



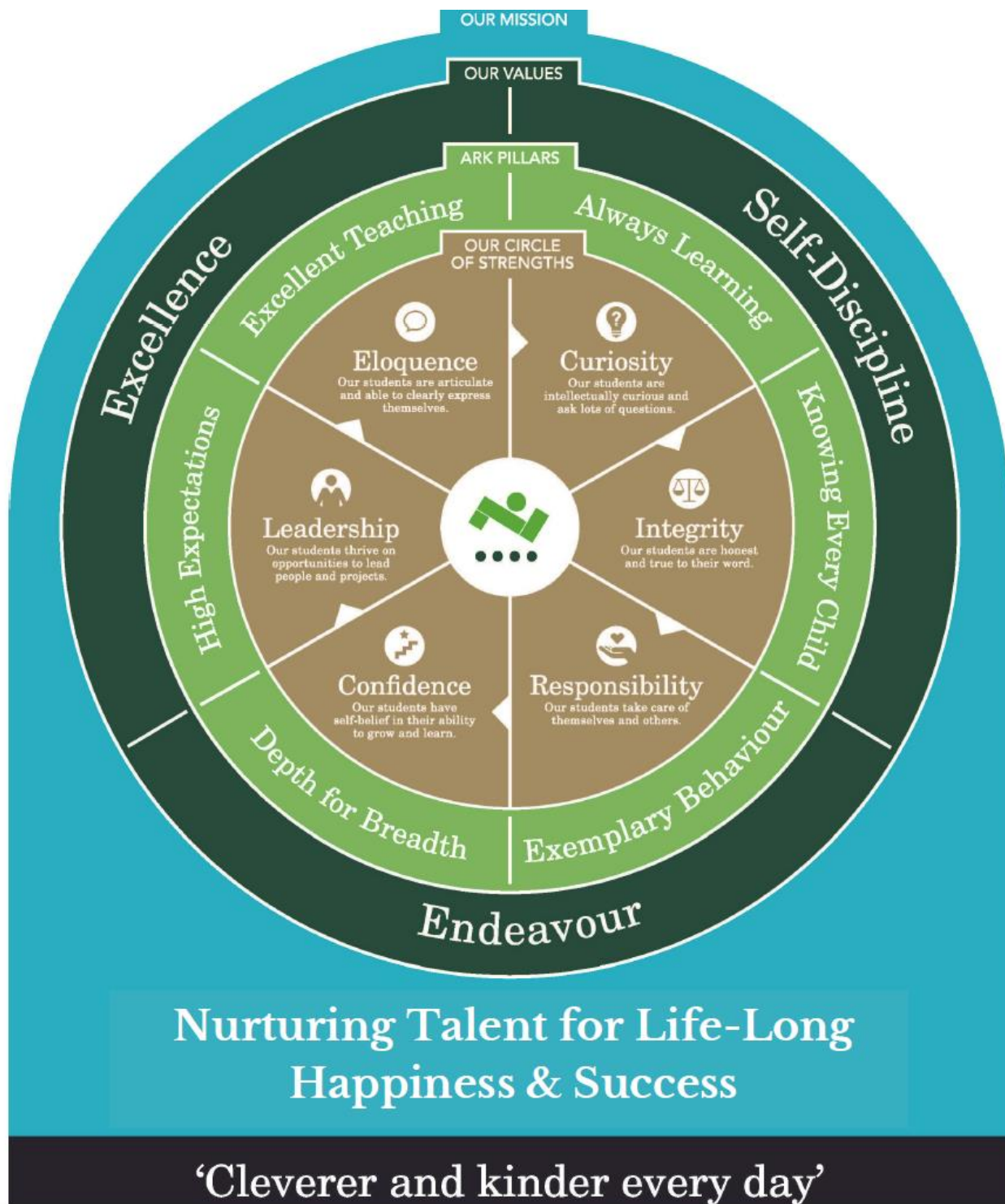
# Ark Evelyn Grace Academy



## **Curriculum Analysis**

**2021-22**

**September 2021**



## Contents

Our Mission:.....	4
Our vision .....	4
Intent .....	4
Implementation .....	5
Impact.....	5
The Academy Week .....	6
The Academy Day.....	6
Subject Allocations .....	7
Year 10 - 2021.22 .....	8
KS4 Curriculum Design.....	8
Year 11 - 2021.22.....	8

## **Our Mission:**

Nurturing talent for life-long happiness and success.

