

# Millgate Classrooms

My Story, My Voice, My Future

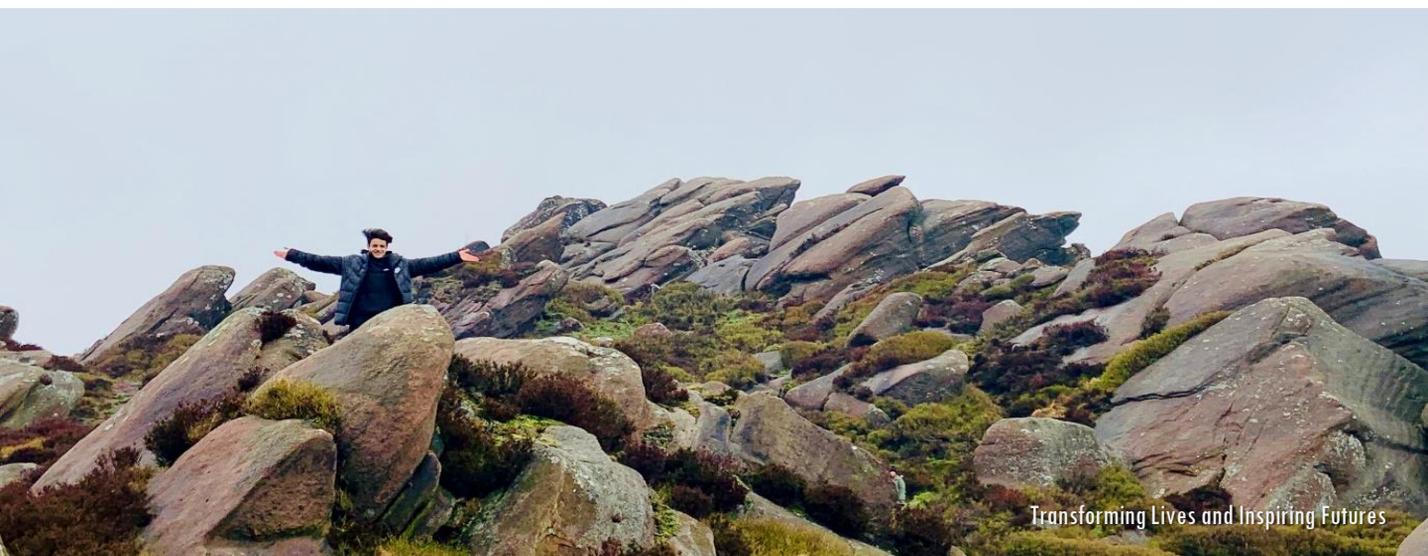


**“Sometimes you will never know the value of a moment until it becomes a memory.”**

**Dr. Seuss**

Our curriculum is inspired by stories. Every child arrives with a story that we make it our business to get to know. Shaped by their narratives and informed by their need, our curriculum sets out an ambitious, chapter by chapter, journey. We develop children’s character and learner behaviour; we ensure they thrive on content that is knowledge rich; we continually weave within this narrative opportunities for lived experiences and we ultimately prepare them to navigate their own successful futures.

Often having arrived with stories that they had little control over, our curriculum is unwavering in preparing them to write their next chapters.



# Millgate Classrooms: Our Curriculum Development

## Where did 'The Millgate Story' come from?

In January 2020, just a month after OFSTED had found the school to be outstanding and the curriculum "exceptional", subject leads came together to review our young people's learning journey. We knew that we had brilliant interventions, engaging lesson content and reflective practitioners. However, while the curriculum seemed exceptional in a sum of its parts, we still had a curriculum that was unwealdy, lacked cohesion and lacked collaborative practice. Moreover, our children struggled to discuss their learning, their progress and make vital connections between subject areas and previous learning. Most importantly, not enough of our young people were going on to have the success we wanted for them post 16.

## Research

### **Key stakeholder voice:**

Alongside our staff review, we spoke to parents and our student body about what they enjoyed, valued and felt made a difference. Just 53% of parents knew what their child was learning each term, 11% felt that increased career development would be beneficial and more than half of parents wanted their child to learn personal skills in readiness for leaving school.

### **Reading that resonates:**

The human mind seems exquisitely tuned to understand and remember stories – so much so that psychologists sometimes refer to stories as 'psychologically privileged', in that stories are treated differently in the memory compared with other material.

*D Willingham, 'Why Don't Students Like School?'*

Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative, or mental map. Disconnected facts in the mind are like unlinked pages on the web: they might as well not exist.

