



# Ark Blake Academy

*'Empowering our pupils to take responsibility and seize greatness.'*

## Curriculum Policy

2020-2021

*"No bird soars too high, if they soar with their own wings."*  
William Blake, 1789

## PURPOSE

This policy outlines the Ark Blake Academy Curriculum provision for the academic year 2020-2021.

Date of last review:	April 2020	Author:	Principal & Vice Principal
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Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Project Board
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## ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Curriculum Model

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## Introduction

### Beliefs, Vision, Mission & Values

***‘Empowering our pupils to take responsibility and seize greatness.’***

#### Beliefs

At Ark Blake Academy, we believe that each of our pupils is born with unique potential for greatness which they can take responsibility to achieve. We believe that by working hard and living according to Ark Blake’s values, our pupils can seize greatness, lead lives that bring fulfilment and strengthen their communities.

#### Vision

Ark Blake will provide an excellent academic education, built on foundations of strongly held values. We will empower our pupils to take the responsibility to ‘seize greatness’, achieve academic excellence and flourish as knowledgeable, confident, articulate, responsible citizens, who live according to Ark Blake values.

#### Mission

All our pupils will fulfil their unique academic and personal potential. Every pupil will live according to Ark Blake’s values and go on to university or follow the rewarding career of their choice.

#### Values

At Ark Blake Academy, our values will be strongly held and central in all that we do. Our school aim reminds us that it is by living according to our values that we can lead fulfilling lives and strengthen our community.

Ark Blake’s values are:

- Bravery; seize greatness, even if you feel fear
- Leadership; positively influences others to seize greatness
- Aspiration; aim high and don’t accept less than greatness
- Kindness; greatness does not come without humility, empathy and generosity
- Endeavour; seizing greatness takes time, effort and determination

Our values will be talked about at every opportunity and will be the basis for the character traits that we expect our pupils to show. Our pupils will be brave and ready to take the opportunities life presents. Our pupils will show leadership, taking the initiative and leading by example. Our pupils will be aspirational, aiming high and knowing that high expectations and hard work pay off. Our pupils will be kind in word and deeds, recognising that all are worthy of respect. Our pupils will show endeavour, working hard and navigating obstacles in their way while maintaining a positive attitude.

Our school aims also expresses our belief that each of our pupils is born with the unique potential for greatness for which they can take responsibility to achieve. In addition to our five Blake values, we will teach our pupils that it is through taking responsibility that they can apply all they have learned to build a fulfilling life and have positive impact on their community and the world around them.

## Ark Network's 'Six Pillars'

Ark Blake Academy, like all of the Ark Schools across the network, has a clear 'DNA' for a successful, thriving school. We call these 'Our Six Pillars'.

While each Ark school has its own ethos and character, they all draw upon the same principles – 'Our Six Pillars' – in support of our shared mission to transform lives through education. These are the 'Six Pillars' in Ark Blake Academy.

### i. High Expectations

Each Ark Blake pupil and member of staff will aspire to 'seize their greatness' and excellence and in every aspect of Academy life. We will share the highest expectations for the academic and personal achievement of each pupil. Pupils will understand the opportunities that a successful school and university education offers them in terms of careers and quality of life, and they will aspire to succeed.

### ii. Excellent Teaching

Ark Blake Teachers will be subject experts with an excellent understanding of the intellectual journey they are taking their pupils on. Through weekly CPD and Coaching, they will master the skills of our 'Teaching Tenets. They will inspire and challenge pupils to excel academically on a path toward 'greatness' in that subject. Pupils will feel supported and clear on how to improve, therefore making excellent progress.

### iii. Knowing Every Child

Each of Ark Blake's pupils will live according to our BLAKE values. They will develop the character, based around these values that will support their academic achievement and personal development. They will become knowledgeable, confident, articulate, responsible and successful citizens, able to flourish in society and lead fulfilling lives. Pupils will work hard, aim high and be confident and resilient on the journey to success.

