



# Ark John Keats Academy

## The AJK Curriculum

### Contents

Curriculum Intent.....	2
Our Mission and Vision.....	2
AJK Curriculum Context and Priorities.....	2
Curriculum Implementation.....	4
Curriculum Model.....	4
Personal Development.....	5
Pupil Grouping.....	6
Curriculum Planning.....	6
Curriculum Impact.....	9
Outcomes.....	9
Assessment.....	9

## Curriculum Intent

### Our Mission and Vision

Our mission is to ensure our pupils lead a life of genuine choice and can drive their own destinies because they:

- Have a rigorous academic curriculum which is well taught
- Know that kindness, effort, aspiration and tenacity lead to success

#### Depth for breadth

*An academic curriculum, rich in powerful knowledge, opens up opportunities for our children for the rest of their lives.*

We believe all children have the right to be taught the **powerful knowledge** which will open up the world to them and open up the joy that comes from learning an **academic curriculum**. Powerful knowledge builds **cultural capital**, and a knowledge-based curriculum is the most efficient and effective way to enable our children to be knowledgeable, articulate, curious, and able to access the next stage of their development. All teachers understand that academic success is predicated on **wide reading** in all subjects, and so lessons include significant amounts of reading. Our curriculum **builds pupil memory**, because if nothing has been remembered nothing has been learnt. In all lessons pupils are tasked to **work hard** and practice applying key knowledge deliberately. As a result, our pupils achieve **exceptional outcomes** which open doors for the future.

### AJK Curriculum Context and Priorities

AJK is proud to serve our diverse, vibrant and aspirational community. We work closely with our pupils and families to develop their character and academic knowledge. However, many of our pupils face significant barriers to achieving their aspirations.

- We are located in an area of high social deprivation and our pupil base is within the highest quintile (most deprived) in terms of deprivation nationally. 40% of our students are eligible for Pupil Premium. (*Primary: 33% , Secondary: 44%*)
- In our local wards, fewer than 20% of the adult population are qualified to Level 4 or higher and over 30% of the population have no qualifications which represents significantly lower qualification levels than the national and London average.<sup>i</sup>
- 45% of our students speak English as an additional language and a significant proportion of students have a reading age below that of their chronological age. (*Primary: 42%, Secondary: 47%*)
- 4% of our students have an EHC plan and 4% receive school support for SEND. (*Primary: 3%, Secondary: 4%*)

All of the above factors mean that many of our students face significant challenges inside and outside of school; they do not have access to the same experiences, resources and opportunities as their counterparts, and many face barriers to learning. This also means that many of our students were disproportionately affected by the school closure periods.

Every adult who works at AJK believes in the limitless potential of all children. We believe that with the right support, all children can achieve all things, and therefore all children have access to the full breadth of the curriculum, including those with SEND. We develop our curriculum so that it is accessible and ambitious for all students from start to finish, always keeping our aims high and providing support and scaffolds to help children meet our ambitious expectations of them.

We have three overarching curriculum priorities which ensure that all of our students, regardless of their backgrounds and despite the difficulties they face, can lead a life of genuine choice and drive their own destinies:

#### 1. Powerful knowledge

We know that our children deserve and can handle a rigorous academic curriculum, and that a curriculum rich with powerful knowledge will open doors for the future. We value build pupil memory and cultural capital.

#### 2. Reading

We know that academic success is predicated on wide reading in all subjects. We have a rigorous approach to the teaching of reading and lessons include significant amounts of reading. Reading broadens horizons and fosters aspiration.

**3. Diversity**

We want our curriculum to celebrate and reflect the diverse bodies of people who have generated and evolved powerful knowledge within subject disciplines, so that students can appreciate, critique and change the world around them.

## Curriculum Implementation

### Curriculum Model

We believe that all students deserve access to a rigorous academic curriculum and that with the right support, all children can achieve all things. It is for this reason that we do not withdraw any students from the curriculum, ensuring every child has access to the full suite of subjects up to the end of KS3. At GCSE and in Sixth Form we support students to select courses that will lead to high value qualifications, and that they will enjoy.

