



Ark Boulton  
Academy

*“Growing together, reaching higher”*

# CURRICULUM POLICY

**2021 - 2022**

Date of last review:	June 2021	Review period:	1 Year
Date of next review:	June 2022	Owner:	Farzana Ahmed & Caroline Entwistle

## POLICY INFORMATION

Named personnel with designated responsibility for

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

Policy Review Dates

Review Date	Changes Made	By Whom
June 2016	Curriculum updates	D Richards
July 2017	Include Virtues information	D Richards
September 2021	Updated – concise version reflects updated intent and explicit implementation and subject updates	D Richards

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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## **Introduction**

The overarching aim of Ark Boulton Academy's curriculum is to provide all our pupils with the best possible life chances. Ark Boulton pupils will become articulate and confident young adults, whilst securing the best academic outcomes. We will provide opportunities to develop outstanding character for which they will be recognised in society as compassionate, charitable, and self-disciplined young adults who will have the humility to be role models for generations to follow, in service to:

- Looking after their families.
- Becoming role models for younger generations.
- Upskilling a community.

## CURRICULUM INTENT – What we want to do:

For our pupils to be successful in life, we believe they need to be excellent readers with a wide-ranging vocabulary; have a sense of their place within the world they live; experiences to make sense of it; and the confidence to make virtuous decisions. For this reason, our curriculum aims to ensure that our pupils can assuredly transition to the next stage of their education be that from Key Stage 2 to Year 7; from Lower School to Upper School and onwards to either Post 16 education or a career of their choice:

We recognise that knowledge is the pathway to skills and therefore creativity, critical thinking and problem solving. Our curriculum is knowledge rich and intends to:

1. Provide a solid foundation in reading, writing and mathematics. When pupils build firm foundations in English and mathematics, they find it easier to access the wider curriculum.
2. Enable all students to participate in the study of the national Key Stage 3 curriculum, in its' entirety.
3. Provide pupils with the language and confidence to discuss their learning and to listen with intent to the views and opinions of others.
4. Ensure pupils understand the importance of their physical health and nutrition so that they can take care of their mental health and wellbeing.
5. Ensure pupils will secure a range of strategies that increase their independence and provide them with the organisational skills that will enable them to be successful in both education and beyond.
6. Build concepts sequentially and revisit key concepts over time to support pupils in developing and practicing the knowledge needed to access subjects in later years and make sense of new learning (Clark, Sweller, Kirschner, 2012, Anders, Ericsson, Peak; 2016).
7. Provide appropriate support when necessary because we understand that not all pupils have the same prior knowledge, and some pupils need to catch up.
8. Using low stakes assessment and individual teacher planning, we adapt our Learning Journeys to ensure that pupils are able to bridge the content gap that had occurred during lockdown.
9. Provide a broad range of academic and personal development experiences which includes a character education programme that teaches our pupils to conduct themselves in a virtuous manner.
10. Enable all of our teachers to be teachers of: character, reading, SEND, and subject

## IMPLEMENTATION – How we do this:

The academy virtues are powerful threads that are exploited and woven into the school's architecture. They provide a vocabulary which is used to cultivate excellent moral character, supporting improved student behaviours and the implementation of the curriculum.

To support this, teacher development is at the heart of our approach to implementation (Robinson, 2011). As such:

- Teachers use 'Pupil Passports' and 'Intellectual Preparation' to ensure that lessons are planned to meet the needs of their pupils. This is informed by a sequenced 'Learning Journey' that considers the composite and component parts of knowledge and practice needed for each unit.
- We meet teachers where they are (Bambrick-Santoyo, 2016). Teachers in the early stage of their careers are supported through 1:1 coaching and a personalised development programme.
- Teachers develop their subject and pedagogical knowledge through regular collaborative opportunities and thoughtful use of time across character, reading, SEND and subject.
- Teachers intellectually prepare for lessons both as individuals and within their teams to identify misconceptions, plan re-teach and recognise trending errors (Rosenshine, 2010; Coe et al., 2014).
- Teachers are encouraged to become Key Stage experts as the most effective teachers have a deep knowledge of their subject (Coe et al., 2014).

### **Through this, lessons are structured to:**

- Support a strong start with clear routines (Lemov, 2015). Teachers apply a range of signature strategies to maintain a strong climate for learning, these include: 'Economy of language', 'What to Do', 'Be Seen Looking', '100%', 'Do it Again' and 'Cold Call'.
- Enable the completion of an opening 'DNA' (Do Now Activity) to support students in making connections and activating prior knowledge.
- Include a clear exposition using modelled examples of 'What Great Looks Like' (Hattie, 2015). Intellectual Preparation supports teachers here, because the thinking processes and key content is already visible (Kirschner and Hendrick, 2020).
- As part of this, vocabulary is explicitly taught, where required and pupils may further develop their ideas through turn and talk.
- Support teachers to use questioning to check for understanding (Rosenshine, 2010). Over time, formative assessment and extended writing is used to identify and address gaps in knowledge and transfer new learning to long term memory.
- Allow teachers to intentionally monitor (INMO) to understand how well pupils have attained the knowledge and skills from the teacher exposition to make progress in lessons. Over time, an assessment rhythm is used to quality assure the effectiveness of the curriculum and its delivery.

## IMPACT – How we are doing and how we get better

We evaluate our curriculum through co-planning, learning walks, observations, analysis of summative data, book looks, pupil progress meetings and stakeholder voice.

The impact of the curriculum is seen through:

- the increase in the knowledge of our pupils.
- What our pupils retain and what they remember.
- the effect experiences have on our pupils; and

We continually assess our curriculum's impact by analysing:

1. The quality of the work in our pupils' books.
2. The progress and attainment of our pupils in their assessments.
3. How well our pupils behave and attend.
4. How well our pupils read.
5. How well they can describe what they have learnt.
  - a. Our pupils successfully moving to the next stage of their education or to a career of their choice.
  - b. Participation of our pupils in the activities and enrichment opportunities we provide.
6. Our NGRT and subject outcomes data.

## REFERENCES

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