### iv. Depth and Breadth

Ark Blake will teach a knowledge rich, academic curriculum. It will also be broad and balanced, educating the whole child. We will teach powerful knowledge, domain-specific skills in each subject area, providing a strong foundation for further study. The Four Facets of our curriculum will also set the foundation for excellence in Knowledge, Skills, Character and Health. There will be abundant opportunities for enrichment.

### v. Exemplary Behaviour

Ark Blake will provide a positive, calm, focused and purposeful learning environment. Behaviour will always be respectful and considerate. Exemplary standards will be established through consistency of expectations, routines and explicit teaching of expected conduct, Character and key learning dispositions. Pupils will behave according to our values. We reward BLAKE value rewards to celebrate and reinforce good conduct.

vi. Always Learning

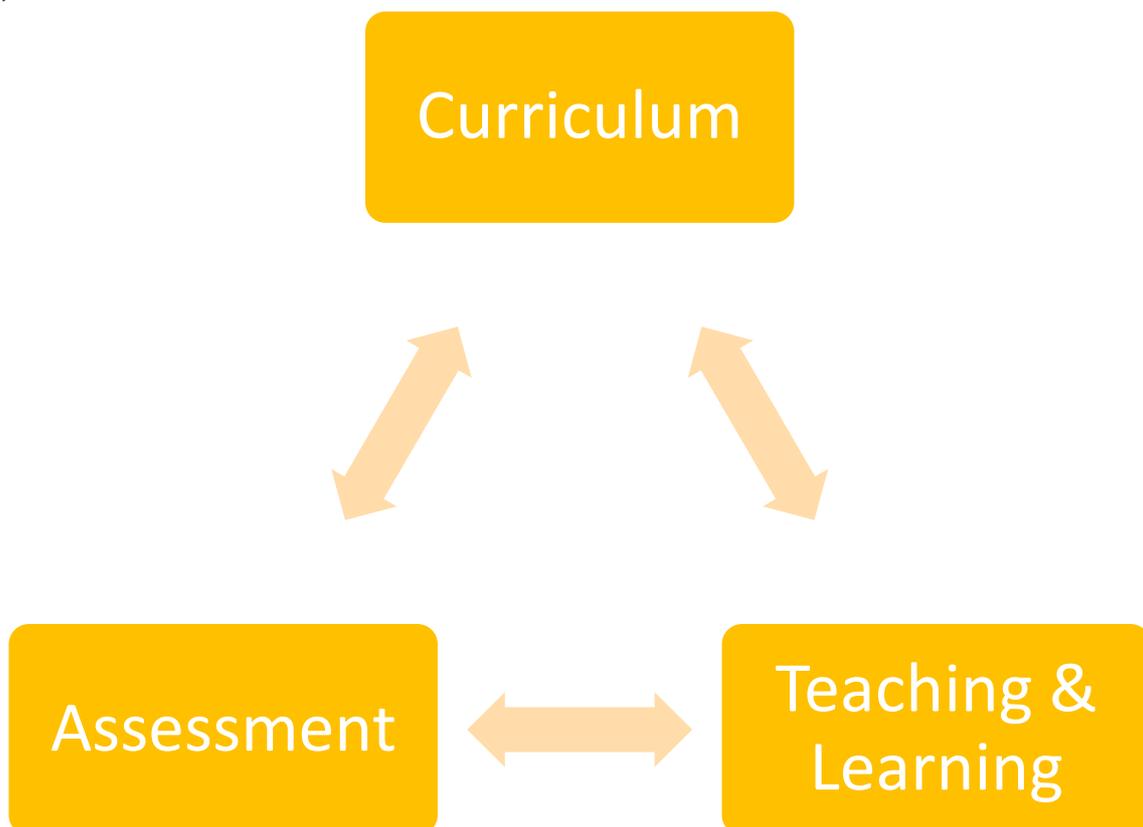
Ark Blake's staff will be systematically trained and coached in best practice and will flourish within high performing teams. Staff will take the responsibility to continually improve their practice and lead the daily journey to 'seize greatness' in our school and network. Pupils will continue learning beyond the classroom. They will develop their passions, interests and character through a high-quality enrichment and extra - curricular programme.

