

“It takes a whole community, to bring up a child”



# Ark Boulton Academy



19<sup>th</sup> July 2022

## Curriculum Overview

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 aim to provide opportunities to develop outstanding character for which our pupils 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.

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 rich in both knowledge and experience enabling students to develop a true passion for learning.

Every child at Ark Boulton is given a Chrome Book. This forms a vital part of their school equipment. The Chrome Books are used to ensure students have the technology needed to work independently whilst at home. Every class has their own TEAMS page through which homework and resources are shared with pupils. Subjects utilise a range of different platforms to support independent studies such as Hegerty Maths and Edi. All pupils have access to SPark, a student-facing learning portal, which aim to enable more effective independent learning at home. The portal includes workbook, videos, games and events for all subjects and year groups.

## Curriculum Introduction by Phase:

### Lower School

Ark Boulton Academy operates a Lower School and Upper School model. That is, pupils learning in Years 7 to 9 are part of our Lower School Community. Pupils then become part of Upper School for their GCSE

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years. Our 2 key stages, within the wider character of Ark Boulton, have strong identities. This is visible in décor, uniform, key events such as assembly, curriculum and the support that we are able to offer our pupils and staff.

Our role in Lower School starts with welcoming our year 7 pupils as they arrive from our 21 neighbouring, feeder primary schools. We equip our pupils with the knowledge, skills and character to go on to be successful in their GCSE studies. It is our moral and professional responsibility to help our Lower School pupils to develop into confident and articulate young people who value and respect others under our 4 building blocks of character:

- Moral Virtue (Character)
- Intellectual virtue (Subject pursuit of knowledge)
- Civic virtue (Community awareness)
- Performance virtue (Self-management)

This approach enables our Lower School students to enthusiastically contribute towards upskilling their community through supporting ‘siblings’ at school and family at home. They are able to do this through having a strong understanding of their own character and their place in our Ark Boulton and their home communities. It is more integrated in subject expertise to enable greater sustainability, consistency, and intentionality. Through this, we can create the conditions to know every child in our Form Groups and Subject classes. We are intentional in making sure that everything we do in Lower School is connected to a narrative for each year group.

This narrative is derived from the Ark Boulton mission: “It takes a whole community to bring up a child.” In contact of each year group, this mission means:

In year 7, My identity and my place in our Ark Boulton community.

In year 8, My place in my local and virtual community.

In year 9, Awe and wonder: my place in our global community

The important work Lower School begins when our pupils are in Year 6. Our transition programme ensures that we not only get to know our students and their families prior to their transition into Year 7 but that we also develop a strong sense of our students’ learning experiences in Key Stage 2. This information is gathered through faculties digging into our local feeder primary schools’ curriculums and from the work our Year 6 students create during Induction Day and throughout their Summer Camp here with us at Ark Boulton. Having a deeper understanding of our pupils’ experiences in Key Stage 2 enables our teachers to adapt their Learning Journeys to meet the needs of the individual pupils in their class.

## Year 9 GCSE Options

At Ark Boulton Academy we know the importance of high value qualifications and it is for that reason that the depth for breadth curriculum we offer students is designed to maximise opportunity.

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In order to be successful in Key Stage 4, students need to demonstrate a high level of commitment. Alongside developing subject knowledge students need to possess good written and spoken communication skills, independent study and revision habits and the self-discipline to make sure they are preparing for assessments, meeting deadlines and striving to be the best versions of themselves.

It is only right then, that student's use courage to make the choices of which subjects will make up their curriculum. In the same way we guide and foster the development of subject knowledge and study skills, we will use compassion to guide students in the subject choices they make, supported as always by parents and carers.

## Upper School

In Upper School, students embed and develop their academic and character development by applying their knowledge and skills to practical, real-life scenarios through the material they engage with. This not only prepares students for the best possible outcomes in terms of their examination results, but also prepares students to take on the role as civic leaders in their community.

The narrative of 'shaping our future and influencing the ever-changing world around us' runs across both Years 10 and 11. Similar to our broad range of examination specifications, we commit to equipping our students with a depth and breadth of relevant future skills over their two-year journey in Upper School (Character Development, Subject and Welfare) through the embodiment of Practical Wisdom.

## Assessments

In Lower School students have two summative assessment points which are designed to measure students' ability to retrieve knowledge from their long-term memory. Upper School students in Year 10 will continue to have two main assessment points but Year 11 will have their mock exams for their first assessment point to prepare them to sit their GCSE examinations later in the Spring term. Our assessments determine where students are at in terms of grades and helps us to monitor their progress. This information also supports our planning as we can use it to see what students do and do not know. From here, we plan our re-teach and further assessments. Assessment results are used in our end of term reports to support parents in understanding the need of their child. Through out lessons we regularly use formative assessment to support us in our understanding of what students can or can not do. These low stake style of assessments enable teachers to act in the moment reteaching or providing extra challenge where it is needed.

## Subject Lists

### Subjects studied in Lower School:

- English
- Maths
- Science

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French  
History  
Geography  
Religious Studies  
Art and Design  
Music  
Drama  
Physical Education  
Food technology  
Character

## Subject studies in Upper School:

English  
Maths  
Science  
Option Subjects  
French or Urdu  
History  
Geography  
Religious Studies  
Art and Design  
Music  
Drama  
Physical Education  
Food technology  
Creative I Media  
Psychology

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Character



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