The tables below show an overview of the subjects offered and the number of lessons studied per week in each key stage.

Key Stage 1 and 2						
Subject	Number of lessons per week by year group:					
	1	2	3	4	5	6
Reading	5	5	5	5	5	5
Writing	5	5	5	5	5	5
Maths	5	5	5	5	5	5
Spelling	-	1	1	1	1	1
Science	1	1	1	1	1	1
History*	1	1	1	1	1	1
Geography*			1	1	1	1
Art	1	1	1	1	1	1
Computing	1	1	1	1	1	1
French	-	-	1	1	1	1
Music	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
PE	1	1	1	1	1	1
R.E.**	-	-	-	-	-	-
D&T***	-	-	-	-	-	-

\*In KS1, History and Geography are taught on a half-termly rotation.  
 \*\*RE is taught in blocks at the end of each term.  
 \*\*\*DT is taught through drop down days.

Key Stage 3 and 4					
Subject	Number of lessons per week by year group:				
	7	8	9	10	11
English	5	5	5	6	6
Maths	5	5	5	6	6
Science	4	4	5	5	5
French	3	3	3	3*	3*
History	2	2	2	Students select three options subjects. Each has 3 lessons per week.	
Geography	2	2	2		
Art and Design	1	1	1		
PE	2	2	2		
Music	1	1	1		
Drama	1	1	1		
PRE	1	1	1		
Business	-	-	-		
Computing***	-	-	-		
Enrichment	1	1	1		
Character	1	1	1	5**	5**
Reading (30mins)	5	5	5	-	-

\* Some students do not study French at GCSE level and are instead provided with additional Maths and English lessons. This decision is made based on individual and cohort needs.  
 \*\*KS4 character lessons are 30 minutes long and take place daily, at the same time as KS3 reading.  
 \*\*\* Computing at KS3 is delivered through a range of other mechanisms, such as drop down days.

Key Stage 5 Curriculum		
<p>In sixth form students can either study A-Levels or pursue our Professional Pathways (BTEC Extended Diploma alongside work experience opportunities, work readiness and career mentoring)            In addition to taught lessons, students have independent study periods each week.</p>		
A-Level Subjects 6 lessons per week per A-Level		Professional Pathways Subjects 17 lessons per week
English Literature	PRE	Business
Maths	Computer Science	Applied Science
Further Maths	Music	
Biology	Drama	
Chemistry	Sociology	
Physics	Psychology	
French	Politics	
History	Economics	
Geography		

## Personal Development

We value the wider development of our pupils beyond their academic progress because we want them to lead fulfilled and happy lives. We are therefore intentional at each key stage and phase about the experiences and teaching our children receive.

At John Keats Academy we want our pupils to develop interests, hobbies and passions that will broaden their horizons, raise aspirations, promote physical and mental well-being and develop lifelong interests.

We are committed to supporting students to have happy and successful futures, which enable them to go on to university or a career of their choice. In order to do this, our students must be equipped with the knowledge, skills and enthusiasm to follow their passions and fulfil their potential. The below tables outline the provision in place for students at each key stage. Further information about this provision can be found on the pupil development section of our website.

### Primary

Primary Enrichment Overview	
EYFS – KS2	
<b>Enrichment</b>	A trip or a workshop linked to the curriculum each half term.
<b>After-School Clubs</b>	Opportunities to participate in extra-curricular clubs (arts and crafts, sports, drama and choir) within school.
<b>Pupil Passport</b>	A yearly programme designed to ensure that all children are exposed to important life experiences.
<b>PSHE</b>	Weekly timetabled PSHE lesson.

### Secondary

Secondary Character and Enrichment Overview			
	KS3	KS4	KS5
<b>Enrichment</b>	Weekly timetabled enrichment lesson.	Opportunities to participate in extra-curricular clubs within school and across the Ark network.	
<b>Work Related Learning</b>	Guest speakers, assemblies, form time and character lessons focused on different industries and pathways and post 16 choices.		Internal events (e.g. Futures Fair) alongside external events specific to individual interests and ambitions.