## **Our vision**

### **Intent**

**Knowledge-rich** - At the heart of our curriculum is knowledge and information that adds to our students' cultural capital. We have designed a curriculum which is of relevance to our context and student body and develops their knowledge of cultural diversity. Our curriculum is designed to ensure that students retain this knowledge, as the more you know the more you can think about, as you cannot think about that which you do not know. We have decided what the key knowledge is which will enable our students to leave our academy cleverer and kinder. It is shared with staff in our schemes of learning front sheets and through co-planning, and it is shared with our students and parents in curriculum booklets.

**Vocabulary-rich** – our curriculum is vocabulary-rich, as closing the advantage gap is about closing vocabulary gaps between word poor and word rich households. Our schemes of learning and individual lessons have set vocabulary which form the foundations of our whole-school approach to eloquence. Our heads of department have thought carefully about their vocabulary strategy, consistently using shared vocabulary acquisition techniques in their planning, along with mapping out the key vocabulary that students need to acquire across both key stages within their subject.

**Mastery** – our curriculum includes well-planned opportunities to retrieve essential knowledge and master its application. Students complete fortnightly knowledge and vocabulary quizzes. They are taught how to revise and how to improve their work to master the core knowledge and vocabulary. After every summative assessment, we use question-level analysis to plan our review lessons and revision schemes of work so that knowledge gaps are closed. We interleave prior knowledge by embedding low-stakes quizzes into schemes of learning and every Do Now is a low-stakes quiz with interleaved questions on prior learning.

**Progression planning** - We have identified the essential knowledge for each subject in each year, reflecting on the sequencing of our units of work and the core knowledge within them. The curriculum therefore sequences this knowledge in an order which creates schema which grow and develop in our students' minds. This allows students to complete each key stage with an excellent understanding within every subject that they study, supporting them to go on and achieve excellence in their next steps in education. Alongside academic progression, we support our students to develop their character strengths through our character curriculum. This has been mapped across the five years to ensure that they become kinder as well as cleverer and can go on to lead healthy, happy lives.

**Fertile Questions** – all our schemes of learning use fertile questions to stimulate our students' curiosity and develop their independent learning. These thought-provoking, overarching questions require considered responses from our students. Each lesson provides students with the knowledge that they then apply to develop an informed answer to the scheme of learning's fertile questions.

**Enrichment** - We offer a very broad and varied enrichment programme so that students may explore and develop their talents and character beyond the classroom. We have a timetabled period each week on a Wednesday afternoon for enrichment. We develop a love of the subjects in our curriculum with trips and visits, guest speakers, and drop-down days.

## **Implementation**

**Groupings** – At Key Stage 3, our groupings are mixed achievement across all subjects. We map our Spanish and History classes together so that those students who need literacy and numeracy intervention are able to come out of Spanish or History and have additional English and Maths support.

At Key Stage 4, English, Maths and Science are grouped based on achievement, whilst all other subjects are mixed ability.

Careful groupings can significantly improve student progress and we are committed to taking the time and effort required to get groupings right for our students. Groups are reviewed throughout the year, and changes made where appropriate. We will talk in terms of students being placed with other students who have similar current attainment, so the teacher can best challenge and support them. In terms of groupings based on achievement for core subjects at KS4, the table below indicates which colour represents which set students are in

SET	COLOUR
1	Blue
2	Green
3	Orange
4	Purple
5	Silver

**Options** - Option groups across Key Stage 4 are mixed achievement but students receive guidance and advice on their option choices. Options blocks have been created to maximise the chances of our students getting the combination of subjects they want, whilst making the best use of resources.

**Planning** - Our curriculum has been thoroughly planned with high expectations and challenge, thinking about what we are teaching and the context and sequence of topics. Each subject has a curriculum overview for both key stages and a scheme of learning for each unit that a year group studies. Each departmental scheme of learning is designed to deliver the four-part lesson structure. Departments have timetabled co-planning time to train teachers on how to deliver highly effective lessons and to prepare and adapt their departmental curriculum. We use scheme of work launches and data analysis CPD to ensure that centrally planned curricula are adapted to suit the needs of individual classes and students to support them to make rapid progress. Our teaching essentials guide and weekly training support our teachers to improve their practice further.