## Aim of Curriculum Policy

The Curriculum Policy has four core aims:

- 1) To identify the beliefs, vision, mission and values that the Ark Blake Academy Curriculum is founded upon.
- 2) To declare the ambition of the Curriculum Intent of Ark Blake Academy: outlining the purpose of the curriculum, the nature of the curriculum, and the design principles of the curriculum.
- 3) To describe the Curriculum Implementation of Ark Blake Academy: outlining the school day, the tripart structure of the Ark Blake Academy Curriculum (the Base Learning Curriculum, the Academic Knowledge-rich Curriculum, and the Enhanced Curriculum), and what excellent teaching & learning looks like through the 'Teaching Tenets'.
- 4) To demonstrate curricular planning documents: the Subject Curriculum Intent, the Subject Curriculum Map, and the Subject Curriculum Unit Plans.

Curriculum works in relationship with Teaching & Learning, and Assessment. The relationship is cyclical, and illustrated below.



As such, the Curriculum Policy should be read in conjunction with the Teaching & Learning Policy, and the Assessment Policy.

## Curriculum Intent

***“No bird soars too high, if they soar with their own wings.”***  
**William Blake, 1789<sup>1</sup>**

*The Curriculum Intent outlines the purpose of Ark Blake Academy’s curriculum, its unique nature in our context, and the design principles that underpin it.*

### Purpose of the Curriculum

The curriculum, at its greatest and most potent, educates pupils with the best that has “been thought and said in the world” (Matthew Arnold; 1869)<sup>2</sup>. Through powerful knowledge, equipping pupils with the tools to master domain-centric skills, and fostering disciplinary thinking, the curriculum empowers pupils to live true to values and contribute positively to society, transforming their very paradigm of the world in the process. The late Nelson Mandela argued that, “education is the great engine of personal development” (1994)<sup>3</sup> and that “education is the most powerful weapon” (2003) which can be used to “change the world” (2003)<sup>4</sup>. Here at Ark Blake Academy, these are the aims of our curriculum. We believe in the power of a knowledge-rich curriculum, and in the potential of our pupils. Every child deserves equity of challenge, opportunity and access, and we are compelled to provide the very best for our pupils. We at Ark Blake Academy will provide an excellent, academic experience for our pupils. Our curriculum enables pupils to take personal responsibility and seize their inherent greatness.

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<sup>1</sup> Blake, W. (1789). ‘Proverbs of Hell’. *The Marriage of Heaven and Hell*. London: Oxford University Press

<sup>2</sup> Arnold, M. (1869). *Culture and Anarchy*. London: Smith, Elder and Co.

<sup>3</sup> Mandela, N. (1994). *Long Walk to Freedom*. London: Abacus.

<sup>4</sup> Mandela N. (2003). *Lighting Your Way to A Better Future*. 16 July, Planetarium, University of the Witwatersrand Johannesburg, South Africa.

## Nature of Ark Blake Academy's Curriculum

Ark Blake Academy's Curriculum focuses on four facets of learning and development.



### KNOWLEDGE

Powerful knowledge that transforms and enlightens pupils' very paradigm of the world.



### SKILLS



Domain-centric skills that enables pupils to develop their expertise within subject disciplines.



### CHARACTER

Character that inspires pupils to live by values, make wise decisions, and contribute meaningfully to society.



### HEALTH



Health that compels pupils to pursue physical, emotional and mental wellbeing throughout life.



For our pupils to seize the inherent greatness that lies inside each of them and to develop into their fullest potential as a person, at Ark Blake Academy we know that we must educate them with **powerful knowledge**, which transforms and enlightens. This powerful knowledge, when coupled with developing them in their expertise of **domain-centric skills** and the mastery of learning dispositions through explicit, excellent teaching, will help to propel our pupils forward in their learning journey. Our integration of BLAKE values into all of our curriculum will ensure that our pupils receive an excellent education that is broad enough to include development of their **character**. The curriculum will also seek to promote and encourage holistic **health**, so that our pupils are knowledgeable, skilled, and values-driven, but also happy, content, and healthy.