<b>University Engagement</b>	Annual university visit, assemblies and targeted opportunities.	Pillar day, guest speakers, personal statement exposure.	Mentor programmes, form tutor programme, targeted opportunities (e.g. Project Oxbridge / Project Healthcare)
<b>Character</b>	Weekly timetabled character lesson	4 weekly timetabled 30-minute character lessons	Weekly timetabled character lesson

## Pupil Grouping

### Primary

Students are placed in mixed-attainment classes from EYFS to the end of Y6. Each class has a main class teacher, responsible for their overall progress, and a teaching assistant who supports individual pupils with academic and development needs. We also operate a specialist model for writing and maths in KS2; pupils remain in their class and are taught by a subject specialist for these lessons.

### Secondary

As far as possible in both KS3 and KS4 students are taught with the same group of pupils in their home room. This creates a strong sense of belonging and shared responsibility.

In KS3 students are in the same class for every subject; these classes are mixed attainment so that all students can work towards the same ambitious and broad curriculum goals before selecting their GCSEs. In Y8 and Y9 we have one class for our highest prior attaining students because the research suggests that this supports HPA students to make strong progress in maths particularly. Our teachers meet the varying academic needs of the children in their classes by providing scaffolding for those needing more support and stretch for those needing more challenge.

In KS4 students are in the same class for their core subjects: Maths, English, Science and French. These classes are streamed based on prior attainment and GCSE target grades, enabling teachers to deliver the GCSE curriculum at a pace appropriate to their students. This approach has supported our students to achieve excellent outcomes.

In KS5 students are grouped according to their subject choices, and we support students to select courses that they will both enjoy and succeed in.

## Curriculum Planning

### *Curriculum planning guiding principles*

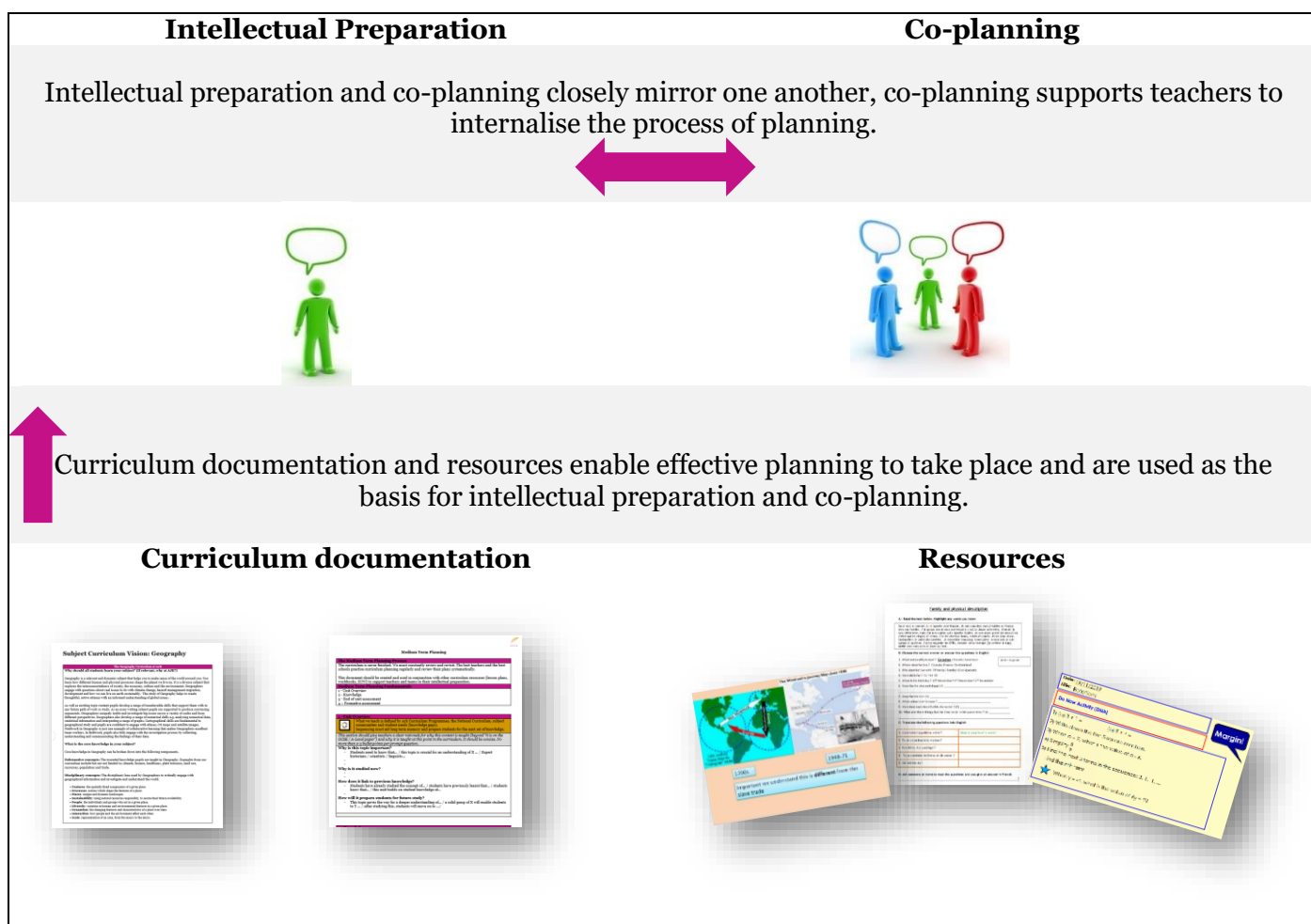
All teachers and leaders recognise the value of curriculum and its power to transform lives and our approach to curriculum planning is guided by the following principles:

