



Ark Boulton
Academy

“Growing together, reaching higher”

CURRICULUM POLICY

2018 - 2019

Date of last review:	June 2018	Review period:	1 Year
Date of next review:	June 2019	Owner:	Daniel Richards

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	D Richards	C Entwistle		Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
June 2016	Curriculum updates	D Richards
July 2017	Include Virtues information	D Richards
July 2018		

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
2015/2016		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
Date	Course Title	Staff

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1. INTRODUCTION

As an Ark academy, we have a lot of flexibility with our curriculum, the subjects, learning methods, levels of study and qualifications that students pursue.

We have a broadly academic curriculum, emphasising the importance of intellectual study and focusing on traditional learning. We believe that this is the best way to equip our pupils for university, further training and success in whatever career they eventually choose. We are determined that our students will compete on equal terms with students coming from the most privileged backgrounds, in an ever competitive global community. We have provided a curriculum that allows students to study a range of subjects giving them the best possible chance to succeed.

Academic subjects leading to the English Baccalaureate (EBacc) are at the core of the curriculum. Subjects include English, Mathematics, Science, Languages, Humanities, and Arts. The content is driven by the syllabus and specifications of national examinations.

There is the opportunity for additional literacy and numeracy lessons for pupils for whom the EBacc may not be appropriate. These students will also have the chance to complete the Duke of Edinburgh Award but all pupils are expected to pursue a curriculum with a strong academic core. We believe that educational excellence can only be guaranteed when what is studied is tailored to each individual student.

2. ARK PILLARS

The curriculum has been designed to deliver a number of the core Ark pillars:

High expectations

A minimum of 80% achieving eight or more GCSEs at grade A*-C including English and Mathematics, and every student having a real choice to go to university or to follow the career path of their choice.

Depth before breadth

An emphasis on achievement in the core subjects with significant time allocated for the study of English, Mathematics and Science.

More time for learning

Based on the assumption that more time for learning increases a student's chance of being successful and allows for rigorous academic focus as well as enrichment opportunities.

3. TEACHING TIME

- Four days of 8.20am – 3.35pm mandatory time (e.g. Monday to Thursday) and one day of 8.20am – 1.45pm (Friday).
- Total academy time is 34 hours and 25 minutes (e.g. 7 hours and 15 minutes Monday to Thursday and 5 hours and 25 minutes on Friday).
- 60 minutes break/lunch time Monday to Thursday.
- 40 minutes break/ lunch Friday.
- 80 minutes spread over the week for assembly/tutor time.
- Total taught time: 30 hours and 15 minutes (excludes all breaks and assembly/tutor time).

4. LONGER ACADEMY DAY

- A longer academy day is accommodated within the overall curriculum model allowing for targeted catch up where needed as well as wider enrichment, additional sports opportunities and physical activity as well as extension and master class activities.
- Taking this approach as part of the standard model of an Ark academy, allows for greater certainty in financial planning of the academy from the outset.

5. SETTING

- Students are set by ability separately in English, Mathematics and Science. Reading ages are used to support the setting of students.
- Students may be in the same set for Humanities and English, allowing for a greater focus on literacy objectives where needed.

6. ARK BOULTON ACADEMY CURRICULUM

The academy has adopted a 5 year curriculum model which allows for all subjects to plan and ensure that students acquire the knowledge and develop the skills that they will be required to use to successfully study at GCSE level from the start of their time at Ark Boulton in Year 7:

	Year 7	Year 8	Year 9
English	5	5	5
History	1	1	1
Geography	1	1	1
RE	1	1	1
Mathematics	5	5	5
Science	4	4	4
French	2	2	2
Drama	1	1	1
Art	1	1	1
Music	1	1	1
PE	1	1	1
Food	1	1	1

Table 1 – KS3 curriculum and subject session allocation

7. YEAR 9 OPTIONS

Students at Ark Boulton have the opportunity to choose which subjects they will continue to study in Years 10 and 11. **The following subjects will be compulsory:**

- GCSE English Language and GCSE English Literature.
- GCSE Maths.
- GCSE Science¹: Biology, Chemistry, Physics.
- GCSE French.^{2,3}
- GCSE Religious Studies.
- GCSE History or Geography.
- Physical Education.

To ensure a rich, diverse and varied curriculum, students may choose one of the additional subjects offered by Ark Boulton. Food Preparation and Nutrition, Art and Design, Drama, GCSE Physical Education. In addition, some students will have the opportunity to complete the Duke of Edinburgh's Award.

	Year 10	Year 11
English Language	3	3
English Literature	2	2
Mathematics	4	5
Science (Physics, Biology and Chemistry, Double Award)	6	6
History or Geography	3	3
PE (<i>core entitlement</i>)	1	1
French	2	2
Religious Studies	1	1
Option Subject	2	2

Table 2 – KS4 curriculum and subject session allocation

¹: A combined science award may be deemed a more appropriate route for a small group of students.

²: Students that are able to speak, read and write an additional language will be able to complete, where applicable a GCSE administered within the academy.

³: A small cohort of students will complete the Duke of Edinburgh Bronze award instead of French.

8. VIRTUES

Purpose:

At Ark Boulton Academy we believe that preparing students for life in modern Britain includes providing opportunities for students to develop morally, socially, spiritually and culturally. These themes run throughout the formal curriculum, students learn about themselves, others, the local and global society in which they live and about democracy, tolerance, diversity and the rule of law.

Personal, social and health education is also addressed, specifically through regular whole day student conferences on ‘rights and responsibilities’, during which students explore themes relating directly to their personal emotional, mental and physical health and wellbeing as well as positive relationships and how to keep themselves and others safe.

To enable the spiritual and moral development of students the academy’s values are predicated on ten virtues which we seek to make explicit and relate to day to day life in the academy and the wider world. In order to complement this approach each week there is a specific virtue theme and related ‘key question’. During assembly and form time students consider the impact of these virtues on their own lives, their community and the wider world.

Students demonstrate their understanding of these themes and issues through group discussion, personal reflection, written reflections and by composing expositions.

Virtue Curriculum:

From Summer Term 2 2016/7 the academy will seek to give even more focus to development of students as young citizens and to help prepare them for life in modern Britain by introducing the Virtue Curriculum. This approach allows for daily exploration, discussion and reflection on a wide range of spiritual, moral and personal development themes across each year group.

The assessment of student understanding for the Virtue Curriculum will be based on student expositions and use a speaking and listening assessment rubric to grade student understanding as being: **emerging**, **expected** or **exceeding**.

Courage – Acting with bravery in fearful situations.	Justice – Acting with fairness towards others by honouring rights and responsibilities.
Honesty – Being truthful and sincere.	Compassion – Exhibiting care and concern.
Self-discipline – The ability to control one’s feelings and overcome one’s weaknesses.	Gratitude – Feeling and expressing thanks.
Humility – Estimating oneself within reasonable limits.	Service – A humble generosity of time, thought and spirit.
Commitment – A determined and gracious resolve in the face of challenges.	Charity – A giving heart, a generous way of viewing others and caring for their needs.

Table 3 – Ark Boulton Academy Virtues

9. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.