

# Curriculum policy

	Version 2.0
Approved by Education & Standards Committee	April 2021
Adopted by Full Governing Board	May 2021
Review frequency	Annually
Next full review due	Spring 2022
Statutory?	Yes
Website?	Yes
Key individual	Lindsay Gillham Assistant Head

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# 1. Rationale:

The aim of this policy is to set out the aims and expectations of our whole school curriculum for all members of the school community.

The policy should ensure a shared understanding of:

- our curriculum intent, aims and rationale
- the organisation and implementation of the curriculum
- the roles and responsibilities of all stakeholders
- our approach to curriculum planning and delivery, allowing students a rich, deep learning experience that enables them to accelerate progress and realise their potential.

## **2. Curriculum Vision Statement:**

Our curriculum is an ambitious, inspirational programme that enables every young person and professional to thrive. The school sets equal value on traditional academic scholarship and the promotion of creativity, curiosity, expression and analytical thinking. This provides a rich and deep learning experience with the right balance of breadth and depth, and the chance to develop cumulative understanding of knowledge, skills and values.

Our clear curriculum frameworks enable a shared understanding of the learning journey by all stakeholders. This leads to high quality, purposeful teaching and learning in the classroom, leading to excellent learning outcomes.

Our curriculum brings learning to life. Providing a wealth of wider opportunities throughout the school journey that enrich and extend learning beyond the classroom.

We place high value on addressing issues relating to equality, diversity and modern British values and encourage social inclusion for all through every aspect of our curriculum. We enable a learning experience where all students have access to rich learning resources, facilities, and opportunities to ensure equity of learning.

Our curriculum enables a cohesive community, where students work together in genuine collaboration, to think beyond themselves, value one another's opinions, listen with intent and develop a voice of their own; developing curiosity and kindness in everything that they do.

Upon completion of their school journey, an Archer graduate has achieved more than they ever thought possible. They are of good character and able to make good choices for themselves and others, making a striking impact on the world around them. They are confidently prepared for an aspirant and successful future in whatever guise that may take.

## **3. Curriculum Intent:**

Our curriculum is designed to:

- offer a broad, balanced and challenging curriculum which provides a rich and deep learning experience for every student.
- ensure that the curriculum is designed to secure an appropriate balance of learning opportunities for all students, encompassing aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological experiences.
- emphasise the importance of English and Maths, believing that the core skills of literacy and numeracy underpin a student's achievement across the curriculum.
- provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity.
- promote cross curricular learning to provide opportunities for student to develop the skills of analytical and creative thinking, problem solving, decision making, leadership and teamwork.

- provide a focus on enrichment throughout our curriculum which aims by broadening students' learning beyond the classroom and the confines of the taught curriculum.
- ensure the curriculum is relevant to the needs of all students and is appropriately differentiated to ensure each student is intellectually challenged and supported. Where appropriate the curriculum may be amended to suit the particular needs of an individual student.
- provide a learning experience that places diversity, equality and social inclusion at the heart of what we do. We ensure students have a mutual understanding of different viewpoints of the of liberal and democratic values that underpin society through every aspect of their learning. We review our subject specialist curriculum regularly to ensure that it affords opportunities for students to explore heritage, identity, conflict and issues of social change.
- provide rigorous marking and assessment systems, ensuring we effectively evaluate the progress of students, adapting our planning to meet the needs of all learners and providing every student with the chance to accelerate progress and realise their potential.
- provide students with access to high quality impartial advice and guidance to support them in making choices about their current and future education and careers.
- ensure equal access to learning with high expectations for every student and appropriate levels of challenge and support
- develop students' independent learning skills and resilience, to equip them for further/higher education and the world of work,
- provide personal, social and health education which helps prepare students for adult life as responsible citizens with a clear understanding of British Values.
- enable a cohesive community, where students work together in genuine collaboration, to think beyond themselves, value one another's opinions, listen with intent and develop a voice of their own;

Our curriculum embodies the principle of equal opportunities, in accordance with the school's Equality Policy. All decisions surrounding the range of courses offered in each Key Stage are made regarding the need to ensure a fair balance for all students in the deployment of the school's resources.

