



King's Academy Ringmer

King's Academy Ringmer

Curriculum Policy

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1. Aims and objectives

The curriculum at King's Academy Ringmer (KAR) is designed to build the knowledge and skills required to take advantage of opportunities, responsibilities and experiences later in life, such as:

- Further education, training or employment
- Other rich opportunities and experiences (travel, meeting new people, joining clubs, trying new activities, developing further interests, healthy living)

- Responsibilities (being a good family member and friend, becoming a parent/carer)

The curriculum carefully considers all groups of students (SEND, disadvantaged, high, mid, low ability, EAL, boys/girls). The curriculum provides students with essential subject-based knowledge and skills, and also in other essential areas, such as careers. Literacy and oracy are carefully considered throughout the curriculum, and developed throughout the 5 years. Key skills in each subject are identified in which students should develop automaticity, in order to help the student to further develop in the subject. Each subject aims to develop key prototypes and schema, to allow students to understand the subject in a rich, deep and meaningful way.

Our aim is that all students at KAR are at a considerable advantage due to the ambitious and highly effective curriculum put in place.

2. The curriculum

At KAR, we have a 5 year curriculum for each subject, in which we carefully sequence each end point to allow the students to build their knowledge and skills in the most efficient and effective way. All teachers contribute to, and fully understand the curriculum for which they teach, and take responsibility for the constant improvement of the curriculum. We use assessment (formative and summative) to constantly review and improve the curriculum. Therefore, the curriculum forms the basis of discussions in both department development time and line management meetings. We consider our curriculum as the central place of 'what we do' as teachers.

We carefully consider two strands of our academic curriculum:

1. Each subject curriculum
2. The holistic curriculum

2a. Each subject curriculum

Each subject produces a curriculum overview table, in which the following aspects of the curriculum are carefully considered:

2a i. End points

- End points are distinct points in the curriculum whereby it is expected a student to have gained the knowledge and skills required to progress successfully to the next stage of the curriculum
- The end points are considered over the whole 5 year curriculum
- Each department discusses and agrees on:
 - what end points to include
 - the order of the end points (sequencing)

2a ii. What the end points build upon

- The knowledge and skills that are required from previous end points in order to be successful in the present end point
- The subsequent end points that will require the knowledge and skills from the present end point
- This ensures that the end points are building in terms of knowledge and skills

- The students are well prepared for future end points
- The links between past, present and future end points is made clear to the students
- The sequencing of the end points is carefully considered

2a iii. The knowledge and skills required

- In the overview table, this is stated broadly
- The amount of curriculum time available has got to be adequate for the knowledge and skills to be gained with sufficient depth
- The prototypes and schema that are to be well developed throughout the curriculum are considered
- The skills that the students need to develop automaticity in are considered

2a iv. How the knowledge and skills will be acquired

- Teachers use the Principles of Teaching to plan their lessons effectively
- Cognitive science is considered here, with full consideration of the limitations of the working memory, and therefore how much content can be fully learned (move from the working memory into the long term memory) for that particular end point
- Metacognition is considered in that teachers explicitly teach students the approaches to tasks to help learning
- The overall content is chunked down, so ensure it is manageable to learn in the time available
- Rosenshine's 17 Principles of effective instruction are fully considered
- Specific teaching approaches or activities that have been found to be particularly effective are highlighted (modelling, analysing a particular text, using a specific example, a class trip, a guest speaker, an online resource, a class debate)
- The knowledge and skills taught must be done so in such a way as to fully develop the prototypes and schema for the key areas of the curriculum (100 stories/100 images)
- Each curriculum is very selective over the knowledge and skills, so as to fully develop the prototypes and schema for those areas of the curriculum considered to be the most important
- Where relevant, reference to key careers in the subject are made explicit to students
- For each end point, there is consideration of how teaching will be modified for students with SEND

There is consideration for each subject on groups of prior attainment (low/mid/high) that have historically underperformed and how the curriculum caters for the needs of this group

2a v. Why are you teaching this?

- This is to justify its place within the curriculum
- Teachers are expected to always question what they are teaching and whether the curriculum can be changed to make it more effective
- The question 'what would be the impact if we did not teach this part of the curriculum' is considered.
- The most important knowledge and skills that are required for well developed prototypes and schema are considered here

2a vi. Why are you teaching this now?

- Teachers can all justify why the knowledge and skills are being taught at that particular point in the curriculum and not before or after

- The question ‘are students ready for this?’ is considered, along with ‘would this have been more effective if it had been taught sooner’
- Topics are placed into the curriculum in the most appropriate place, in which students have been adequately prepared from previous end points to be successful in the current end point
- Teacher consider the essential prototypes they are developing and how these fit into developing excellent schema

2a vii. How and when is this going to be assessed?

- Teachers consider both formative and summative assessment (low stakes quizzes, end of chapter tests, an essay, a project, a skill, or more formal summative assessment) and how these benefit the curriculum as a whole
- The data that will be collected is documented, with consideration for collecting sufficient quality data to enable accurate tracking of student progress, and not allowing data collection to unnecessarily interrupt the teaching of the curriculum
- For quality data, some key assessments will be moderated, and this is documented

2a viii. What will be the actions following key assessments?

- A clear plan of how gaps in knowledge and skills will be closed is documented
- A possible ‘plan B’ route through the curriculum is suggested, if knowledge and skills have not been thoroughly learnt

2a. viiii. How will the knowledge and skills be transferred to the long term memory?

- Learning has been defined as moving knowledge and skills from the working memory to the long term memory. The techniques of enabling this to happen for the knowledge and skills in each end point are documented.
- Reinforcing and consolidation of knowledge over time takes place throughout the 5 year curriculum
- The key points for repetition over time are prioritised. This links to developing automaticity in key areas.

2b. The holistic curriculum

Each subject curriculum considers other subjects, in order to fully complement each other. The sequencing of each curriculum may be chosen to be optimal for either the subject itself, or to best complement other subjects, or both.

2c. Individualising curriculum plans

Where a subject has been shown to have an area of weakness for a particular group (SEND, PP, boys/girls/high, mid low prior attainers), then the curriculum considers these students in their plans.

2d. Adjusting the curriculum

Based on data that is collected, the curriculum plans are constantly changing, in order to improve. Discussions occur regularly, involving all teachers in department development time.