*Stephen Pinker*

Knowing things helps us to know more things. Knowing things helps us to connect with previous knowledge and make connections. Knowing things makes us feel clever. When we take short cuts with knowledge in order to move on to the acquisition of skills, it is like expecting a cook to make a meal with only one ingredient.

*Mary Myatt – 'The Curriculum: Gallimaufry to Coherence'*

Those countries and jurisdictions which have the highest levels of pupil and student outcomes are characterised by a clear rationale and explicit subject content to be covered

*Tim Oates – 'Could They Do Better?'*

**The Millgate Story: A curriculum that chapter by chapter, character by character, challenges our young people to love learning, hone skills, develop talents and write their own incredible narratives.**

## **Our Curriculum Ambitions:**

**Our curriculum is shaped around the diverse needs of our cohort, creating learners who are fully aware of their learning journey and how it teaches them to harness their talents and prepares them for life beyond Millgate School.**

### ***Our curriculum will:***

- ✓ Prepare our children for future academia and work, developing the characteristics and personal skills needed for lifelong success and happiness.
- ✓ Be rich in experiences. We understand and appreciate that learning is best retained when attached to lived experiences and woven into a conceptual narrative.
- ✓ Be diverse. It will open our children's hearts and minds to the stories, experiences and cultures of others.
- ✓ Offer young people frequent opportunities to immerse themselves in culture and co-curricular study.
- ✓ Be brave in tackling challenging topics and spending extended time on mastering important content. Be brave in moving at a pace that is driven by the learners and not a need to get through over laden content coverage.
- ✓ Deploy our 6 learning characters to shape content delivery and build tangible links between subject areas. Each character gives our students aspirational figures that embodies each subject discipline's key concepts. Our learners will better understand their learning and progress by having a strong understanding of how each character behaves and utilises their skills from classroom to classroom.

**The Millgate Story: A curriculum that chapter by chapter, character by character, challenges our young people to love learning, hone skills, develop talents and write their own incredible narratives.**

## **Our Curriculum Ambitions:**

**Our curriculum is shaped around the diverse needs of our cohort, creating learners who are fully aware of their learning journey and how it teaches them to harness their talents and prepares them for life beyond Millgate School.**

### ***Our curriculum will:***

- ✓ Drive academic excellence, with every lesson offering a valuable opportunity to engage our young people in new learning, challenging collaboration and thinking, addressing pivotal gaps in knowledge.
- ✓ Waste no time in preparing children for the demands of end of KS2 and KS4 outcomes. Confident practitioners will be guided by the assessment foci of the national curriculum and exam specifications to create innovative ways of readying young people for end of key stage academic success.
- ✓ Be supported by a host of interventions, including developing the child's sense of self, speech and language skills, social interaction, emotional literacy and self regulation.
- ✓ Be receptive to change. We will continually review what our children need, using internal academic, pastoral and safeguarding data to ensure our curriculum is driven by the needs of individuals, identified groups or entire cohorts.
- ✓ Be responsive to timely learning opportunities made available through links with local, national and global developments and events.
- ✓ Give students the regular opportunity to showcase their learning at assessment showcase events to their families and school community.

# My Story, My Voice, My Future



## The Artist

*Wonder, Awe, Mastery, Attention to detail, Creative, Skill, Refine*



## The Politician

*Justice, Understanding, Debate, Views, Accepting, Persuade & Lead*



## The Architect

*Sequence, Structure, Form, Order, Technique & Foundation*



## The Investigator

*Enquiry, Problem Solving, Analysis, Meaning, Discovery, Hypotheses & Reflective*



## The Mentor

*Care, Support, Guide, Partnership, Role Model, Inspire & Collaborate*



## The Reporter

*Influences, Investment, Social, Political and Historical Context, Appreciation,*

# Millgate Classroom: The Characters

“A true artist is not one who is inspired,  
but one who inspires others.”

— *Salvador Dali*

## The Artist

*Wonder, Awe, Mastery, Attention to detail, Creative, Skill, Refine*

An artist is involved in the creation of visual, auditory or performance artefacts (artworks), which express the creator's imagination, conceptual ideas, or technical skill, intended to be appreciated primarily for their beauty or emotional power.

The Artist in each subject is about creating and appreciating beauty. It is about having the time to refine, master and perfect.

### **BLOOM'S ASSESSMENT PRODUCTS:**

Design, Assemble, Construct, Conjecture, Develop, Formulate, Author, Adapt, Arrange, Build, Change, Choose, Combine, Create, Generate, Invent, Predict, Dramatise, Skit, Cartoon, Story, Record, Diagram, Play, Sing, Podcast, Film/Video, Paint, Sculpture.