Detailed schemes of learning are used to define the teaching and learning objectives for each subject area and to ensure continuity and progression within and across the curriculum.

Throughout the curriculum, assessment forms an integral element and is intended to support every student to value their achievements, review their progress and set targets for future learning.

## **4. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

# 5. Roles and responsibilities

## 5.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- The School vision is clearly reflected in the design of the curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

## 5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have intent and implementation which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### **5.3 Senior Leaders**

Senior leaders have the responsibility to ensure that the school curriculum is implemented in accordance with this policy. They support the middle leadership team with the implementation of the policy, particularly in relation to the departments they line manage,

Senior Leaders should:

- Devise clear and consistent expectations in relation to curriculum planning and implementation and share with all stakeholders'.
- Provide ongoing and thorough review of each subject curriculum through the monitoring of teaching and learning and review of curriculum frameworks in subject areas.
- Provide regular opportunities for staff support and training to ensure the highest of standards and consistency of curriculum development work.
- Provide regular and robust opportunities to quality assure both curriculum documentation and curriculum implementation.
- Liaise with both middle leaders, the SEND team and the Headteacher to identify students who need alternative programmes of study or a bespoke curriculum offer based on individual needs.

Specified members of the SLT have responsibility for the oversight of the curriculum including: organisation of the timetable, placement of students, delivery of the Employability Programme, Enrichment, Archer Plus, vocational learning, assessment, viability of courses and making recommendations as to new courses.

### **5.4 Middle leaders**

Heads of Department are responsible for ensuring that the school curriculum is implemented in accordance with this policy and for the strategic leadership and direction of specific subject areas. They should ensure that:

- Department teams take part in ongoing collaborative review and development of the curriculum in line with the national expectations and frameworks, the exam syllabus, and the specific needs and interests of our students.
- Each curriculum is underpinned by a clear and ambitious vision statement that provides a rationale for the learning experiences and delivery of skills and knowledge. Each statement should set out the aims of the curriculum and expected progress students are likely to achieve.
- Clear curriculum frameworks are in place, with a clear purpose and the right balance between knowledge, skills, breadth and depth that underpin high quality teaching and learning and lead to excellent outcomes.
- Curriculum plans, overviews and schemes of learning are consistent in design and expectation and reflect the shared vision of the school.
- The non- negotiables of curriculum planning are firmly embedded into all curriculum plans and schemes of learning.
- Resources are effectively stored, shared and managed using the school's digital platform.
- Robust monitoring and evaluation of the subject curriculum is ongoing and impactful.

### **5.5 All staff:**

All teaching staff are expected to follow all curriculum plans and schemes of learning in line with school policy. They should attend relevant training and fully engage with collaborative curriculum development and planning.

They are expected to:

- Have a detailed understanding of the curriculum aims, structure and sequence, recognising how this leads to a cumulative understanding that prepares students for the next stage of their learning.
- Have a clear understanding of the knowledge, skills and values students are expected to have gained at each stage of the curriculum.
- Deliver high quality, purposeful teaching and learning that caters for the need of every child.
- Have a clear understanding of assessment systems and processes, adhering to department expectations and timelines to ensure robust evaluation of student progress.
- Set relevant and appropriately challenging homework in line with the curriculum sequence that provides new learning or builds on prior learning, to further accelerate student progress.

### 5.6 The trust

## **6. Curriculum content and organisation:**

At each stage in the curriculum, we aim to offer a wide range of academic, creative and practical subjects to ensure that students have a balanced and ambitious learning experience, developing knowledge, skills and values to not only achieve academically, but to prepare them with all of the necessary personal skills to be successful in life.

Our curriculum is designed to be bespoke, meeting the needs of every individual, providing opportunities for students to make their own independent choices at key points in year 8 and 9. It is also inclusive We offer functional skills as an alternative leaning pathway in all years. This may be suitable for students who would find languages too challenging and may need to further enhance essential literacy and mathematical skills.