1. The curriculum is never finished. We must constantly review and revisit. The best teachers and the best schools practice curriculum planning regularly and review their plans systematically.
2. Our curriculum is rich with powerful knowledge and teachers have absolutely clarity on what students need to know in the long term and at each stage of their education. The curriculum is sequenced to build pupil memory and cultural capital.
3. In all lessons pupils are tasked to work hard and practice applying key knowledge deliberately.
4. We believe in the power of the network and align our curriculum with Ark schools. We value and demonstrate the best of network thinking in our AJK curriculum and influence the network with our expertise and insight.
5. Our curriculum is tailored to the needs of our pupils. We are intentional about closing gaps through responsive teaching and planning.

## Curriculum planning levers

We have four key levers for achieving our curriculum aims.

- Intellectual preparation
- Co-planning
- Curriculum documentation
- Resources



### Intellectual Preparation

Intellectual preparation is a thinking process which outlines the highest leverage actions a teacher can take before teaching a lesson. The process enables teachers to plan for rigour by:

- Explicitly naming the key knowledge and skills to be mastered in a lesson
- Anticipating the most challenging aspect of the lesson
- Planning and practicing the delivery of the whole, or parts of the lesson

Intellectual preparation happens individually and in teams before teaching an individual lesson or series of lessons.

### Co-Planning

Co-planning is a collaborative process in which two or more teachers engage in intellectual preparation. In primary year group teams work together to focus on the non-core curriculum, and specialist teams co-plan the curriculum writing and maths. In secondary all subject teams have one period a week protected for co-planning which is led by the HoD or an experienced teacher. Most co-planning sessions will focus on short term planning but once a term, there is also a co-planning session dedicated to medium term planning to give teachers a clear understanding of the content and curriculum sequence over time.

## **Curriculum documentation**

Curriculum documentation enables effective planning and intellectual preparation to take place. Great curriculum documents are simple to use and contain all of the key information a teacher needs in order to plan for progress over time and in the short term.