### **Character Curriculum Highlights:**

- In Pillars, our year 8 consider leisure and travel and appreciate the wonder the world has to offer.
- In Year 7 Art, our students are inspired by Mexican culture and the beauty that 'The Day of The Dead' has to offer.
- In year 6, we have our students dancing, focussing on their agility and making beautiful shapes and silhouettes under the spotlight.



# Millgate Classroom: The Characters

“There’s a moment where you have to choose where to be silent or stand up.  
— Malala Yousafzai

## The Politician

*Justice, Understanding, Debate, Views, Accepting, Persuade & Lead*

A politician is someone that represents the people they stand for. A position that is well respected, aspirational and follows their ideals. Politicians have the ability to debate, be diplomatic and have an understanding of affairs, current and historic, global and local.

In every Millgate Classroom, the importance of oracy and a child’s voice is at its core. Our curriculum should offer students the opportunities to develop their political views and debate significant, historical and current, political movements. In this unit, students will work on the skills they need to ensure their voices are heard and taken seriously.

### **BLOOM’S ASSESSMENT PRODUCTS:**

Classify, Describe, Debate, Discuss, Critique, Recognise, Translate, Argue, Defend, Judge, Support, Advise, Appraise, Argue, Discriminate, Recommend, Debate, Article, Court Trial, Monologue, Election

### **Character Curriculum Highlights:**

- In Pillars, we learn about people seeking refuge, global conflicts and media representation.
- In English, our Year 7s take on a really emotive and challenging text, ‘Never Fall Down’. Based on the lived experience of Arn held captive in Cambodia by the Khmer Rouge. Our students grapple with the concept of communism and its historic application.
- In Science, they explore where politics and science collide. Year 6 take on COVID, year 7 discuss abortion and designer babies and year 8 debate our global climate change response.



# Millgate Classroom: The Characters

“Whatever good things we build end up building us.”

— *Jim Rohn*

## The Architect

*Sequence, Structure, Form, Order, Technique & Foundation*

An architect plans, designs and oversees construction. They have the foresight to create a product from raw materials and construct grand designs meticulously. An architect will be imaginative, pragmatic, make abstract concepts concrete.

Our Architect helps us to appreciate the order of things. Throughout the curriculum, children will be taught and explore the structures and consideration needed in building and developing great pieces of work.

### **BLOOM'S ASSESSMENT PRODUCTS:**

Build, Construct, Organise, Plan, Produce, Distinguish, Classify, Relate, Compare, Execute, Implement, Supervise, Incorporate, Predict, Demonstrate, Blueprint, Plan, Sequence, Recipe, Diagram,

### **Character Curriculum Highlights:**

- The master of structuring writing comes into force with The Architect. From year 3 to 11, it's all about Mr Shakespeare. On leaving Millgate School, our learners will have known and loved more than 5 of the great bards play.
- Maths comes into its own with studies of sequences, number machines and fractions.
- Over in Pillars, it's all about history. Exploring key events from decades within the 20th century in year 7, the commonwealth and British Empire in Pillars and The Kings and Queens of England over in primary.



# Millgate Classroom: The Characters

“The mind that opens to a new idea never returns to its original size.”

— *Albert Einstein*

## The Investigator

*Enquiry, Problem Solving, Analysis, Meaning, Discovery, Hypotheses & Reflective*

An investigator is preoccupied with discovery; the act of detecting something new, or noticing something insignificant that had not been recognized as meaningful. An investigator will converse with people to gather evidence, search through records to collect facts and uncover facts to present a case.

The Investigator has a wonderfully curious and inquisitive mind. In our study, the investigator within helps us to consider things closely, make judgements and suggestions, evaluate and review.

### **BLOOM'S ASSESSMENT PRODUCTS:**

Support, Solve, Appraise, Demonstrate, Interpret, Compare, Find, Identify, Record, Collect, Author, Inspect, Discover, Question, Review, Propose, Determine, Project, A Case, Graph,

### **Character Curriculum Highlights:**

- In PE, we love that this character gets our students doing some outdoor education and honing orienteering skills.
- In the food room, it's kitchen alchemy. Students explore the science behind food and do loads of amazing things with Bi Carb' and Yeast.
- In Year 5, our learners create Panarama style documentaries and head out into the community to investigate local issues and expose the truth.



# Millgate Classroom: The Characters

“If you can’t love yourself, how are you gonna love somebody else?”