### **6.1 Key Stage 3: Year 7 and Year 8**

Our Key Stage 3 curriculum is built upon a foundation of core knowledge and skills, providing students with deep learning opportunities through a broad and balanced programme. We believe it is crucial that our students grow up to be independent learners and so encourage them to explore their thinking and understand how they learn, within a curriculum which is subject rich, relevant, creative, and academically challenging. Further to this the curriculum provides rich opportunities for students to study modern British values, Citizenship, equality, diversity and social inclusion.

Our Key Stage 3 curriculum complies with the requirements of the National Curriculum as a minimum entitlement. Our curriculum offer is enhanced through an extended arts provision, thematic learning and enrichment programmes of study.

The subjects studied across Year 7 are:

<b>Subject/Programme of study</b>	<b>Designated curriculum time/hours per week</b>
English Language and English Literature*	4
Mathematics*	4
Science – Physics, Chemistry and Biology taught separately	3
Creative & Performing Arts – Dance, Drama, Music	3
Humanities – History, Geography	3
Foreign Languages – French or Spanish or functional skills	2
Physical Education	2
Art, Design & Technology	2
Thematic Learning including aspects of citizenship, RS, and SMSC	4
Lifelong Learning including Personal, Social & Health Education and SMSC **	1
Enrichment	2

*\*over 25% of curriculum time is designated to English and Maths, this is further reinforced through Thematic Learning*

*\*\*with wider opportunities through drop down days, specifically SRE education*

The curriculum is further developed in Year 8, to meet the needs of our maturing students and to provide greater opportunities for subject specialism, especially within the Humanities.

<b>Subject/Programme of study</b>	<b>Designated curriculum time/hours per week</b>
English Language and English Literature*	4
Mathematics*	4
Science – Physics, Chemistry and Biology taught separately	3
Creative & Performing Arts – Dance, Drama, Music	3
History	2

Geography	2
Computer Science / RE / Literacy on termly rotation	1
Foreign Languages – French or Spanish or functional skills	2
Physical Education	2
Art, Design & Technology	2
Thematic Learning including aspects of citizenship, RS and SMSC	2
Lifelong Learning including Personal, Social & Health Education and SMSC **	1
Enrichment	2

### **6.2 Key Stage 4: Year 9, breadth and the beginnings of choice**

Year 9 is a significant stepping stone between Key Stage 3 and Key Stage 4 at the Archer Academy. This key year is structured as a GCSE foundation year, with students beginning their GCSE courses in core subjects and having the opportunity to make some initial curriculum choices as part of a taster year in certain subjects.

Our Year 9 curriculum builds on the foundations of our excellent provision across Year 7 and Year 8, allowing students to sample a range of new courses, as well as beginning to specialise in subjects at which they have begun to excel. This supports them in making informed final choices about the subjects they may wish to study to GCSE and then into Key Stage 5.

The choices are structured to protect the creative subjects and ensure that students can continue their enjoyment of music, dance, drama and ADT.

#### **Compulsory subjects**

All students, in Year 9, begin their GCSE courses for the core subjects of:

<b>Subject/Programme of study</b>	<b>Designated curriculum time/hours per week</b>
English Language and English Literature	4
Mathematics	4
Science – Physics, Chemistry and Biology taught separately	3
Foreign Languages – French or Spanish or functional skills	2
History	2
Geography	2
Physical Education	2
Lifelong Learning including Personal, Social & Health Education and SMSC *	1
Social, Politics, Philosophy, Ethics, <a href="#">Culture</a>	2
Enrichment	2

\* with wider opportunities through drop down days

In addition to the compulsory subjects, our students are able to choose a number of other courses to study in Year 9, which they may wish to pursue to GCSE level and beyond.