The following key documents are essential parts of the AJK curriculum:

- Curriculum vision statement
- Curriculum overview
- Medium term plans or schemes of work

## **Resources**

Our teachers are supported by high quality resources, and as a result their planning is focused on intellectual preparation. For each medium term plan or scheme of work there are accompanying central lesson resources in the form of a PowerPoint or a booklet, meaning that teachers do not create their own lesson resources from scratch, but focus on how to adapt their teaching through delivery.

A great lesson resource adheres to the following principles:

- Adheres to the AJK curriculum guiding principles
- Reflects a coherent and comprehensive path through the lesson
- Is designed to be accessible to mixed ability classes



## Curriculum Impact

Our teachers regularly assess what students know and can do so that we can measure the impact of our intended curriculum aims and so that teachers can plan to close gaps. We are incredibly proud of our pupils' progress and attainment in external examinations.

### Outcomes

#### Primary

Due to the cancellation of statutory assessments due to the Covid-19 pandemic, we do not yet have a set of KS2 data. Below is a summary of our results from 2019:

- **Reception GLD:** 76%. (National average 72%)
- **Year 1 Phonics:** 91%. (National average 91%)
- **Year 2 Phonics Resit:** 98%. (National average 92%)
- **KS1 SATs:**
  - Reading: 78%. (National average 75%)
  - Writing: 72%. (National average 70%)
  - Maths: 79%. (National average 76%)
- **KS2 SATs:** N/A

#### Secondary

Our students performed exceptionally well in external examinations, making progress significantly above the national average. Below is a summary of the results in 2019:

- **Overall Progress 8 score:** 0.76. This is well above the national average and in the top 14% of schools in England.
- **Attainment 8 score:** 51.9 (National average 46.7)
- **EBacc entry:** 82% (National average 40%)
- **EBacc average point score** is 4.93 (National average 4.07)
- **English and Maths attainment:** 55% of students achieved 5+ in both English and Maths. (National average = 43%)
- The following subjects had progress scores that were significantly above the national average and in the highest 20% of all schools in 2019:
  - English (0.9)
  - Maths (0.6)
  - EBacc (1.0)

### Assessment

The following are our guiding principles for assessment:

- Formative assessment is the most important tool to check what students know.
- Curriculum drives assessment, not the other way around.
- Assessments can only ever test a sample of the domain.
- Assessment is a mechanism to test knowledge as well as to reinforce long term memory.
- The nature of assessment emphasizes the cumulative importance of the curriculum and the importance of long-term memory.
- Retrieval practice supports the development of cultural capital.

#### *Formative assessment*

Our teachers regularly check for understanding during lessons. Every lesson at AJK starts with a recap **Do Now** which requires students to recall key knowledge from the previous lesson as well as previous units. This supports retention as well as informing next steps in teaching and planning. Teachers also use a technique called **intentional monitoring** in their lessons; this means that they are strategic about what to look for during independent practice to assess the extent to which students have mastered the most crucial concepts and skills in a lesson. Teachers also use a range of other techniques to check for understanding such as low stakes self-assessed quizzing, show call, cold call and call and response.

After a sequence of lessons, students will complete an **extended formative assessment** which teachers will mark using a whole class feedback approach. This task will check whether students have learnt what we have taught them and ensures they have mastered the fundamental knowledge and skills before moving on. Students respond to this feedback in a subsequent lesson.

### ***Summative assessment***

We use summative assessment to quantify student progress and attainment over time and to give us a snapshot of cumulative attainment and knowledge within a given subject. We share the outcomes of these assessments with students and parents, indicating whether a student is making on, above or below expected progress based on their academic starting point.

In primary students take a formal reading, writing and maths assessment three times a year. In secondary students sit summative assessments in every subject at the end of the academic year, and examinations cohorts also sit mock exams at the end of the Autumn and Spring term. In both phases we align behind network wide summative assessment points, enabling us to share best practice and accurately moderate student work. We also align behind network reading assessments, using age-appropriate testing to diagnose reading age and needs.

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<sup>i</sup> <https://new.enfield.gov.uk/healthandwellbeing/wp-content/uploads/2017/03/Enfield-People.pdf>