**Four Part Lessons** – our lessons centre around a single measurable objective and are organised into four parts: Do Now - where students either retrieve prior learning or connect with new knowledge and concepts; Activation – where students are introduced and taught new knowledge, vocabulary and concepts; Demonstration - where students are required to demonstrate their understanding of knowledge from this lessons and prior lessons and apply it to a sufficiently challenge activity; Consolidation - where students review their learning with their teacher.

## **Impact**



The impact of our curriculum will be reflected in our outcomes across every year, the quality of presentation and effort in books, how students work independently on homework and revision at home, and also how our students act, perform and how they are perceived in our local community.

To support this, we carefully analyse attainment data across all subject areas, implementing strategies and embedding changes into our curriculum to help to close gaps. We also identify target students who attend mastery lessons during period 6 on a Wednesday and period 7 on various weekdays, again so that the gaps in understanding are bridged. We also monitor attendance and outcomes in enrichment activities. In Year 11, we carefully monitor and track our student destinations.

### The Academy Week

Activity	Time
Lessons: Years 7 – 11	27 hours 30 mins (30 x 55 minute lessons)
Break / Lunch	4 hours 35 mins (5 x 15 minutes / 5 x 40 minutes)
Tutor time / assemblies	1 hour 40 minutes (5 x 20 minutes)
Enrichment / Targeted Study support	4hrs 35mins (5 x 55 minute sessions)

### The Academy Day

Timing	Period	Duration
08.30 – 08.50	Tutor Time / Assembly	20 mins
08.50 – 09.45	Period 1	55 mins
09.45 – 10.40	Period 2	55 mins
10.40 – 10.55	Break	15 mins
10.55 – 11.50	Period 3	55 mins
11.50 – 12.45	Period 4	55 mins
12.45 – 13.25	Lunch	40 mins
13.25 – 14.20	Period 5	55 mins
14.20 – 15.15	Period 6	55 mins
15.15 – 16.10	Period 7 – Mastery	55 mins

### Subject Allocations

Subject	Subject Code	Number of periods a week				
		Y7	Y8	Y9	Y10	Y11
English	EN	6	6	6	6	6
Maths	MA	6	6	6	6	6
Science	SC	4	4	4		
Science (Combined)	SC				5	6
Biology	BI				1	2
Chemistry	CH				2	2
Physics	PH				2	2
Spanish	SP	3	3	3	3	3
Mandarin	MN				3	3
History	HI	2	2	2	3	3
Geography	GG	2	2	2	3	3
Religious Education	RE	1	1	1	3	2
Art/DT/Drama Carousel		2	2	2		
Music	MU	1	1	1	3	3
PE	PE	2	2	2		
PE GCSE	PE				3	3
PE NCFE	SPO				3	3
Art	AR				3	3
Art: Photography	PH					3
Business	BS				3	3
Drama	DR				3	3
Music BTEC	Mb				3	
Prince's Trust	Pt				3	3
Design & Technology	DT				3	3
Mastery	MS					1
Enrichment	ER	1	1	1	1	
<b>KS3 TOTAL LESSONS</b>		<b>30</b>	<b>30</b>	<b>30</b>		
<b>KS4 TOTAL LESSONS</b>					<b>30</b>	<b>30</b>

## KS4 Curriculum Design

### Year 10 - 2021.22

Subject	Number of lessons
English	6
Maths	6
Science	5
Geography/History	3
Option B	3
Option C	3
Option D	3
Enrichment	1
<b>Total</b>	<b>30</b>

There will be three option blocks that will consist of the following subjects.

There will be four option blocks that will consist of the following subjects.

Block A	Block B	Block C	Block D
Geography	Business GCSE	History	DT
History	History	Business GCSE	Music (GCSE)
Princes' Trust	Geography	Music (Btec)	Art
Spanish	Mandarin	PE GCSE	Spanish
RE	Drama	PE GCSE	RE
	Sport (VC2)	DT	Business (GCSE)

### Year 11 - 2021.22

Subject	Number of lessons
English	6
Maths	6
Science	6
RE	2
Option A	3
Option B	3
Option C	3
Mastery	1
<b>Total</b>	<b>30</b>



Block A	Block B	Block C
Design & Technology	Art	Geography
Geography	Business GCSE	Business GCSE
History	History	Drama
Princes' Trust	Music (GCSE)	PE GCSE
Mandarin	Spanish	Sport (VC2)
Spanish		Photography
Art		