Within the visual, creative and performing arts, students choose two of the following disciplines to study in greater depth, for 4 hours in total:

- Art & Design
- Product Design
- Dance
- Drama
- Music
- Engineering

Students then choose one further subject, which they may either study just for the duration of Year 9 or take forward into their final Year 10 portfolio. In Year 9 each option is given 2 hours per week. Examples of options previously run include:

- Business Studies
- Computer Science
- Photography
- Physical Education
- Psychology
- Food Technology
- Additional science

### **6.3 Key Stage 4: Year 10 and Year 11, depth of study and specialisation**

From Year 10, our students are offered a wider choice of additional courses, as well as their core subjects, from which to build their GCSE portfolio. We work closely with each student to ensure that the choices they are making support their aims and ambitions for Key Stage 5 and beyond.

We believe that securing the English Baccalaureate suite of qualifications will widen the range of opportunities available to our students in the future. Therefore, the majority of Archer Academy students follow GCSE courses in English Language, English Literature, Mathematics, Combined Science, at least one language and at least one of History or Geography.

We also offer a select number of BTEC and vocational courses to supplement our GCSE options for students for whom this is appropriate.

All students study SPPEC, including SRE and British Values.

All students have three curriculum choices; however, students do have the opportunity to follow an additional GCSE course through their Archer Plus Pathway, options include GCSE Citizenship, GCSE Further Maths, GCSE Statistics, GCSE RE.

<b>Subject/Programme of study</b>	<b>Designated curriculum time/hours per week</b>
English Language and English Literature	4
Mathematics	4
Combined Science	4
Foreign Languages – French, Spanish or functional skills	3
Physical Education	2
SPPEC	1
Lifelong Learning including Personal, Social & Health Education and SMSC *	1
Curriculum Choice One	3

Curriculum Choice Two	3
Curriculum Choice Three	3
Enrichment / Archer Plus	2

Options subjects at Key Stage 4 are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group.

The options system is organised on a free choice basis with a series of blocks constructed to enable the maximum number of students to be placed on their preferred courses.

Curriculum choice subjects will only run if there is sufficient student interest to make groups viable. Should a subject be oversubscribed, students are given an opportunity to discuss with senior staff potential choices and options to best meet their needs.

Selection by ability forms no part of the options placement at Key Stage 4. However, guidance around which pathway is most suitable for students (including, for example the decision about whether to study Combined Science or Triple Science) is made in consultation with parents and staff based on a student's achievement in that subject area.

A number of vocational options are on offer to some students for whom this might be suitable. In addition to this, the requirement to be entered for EBACC is relaxed for a small number of students. This is decided in consultation with the SEND department and parents.

Examples of options previously available to students have included the following, to best match their interests, skills and aspirations:

#### **GCSE courses**

- Art & Design
- Computer Science
- Dance
- Music
- Drama
- Physical Education
- Photography
- Design and Technology
- Psychology
- Sociology
- Economics
- Geography
- History
- Triple Science

## Vocational Courses

- Business Studies, VCert
- Engineering, VCert
- Health & Social Care, BTEC
- Child Development, VCert
- Hospitality and Catering VCERT

All students undertake one week's work experience in Year 10 as part of their Employability programme of study.

### 6.4 Key Stage 5

Our Key Stage 5 provision currently involves strategic partnerships with Woodhouse College and Barnet and Southgate College. Ahead of the start of Key Stage 5 all students receive help and guidance from staff and visiting careers specialists so that they are able to choose an appropriate programme of A Level or vocational subjects for them.

Currently, all subjects offered at GCSE are also offered at A Level at Woodhouse College or as vocational subject at Barnet and Southgate College.

## 7. Timetable structure

The week is divided in 29 teaching periods, including enrichment. Teaching periods vary between 1 and 2 hours, depending on the subject specialism. Assemblies are held once a week for each year group. Our pastoral programme includes a focus on Lifelong Learning, study skills, academic and pastoral mentoring.

In timetabling the curriculum, the following principles are adhered to wherever possible for the benefit of the students' experience of it:

- to avoid "splitting" classes between teachers at Key Stage 3, and in particular, at Key Stage 4, in order to ensure continuity and consistency
- to minimise the amount of movement across the campus for staff and students
- to ensure an even balance of subjects across a day.