— RuPaul

## The Mentor

*Care, Support, Guide, Partnership, Role Model, Inspire & Collaborate*

A mentor has the capacity to successfully influence, guide and give direction. The mentor supports their contemporaries in learning, deliver valued advice, be a catalyst for change and demonstrate the skill or activity needed for success.

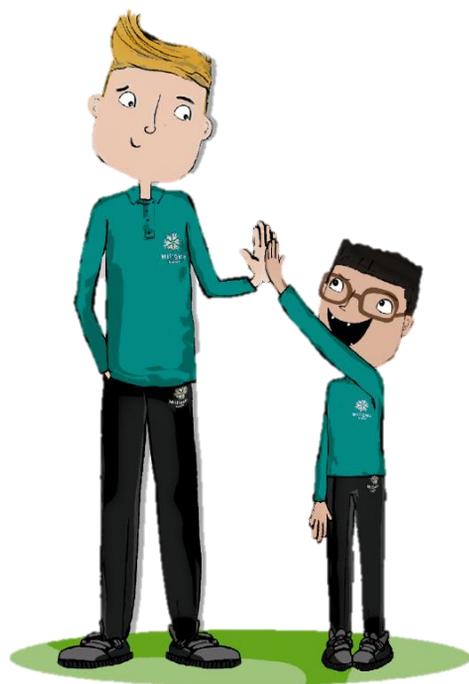
The Mentor is able to connect and care in every Millgate Classroom. During this unit, our students will explore relationships, identity and self to ensure they are able to develop the social skills and tolerance needed to have happy lives and build the confidence they absolutely need to achieve great things.

### **BLOOM’S ASSESSMENT PRODUCTS:**

Define, Demonstrate, Support, Identify, Defend, Value, Weigh, Formulate, Relate, Simplify, Explain, Translate, Practice, Model, Reconstruct, Elaborate, Change, Propose, Acts of kindness, Relationships, Election,

### **Character Curriculum Highlights:**

- In our bid to love and care, our KS2 children develop their own ‘inclusive games’. Here they consider how the Olympics Games could be made more inclusive for those people with ADHD, ASD and other learning disabilities.
- The Arts make aprons in year 7, inspired by the work of Bisa Butler, ensuring their garbs really show off their self identity.
- We talk identity, gender and sexuality across our reading in English. From ‘Boy in the Dress’ to ‘Everyone’s Taking about Jamie’ to ‘Boys Don’t Cry’ to ‘Curious Incident of the Dog in the Night-Time’.



# Millgate Classroom: The Characters

“As a journalist, the details always tell the story.”

— James McBride

## The Reporter

*Influences, Investment, Social, Political and Historical Context, Appreciation,*

A reporter is a person who makes authorized statements based on fact. They have the capacity to research, write and report on information using a variety of sources. Reporters are preoccupied with the truth, driven by integrity and giving a voice to the unheard.

The reporter is fundamental to uncovering the social, historical and cultural knowledge that underpins every subject area. In this unit of study, our learners will develop their knowledge of historical events, political movements and social injustices. Showcasing how people involved in art, literature, design, science, technology and sport have been influenced by the time and context in which they lived, our students will strengthen their role within society, understanding how they are shaped and how they in turn can shape the views of others

### **BLOOM'S ASSESSMENT PRODUCTS**

Report, Select, Identify, Describe,  
Compare, Assemble, Differentiate,  
Distinguish, Inspect, Communicate,  
Contribute, Classify, Interview, Forecast,  
Predict, Anticipate, Project, Graph,  
Campaign, Demonstration,

### **Character Curriculum Highlights:**

- Pillars takes on social injustice and disturbing concerns within society. They look at institutional racism and police brutality in year 7, local and national scandal in primary and sex trafficking and grooming in year 8.
- Art and Food explore how both can become vehicles for making a change, embracing one's culture and have been shaped by history.
- Over in primary science we look to space and the star and explore historical science – appreciating the thinking of Galileo and Newton.



# Millgate Classroom: Our Curriculum Interventions and Therapy

## THE THERAPEUTIC ARM:

**Academic Interventions** — We have a team of 6 staff delivering literacy and numeracy interventions, including Dyslexia Gold, Ruth Miskin Phonics and Mathletics.

**Counselling** — Sarah Ford and Nicola Cadman Bailey have a busy caseload of students, offering play groups, forestry interventions and one to one counselling sessions.

