

Mastery Curriculum at Ark John Keats

<p>Curriculum Intent: Our all-through curriculum design enables pupils to develop a framework of knowledge and understanding in each subject area that provides a solid foundation for further study. Pupils are taught by subject specialists, and develop the knowledge and skills required for mastery of their subject. Curriculum in each subject area has been designed backwards from university study, through A-Level, GCSE and down to KS3. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on have been defined. All subject areas should prepare pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.</p> <p>The character programme is an essential part of our all-through curriculum. It is delivered by tutors in KS3-5, and through the timetable at KS1-2. This develops the character traits we believe are required to be successful as independent adults, and is formally taught.</p> <p>We ensure that our curriculum is accessible to all students, including those with SEN and disabilities. More information on how we do this can be found in our SEN Information Report which is found here.</p>	<p>Shared language at AJK: Curriculum: The range of subject matter that pupils study at AJK, comprising both knowledge and skill development. The curriculum in each subject area has been designed backwards from university study, through A-Level, GCSE and down to KS3, then KS2 and KS1. A curriculum can be discussed across an individual subject or year group, or as wider key stages and the whole school. (e.g. the Y5 science curriculum, or our KS4 curriculum) Mastery: Ensuring pupils are taught to, and extended by, depth across every subject and every lesson. At each point (across lessons and entire key stages) the knowledge, conceptual understanding and skills that need to be mastered in order to move on are defined. All subject areas should prepare pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education. Threshold Concept: A fundamental idea which underpins wider understanding in a subject area. These are often challenging ideas, the understanding of which is essential for mastery. Knowledge: The sets of facts and concepts that pupils are required to know, as defined by the curriculum. This is based on what is required to know to be successful in studying that subject area at university, and planned backwards. This can include knowledge of definitions, dates, spellings and includes the development of cultural literacy. Skills: The sets of competencies required to be successful in the study or development of that subject. These vary significantly depending on the subject area, and are planned in to the curriculum. For example: <ul style="list-style-type: none"> - Sentence construction and grammar skills - Scientific investigation skills (e.g. method writing) - Column addition - Coordination, catching and throwing - Writing P-E-E paragraphs (point, evidence, explanation) </p>
<p>Curriculum implementation: CPD and Collaborative Planning Meetings (CPMs) are weekly for all staff, and are used to plan and refine the delivery of the curriculum.</p> <p>Schemes of work and lesson resources are centrally planned by subject experts and then shared with their teams. Staff are directly trained in lesson planning and SOW planning.</p> <p>Time is spent on refining the resources, making them appropriate for their classes, ensuring the implementation of the lesson matches the intent.</p> <p>Staff are all coached each week – a short, 15 minute observation, and a coaching session that finishes with an agreed action step. Leaders plan departmental monitoring – book looks, learning walks, data scrutiny – so as to ensure the delivery of the curriculum is carefully monitored.</p>	<p>EYFS Prioritise prime areas (C&L, PSED, PD) and learning through play. Early introduction to phonics. Learning through play Teacher led instruction (Mathematics, English)</p> <p>KS1 More time given to reading, writing and mathematics. Topic lessons based on geography/history focus - emphasis on knowledge acquisition. Separate curriculum for Science, Computing and Art.</p> <p>KS2 From Y3-Y6 pupils have subject specialists in Mathematics and English rather than traditional primary polymath model. KS2 curricula planned with secondary colleagues to take advantage of subject knowledge and alignment into KS3. Explicit, separate curricula designed for Humanities, Art, P.E, French, Computing and Science. Allows for greater depth in each subject rather than the tradition topic model.</p> <p>KS3 Pupils study a broad academic curriculum at KS3, which follows the English Baccalaureate. They all study English, Maths, Science, French, Geography, History, PRE, Music, PE, Art and DT, Drama. They are prepared to do these at GCSE, and 'graduate' KS3 at the end of Y9. KS3 curricula planned to allow all pupils access to these subjects at GCSE. The pupils master the fundamentals of each subject.</p> <p>KS4 Pupils choose GCSE options from their KS3 subjects and computer science All study English, Maths, Science, French and a humanities subject, with a free choice of 2 others. Majority of pupils will achieve the EBACC and 9 or 10 GCSEs.</p> <p>KS5 Pupils study a range of academic A levels, or Level 3 Extended Diploma in Business. Some pupils study the EPQ or Further Maths as a 4th qualification.</p>
<p>Curriculum impact: 2019 KS4 outcomes demonstrate the impact our curriculum has had on our pupils. All pupils studied a rigorous, academic set of GCSE qualifications. The majority of pupils have gone on to study A-levels at 6th form. The progress 8 score is likely to fall in the top 1% nationally. There was no gap between PP and non-PP pupils in progress.</p>	<p>We carefully track pupil progress through the curriculum using our assessment points, 3 times per year, from Year 1-13. EYFS are assessed against the learning goals. Assessments are sat formally in exam halls from KS3 onwards. Time is made for marking with changes to the timetable, and invigilation. Marking is moderated within departments and across the network where possible Pupils fed back to using progress (below/on/above) with no focus on the band attained- feedback focus is on learning with objectives routed in the curriculum (e.g. how to become a better geographer) Pupils make direct improvements to their assessments (improve and growth tasks) to ensure the feedback is understood and acted upon Data analysis is carried out thoughtfully and for the purpose of improving pupil progress, with time given on inset day. Always linking back to pupil work – class teacher analysis (class summaries), HoD analysis, SOW review, DDP/SEF and planning monitoring/CPM cycle. Embeds growth mindset as focus with pupils is on progress, rather than achieving a specific grade Pupils have learnt key learning dispositions like revision and planning their work Pupils have a system for processing and dealing with feedback</p>