## 8. Curriculum Implementation

Curriculum planning should always ensure that it is underpinned by the Archer Academy curriculum non negotiables. These include:

- An introductory purpose, with rationale for teaching and clear aims of study.
- A coherently planned, well sequenced approach that allows the cumulative understanding of knowledge and skills
- Clear objectives and fundamental ideas, lesson by lesson, supported with key material to be taught for each key stage.
- Purposeful learning outcomes that provide students with opportunities for deep learning and subject mastery
- High levels of challenge and creativity that foster high levels of student engagement
- Ongoing opportunities to embed, retain and transfer knowledge.
- Assessed progress over time
- The opportunity for students to polish, refine or review their work

- Opportunities to read out, speak out, and think out!
- Wider learning and subject enrichment that brings the subject to life
- Highlighted opportunities for vital development of personal and social skills – through links to the Archer outcomes, literacy and SMSC.

All departments should have detailed curriculum documentation in place to secure a shared understanding of the learning journey and expected outcomes. Heads of department should ensure the following paperwork is in place to secure consistency:

- A yearly curriculum overview published on the school website to share with stakeholders
- Curriculum plans for each topic that provides a learning overview with summary of lesson by lesson ideas, key learning content, learning outcomes and timelines. This should be completed in the Archer style using the standard template and reflecting the shared Archer expectations.
- KS3 and 4 subject specific reading lists to support subject knowledge and understanding
- KS3 and 4 revision guides and revision book lists to support assessments across the year

Curriculum plans should be reviewed on a termly basis to ensure they are up to date and in line with national programmes of study/exam syllabuses.

Curriculum planning should be collaborative, involving all members of each subject team. To further support this, department meeting agendas should ensure that opportunities for ongoing CPD are built into meeting times. External agencies such as PTI and PiXL should be used to further enhance subject expertise and knowledge.

Department HODs are invited to share the way in which they implement their curriculum every two years in a curriculum panel with SLT/other middle leaders.

## 9. Use of digital platform

All subject departments should effectively use the MS teams digital platform to share and model curriculum planning and resources. These should be available for use of both staff and students to support learning and progress.

Each subject should design their online curriculum platform to reflect the Archer style. All departments should use Ms Teams to share the following:

- Resources appropriately organised, labelled and set up in MS Teams
- Examples of best practice e.g. photographs of excellent work and model answers
- Curriculum vision statements
- Curriculum plans and schemes of learning

The central school website should share key documentation for all stakeholders, this includes:

- curriculum policy
- curriculum vision statements for each subject
- curriculum overviews for each subject
- study book lists for each subject/year group
- details of wider curriculum opportunities for each subject/year group

## 10. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Most able students

- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support students to take part in all subjects.

Further information can be found in our Assessment, Teaching & Learning policy and our SEND policy and information report.

## 10. Monitoring and quality assurance

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through analysis of data collected by senior and middle leaders through the following leadership tasks:

- Curriculum Panels
- Whole school monitoring points
- Subject Reviews
- Book reviews
- Data analysis
- Student voice
- Schemes of Learning Reviews
- Visits to other schools
- Cross school moderation
- Departmental reviews
- Commissioned external reviews

The Assistant Headteacher for Data & Systems is responsible for monitoring how the curriculum is implemented across the school.

The Assistant Headteacher for teaching and learning is responsible ensuring strong curriculum planning which leads to high quality teaching and learning across the school.

Identified members of SLT who line manage Heads of Department are responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible.