**SALT Interventions** — All staff are trained in Superflex and Zones of Regulation. Our BART and Interventions team are specialists in leading class and individual interventions that develop student speech and language skills and understanding of social communication.

**Animal Therapy** — We have an ex- veterinary nurse and qualified animal care teachers who deliver academic qualifications. The school has a number of school pets that offer students opportunities to practise animal care regularly.

**Discovery** — Run weekly in Primary, and as an intervention for groups in KS3 and KS4, Discovery offers students an opportunity to develop social skills, work on EHCP targets and explore local and national landmarks. This intervention aims to develop our students self-confidence off site and challenge them to grow personally.

**BART** — An important part of our day to day success is driven by our 'Behaviour and Relationships Team'. BART are key adults for our young people and mentor students as part of planned interventions and flexibly each day in response to points of crisis.

**Family Support** — A team of 3 family support workers offer our families essential Early Help. They are pivotal to keeping our young people and their families safe and well.

**The Lodge** — Positioned at the top of the drive, our Lodge offers completely bespoke and personalised provision for 10 students with complex mental health needs and anxiety.

**Arts Award and Noise Academy** — We run qualifications in the Arts Award Mark, offering students recognition for their artistic expression and application. We also run a weekly day of Noise Academy 1:1 sessions, where students work on DJ skills and music production.

# Millgate Classroom: Our Curriculum

## Co-curricular

What makes our school incredible are the co-curricular events, rites of passage and activities that enhance our young people's experiences and future pathways.

### SOME OF OUR CO-CURRICULAR HIGHLIGHTS:

**Study Camp** – Ahead of the summer exam season, our Year 10s and 11s earn their place at Quarnford Lodge through independent study in the run up to their Easter mock exams. While there, we scale the Peaks, drink fresh water from Buxton Springs and form incredible bonds that support our wonderful young people through their exams and into their transition into college.

**Immersive Learning Days** – Linked to each character being explored in the curriculum, we hold immersive learning days and trips to make real life connections with our academic study.

**Oscars** - Each school year ends with a red carpet, a theatre screening and getting dressed up. Here we screen films made by each class. Filming takes students from location to location and the awards are always fiercely contested.

**Charity work** – We run charity events regularly, with a focus on students giving their time to those in need.

**Sporting Fixtures** – We have a busy calendar of football, basketball and mixed sport fixtures.



**Millgate has a residential facility known as The Bryant Residence, a setting that offers short residential stay to all pupils with a capacity of 8 pupils per evening. Students access the residence based on need and acts as a crisis intervention for families and children in great need.**

## **Our Residential Ambitions:**

**Just as the school day sets out to empower young people to own their own stories and transformations, our residence is unwavering in giving our children the love, care and experiences they need to have the very best opportunities and futures.**

### ***Our residence will:***

- ✓ Build strong relationships between children, families and residential staff. These relationships become vital in the day to day success of our residents and their future pathways.
- ✓ Give children a safe space to feel a sense of belonging.
- ✓ Ensure children's views and thoughts are valued.
- ✓ Prepare our children for future academia, work, and happiness; developing the characteristics and personal skills needed for lifelong success and happiness.
- ✓ Be rich in experiences. We understand and appreciate that learning is best retained when attached to lived experiences and woven into a conceptual narrative.
- ✓ Be diverse. It will open our children's hearts and minds to the stories, experiences and cultures of others.
- ✓ Continue the work in our school's curriculum and develop character.
- ✓ Listen to our young people, families, professionals and therapeutic leads to develop personalised provision plans – 'My Flat Plans'.
- ✓ Give students the regular opportunity to showcase their learning at assessment showcase events to their families and school community.

# Student Views on Millgate School Ambitions

## Our Students views on Curriculum Ambitions:

- At our school our lessons are tailored to learn the essentials of education and around our interests. This is done by giving us real life experiences that create memories for us. **Year 8**
- Staff in the school and the flat are good role models who help us learn how to become functioning members of society. **Year 8**
- The learning characters in the curriculum help us use the skills to develop as collective and an individual. **Year 8**
- When we are in the flat we learn key life skills that prepare us to leave school and take care of ourselves and our families in the future. **Year 11**
- When we move from school into the flat we reflect on our day and the new learning experiences that we have had in that day. **Year 8**
- The school will help us with the things that we find difficult and need to help us to improve and develop. Things like interventions and therapy sessions (the dogs and councillors) help us calm down and control our emotions. **Year 8**
- Staff are always helpful and look out for and can see when we are in need of support. They teach us how to deal with our problems and help us show these experiences to help others in the future. **Year 11**

