach to cognitive education.

A Thinking School teaches children the tools to become a life-long learner and to develop the best possible habits for success in life. It is an educational community which involves both students and staff learning how to think reflectively, critically and creatively.

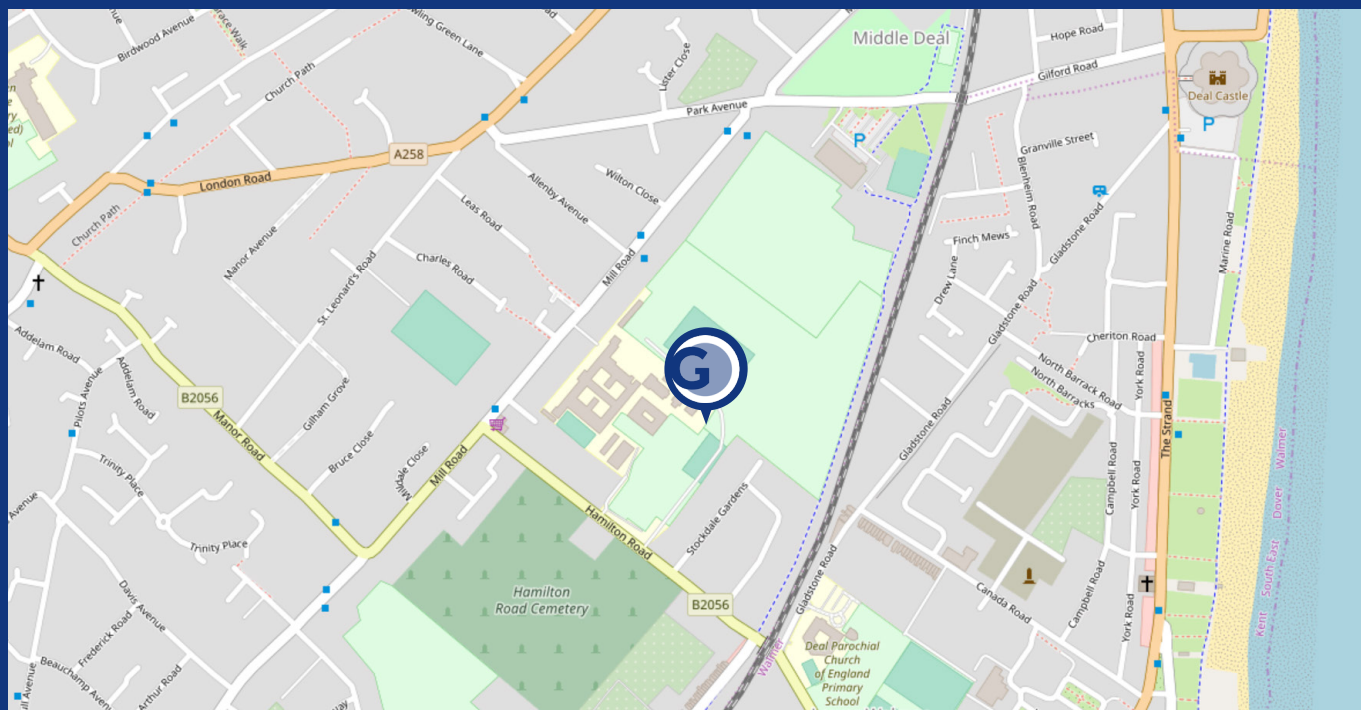
The ultimate goal is that every individual, child or adult, in the organisation consciously recognises their own habits, strengths and areas for development and actively seeks to improve themselves, thereby creating transformational change in each individual.

We Transform life chances by:

- Provide an educational framework that promotes the development of effective habits and cognitive structures.
- Challenge everyone to aspire to and strive for personal excellence.
- Enable each individual to realise their potential and become the master of their own destiny.



THINKING SCHOOLS
ACADEMY TRUST



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ACADEMY**

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