The Education & Standards Committee of the Governing Body monitors the effectiveness of the curriculum

## 11. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Teaching & Learning Policy
- SEND policy and information report
- Equality Policy
- Blended Curriculum Policy
- Setting Policy

Appendix 1: Blank curriculum plan templates:

**Blank Curriculum Plan**

**Topic Name:**

Yearly Overview	
Unit Overview/Key Enquiry Question	
Assessment	
SMSC Links	
Literacy and Numeracy Opportunities	
Wider Learning (Visits, Speakers, Competitions, Whole School Events)	

**Scheme of Learning**

Learning Purpose/Key Enquiry Questions	Opportunities to read, write, speak, think	Assessment (self / peer / responding / redrafting / depth / high stakes / low stakes / AFL)	Expected Progress	Archer Outcomes and SMSC

## Appendix 2: Example curriculum plan templates ADT:

### Topic Name: Introduction to Art

Yearly Overview	An opportunity to explore and experiment with new materials each lesson by analysing the work of artists, designers and craftsmen. To use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase student proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. To learn about the history of art, craft, design, including periods, styles and major movements through history to present day.
Unit Overview/Key Enquiry Question	Using a range of artists and natural forms as a tool to analyse and experiment with the formal elements of art. To be able to analyse works of art To understand and use colour theory – to be able to use complementary colours. To be able to connect marks and colours to notes and instruments. To be able to use tone to make objects look 3D.
Assessment	Summative, formative and peer assessment of experimental work, both in sketchbook and homework. Peer and Self-Assessment will be incorporated in to lesson activities.
SMSC Links	We look at a range of British and global artists. A variety of cultural influences to be introduced regularly through a diverse range of artists. Independent thinkers. Spiritual links made in relation to artist heritage and intention. Reward system focuses on reflective self-analysis. Projects regularly depend on cooperative collaboration.
Literacy and Numeracy Opportunities	Artist research. Written evaluation. Comparisons between artists and making written connections between images. Written homework, studying the difference between fact and opinion. Measuring and studying proportions. 1. Speaking and listening 2. Evaluation 3. S, P, G 4. Sentence structure 5. Understanding subject specific language (including correct spelling) Self and Peer analysis Specific key words to be provided for each lesson. Subject specific key words on permanent display in room Focus on proportion, scale, 3D drawing, use of grid techniques

Learning Purpose/Key Enquiry Questions	Opportunities to read, write, speak, think	Assessment (self / peer / responding / redrafting / depth / high stakes / low stakes / AFL)	Expected Progress	Archer Outcomes and SMSC
<p><b>Week 1:</b> <b>Objectives:</b> Students will learn to develop observational drawing skills using a range of drawing techniques Students will learn how to evaluate artwork</p> <p><b>Starter:</b> Students will discuss "What is Art?"</p> <p><b>Main Activities:</b> Students will complete a range of drawing exercises of still life (to include fruits and natural forms) Drawing exercises will include, blind, timed, continuous, wrong hand, texture and line drawings</p> <p><b>Plenary:</b> What is evaluation? Students to peer assess each other's work link to key words</p>	<p>Specific key words for each lesson, initial class, verbal and written analysis and discussion. Subject specific words on the wall.</p>	<ul style="list-style-type: none"> <li>What is evaluation/what is the importance of evaluation? Peer assessment</li> <li>Class discussion – what is art?</li> <li>Q &amp; A</li> <li>Teacher feedback</li> <li>Top tip as mini plenary</li> </ul>	<p><b>Purple: Students will:</b> Demonstrate 3 different drawing techniques Use adjectives to describe their natural form Experiment with mark making</p> <p><b>Grey: Students will:</b> Consider composition Use a range of different lines Create marks to show texture</p> <p>Peer evaluate</p> <p><b>Green: Students will:</b> Use line to show detail Identify the strengths and areas to improve in their drawing</p> <p><b>Black: Students will:</b> Demonstrate creative mark-making using thick and thin lines Identify specific strengths and areas to improve in their drawing using keywords</p>	<p>Analytical</p> <p>Articulate</p> <p>Creative</p> <p>Collaborative</p> <p>Resilient</p> <p>Reflective</p>

# Appendix 3: Model of training provided for HODs

### CURRICULUM PLANNING APRIL 2019

**Aims:**

- To revisit the importance of curriculum planning as the driving force behind high quality, purposeful teaching and learning.
- To establish the non-negotiables of curriculum planning to be applied across all subjects at all key stages.
- To share the vision, timescales and documentation for our whole school curriculum review.

### Why are you teaching this lesson?

**When teachers are asked – why are you teaching this lesson what would your teachers say?**

- Because it is part of the scheme of learning?
- It is needed for the GCSE syllabus?
- No, I am using the plans as I don't?
- The learning gained from this will help to push me forwards.....

**When students are asked – what are you studying and why?**

- How many students look to the learning objectives?
- Revisit the question?
- Explain their answer?
- Talk you about the bigger picture of the lesson and how this is helping their overall learning?

All students should be able to tell us what they are learning about and why it is important. If they can't we haven't taught them properly. Mary Mutt

### What are the main areas for whole school development?

- Ensuring consistently high levels of challenge and consistency in every classroom.
- Ensuring all lessons have a clear purpose that is explicit and understood by students (and teachers).
- Improving consistency of targeted questioning that encourage students to think harder.
- Improving consistency in expectations across all classrooms.
- Ensuring underperforming teachers have a framework for success.
- Ensuring consistency and regularity in quality of marking and feedback.
- Increasing levels of engagement of some PP/SEN, particularly of lower ability.
- Improving levels of challenge to reduce this as a barrier to learning for low attaining students.
- Developing greater resilience and independence in low attaining/overage students.
- Improving the quality of learning environments to reflect high academic standards and high expectations.

Underpinning all of this

Improving the quality of medium and long term curriculum planning as a subject/department lead.

1

2

3

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (national tests & assessments)
- Reading
- Destinations

the heart of the Ofsted

VISIBLE AT ALL LEVELS – WHOLE SCHOOL, DEPARTMENT, LESSON BY LESSON

Impact on students (achievement, progress)

### What does this mean for us?

- Leaders need to review and uplift the existing curriculum to ensure a clear framework is in place, that underpins high quality teaching and learning, with the right balance between knowledge, skills and values.... breadth and depth.
- We need to make sure that every lesson, scheme of learning and curriculum plan has a clear purpose that is shared by all.
- We need to ensure that the curriculum for every subject is consistent in design and expectation, and reflects the shared vision of the school.
- Our curriculum needs to respond to the school's context and be ambitious for all.

### What does a good curriculum need to include?

- Look at the range of quotes, all taken from Mary Mutt's books and all based on the fundamentals of a good curriculum.
- Read each quote, discuss/make a note of:
- What are the buzz words for a good curriculum?
- Rank in terms of importance for a good subject curriculum.
- Sort into strengths/things to consider:

**Success: What next?**

- What does every teacher need to successfully deliver purposeful lessons?
- What does every student need to understand their learning, connect their ideas and and recognise the bigger picture?

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### How successful is your current curriculum plan/model?

Go through the audit and rate your curriculum in relation to the new Ofsted success statements. Use a traffic light system.

Consider:

- What is going well in your subject curriculum?
- What needs to be improved?
- What is an absolute priority?

### So What Next?

A strong curriculum is the plan that sits behind high quality teaching and learning.

There is a need for greater consistency in the quality of curriculum planning across departments.

To do this:

- Firstly need to define the key non negotiables that every subject curriculum should include to meet Archer expectations.
- Secondly we need to review and update our curriculum documentation (plans, maps, schemes of learning) to bring greater clarity and consistency across all subject areas.
- Finally we need to ensure our curriculum plans are used as a guiding framework by all staff leading to high quality teaching in every classroom.

### 1.) Well Planned, Coherent Structure.

- Best practice starts with an overarching question/theme, which is then broken down into key lesson content.
- The curriculum should work as a 'whole' with links and golden threads running through it so that all pieces of the puzzle fit together.

When done well, students understand: The purpose of each idea, lesson and unit and how this knowledge fits into the bigger learning picture

### 5.) Creativity and Engagement

- Are the titles catchy – do they ignite curiosity?
- Can they be turned into a key question to solve/discuss/debate?
- Are you using an effective stimulus to start the unit/topic?

Title	Quality/Challenge...
Good Diamonds	How many diamonds can you fit into a necklace?
Where	Does a cell need a name?
Just Now	Is cinema ever just now?
Light	Do leaves or hair that?
Lady Macbeth	Is power a blessing or a curse?

Do you have enough creativity? Where could enquiry questions ignite curiosity in your curriculum?

### 6.) Embed, Retain and Transfer learning.

- It is easier to remember something if we already know something about the topic.
- Students need a prolonged learning experience where multiple strands are spinning all at one.
- By linear teaching approaches, low stakes testing and allowing opportunities for revision, students will embed their learning and understand it better.

How often do you use low stakes testing?

### 7.) Assessing for progress over time.

VS.

Can you clearly see progress over time in student work? Do you know exactly what to look for? Are teachers clear of their Do you have a non-linear approach?

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### 8.) Time to polish and refine.

- Curriculum plans should clearly set out time for students to reflect on their work and perfect it.
- This means they will need time to polish and refine what they have done.
- To do this effectively, teacher feedback need to be precise and actionable.

What does this look like when it is done well in your subject? How do you model this?

### 9.) Opportunities to read, write, speak and think out!

- Every curriculum plan should aim to build student vocabulary, from subject specific terms, to the more high frequency words. Understanding the etymology of a word can improve understanding and build on the power of use.
- Opportunities for students to speak out and communicate/articulate themselves are a key part of their learning and must be something open to all.
- Writing in the formal way of speaking and helps students to clarify their ideas and structure their meaning.
- Reading should take place across all subjects and materials and content should vary. The more a student reads, the more familiar they become with different ideas, contexts, stories, places and people.

Can the development of literacy skills be clearly seen across your curriculum? Are you building vocab, Improving writing, providing opportunities to speak? Is there enough reading material in use?

### 11.) Wider Learning and SMSC

- Visits and visitors can enhance and deepen knowledge.
- Trips/wider learning events shouldn't be just add ons, but should deepen the learning or provide opportunities to see things/question things in real life.
- Students will remember and enjoy the experience if it is used to support the classroom experience.

How often do you provide this? How do you use these events as a learning opportunity?

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### 10.) Archer Outcomes

- Articulate
- Analytical
- Creative
- Collaborative
- Reflective
- Resilient

How often do you refer to these? How do these increase engagement, creativity, challenge? How important are these in building the social skills needed for future pathways?

### How does the whole curriculum fit together?

- Where do you actively make links with other subjects?
- How do you highlight these – with staff/students?
- How can subjects better help each other?

What is our shared purpose and vision?

### Good curriculum mapping means.....

Everyone leaves the unit with a clear understanding of what they have learned.

Regular skills to check, knowledge and understanding support the learning process.

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## Appendix 4: Guidance and rationale for curriculum panel reviews:

### **Curriculum Panel Guidance**

As part of our review of the whole school curriculum, all subject curriculums will be reviewed during curriculum panel meetings taking place in the spring and summer terms of each year.

This is an opportunity to share the departmental vision and how this vision is being put into practice through daily teaching and learning.

During the meeting, you will be required to complete a 10 minute presentation to share key information on the following:

- 1.) The vision and rationale for your subject curriculum
- 2.) An outline of the curriculum and the changes made
- 3.) Evidence of how this impact has been measured
- 4.) An evaluation of the overall success to date
- 5.) Evidence of subject specialist CPD to support the process.

#### **Shared expectations:**

The following documentation are required to be submitted one week before the interview:

- Curriculum Vision Statement – final version
- Curriculum plans for all terms to date
- A review of the journey so far and proposed next steps.

#### **Optional extras:**

- Any further supporting documents e.g. curriculum maps
- Evidence of secure lesson planning, where curriculum planning is being effectively used.
- Student voice survey
- Data showing impact on progress.
- Year 7/8 book sample – highlighting relevant evidence of impact.

The meeting will be approximately one hour long. Following the presentation, there will be a discussion of the documentation presented and a series of questions in relation to progress so far and next steps.