- **Powerful Knowledge** – Michael Young (2007)<sup>5</sup> advocates that one of the primary purposes of schooling is to teach rich knowledge that enables pupils to understand and think about content beyond their own experience, and to engage with the ongoing, intellectual conversations and discourse across a range of subject disciplines. By teaching pupils **powerful knowledge** at Ark Blake Academy, we will seek to empower our pupils to realise their potential by widening their horizons and opportunities, equipping them to engage with that intellectual conversation and contribute meaningfully to society.
- **Domain-centric Skills** – André Tricot and John Sweller (2014)<sup>6</sup> argue that generic skills are vacuous, and that in contrast effective skill acquisition is tied to a specific field of learning, leading to increasing degrees of proficiency in the specified fields and increasing degree of disciplinary thinking. As such, at Ark Blake Academy we will teach **domain-centric skills** in subject disciplines, in order to encourage our pupils to become mathematicians, scientists,

<sup>5</sup> Young, M. (2007). *Bringing Knowledge Back In. From Social Constructivism to Social Realism in the Sociology of Education*. London: Routledge

<sup>6</sup> Tricot, A., & Sweller, J. (2014). 'Domain-Specific Knowledge and Why Teaching Generic Skills Does Not Work'. *Educational Psychology Review*, 26(2), 265-283.

writers, linguists, historians, geographers, athletes, artists, musicians, and philosophers. We recognise that there are certain learning dispositions that successful students demonstrate across subjects. These include the ability to listen, take notes, discuss and debate, conduct research, give presentations, manage extended projects and write at length. Our curriculum also includes the explicit teaching of these.

- **Character** – At Ark Blake Academy, a holistic curriculum will be offered to our pupils to ensure that they become individuals of **character**. Summer Turner (2016)<sup>7</sup> proposes that two of the core purposes of the curriculum are to build character, and to further social justice. Our pupils need to leave school ready to partake in society as a fully contributing citizen, seeking to add value to others, make wise choices and thrive alongside others. Our curriculum will achieve this through education for the character of each pupil. We plan to strengthen the virtues (qualities) and values (our beliefs and BLAKE values) of our pupils.<sup>8</sup>
- **Health** – The Department for Education (2019)<sup>9</sup> outlined the importance of schools fostering pupil wellbeing and developing personal attributes to ensure that pupils were “happy, successful and productive members of society.” Subsequently, educating pupils about physical, emotional and mental **health** is paramount to pupils seizing their inherent greatness, and thriving in society.

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<sup>7</sup> Turner, S. (2016). *Secondary Curriculum and Assessment Design*. London: Bloomsbury.

<sup>8</sup> Fadel, Bialik and Trilling (2015). *Four-Dimensional Education – Center for Curriculum Design*. London: CreateSpace Independent Publishing Platform

<sup>9</sup> Department for Education. (2019). *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. Retrieved from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf)

## Design Principles of Ark Blake Academy's Curriculum

To ensure that our curriculum empowers our pupils to seize greatness, our curriculum has been carefully thought through and designed. The principles that underpin our curriculum are:

- **Powerful Knowledge** – Pupils are educated with the best that has been “thought and said”, as stated by Matthew Arnold, so that the learning diet that we provide stands well next to the best schools in the country, and prepares for entrance to the best universities. We believe our pupils at Ark Blake Academy deserve the absolute best, and by this we mean the most important, advanced and influential knowledge in each subject discipline. This is the knowledge that will empower our pupils to ‘seize their greatness’ and enable them to engage in the highest-level conversations, with anyone and anywhere, in each great area of human culture and knowledge.
- **Domain-Centric Skills** – Pupils will be explicitly taught the skills to apply powerful knowledge in subject disciplines, so that they are able to engage with the procedures, processes and methods fundamental to success with increasing automaticity and expertise.
- **Learning for Mastery** – Pupils will get better in their subject disciplines, each and every lesson, irrespective of their starting point. Pupils will learn the value of practice, hard work, and resilience in achieving success, so that they can apply this approach to anything in life.
- **Disciplinary Literacy** – The ability to read, write, listen and speak with precision and confidence is crucial for deepening mastery of content. Disciplinary literacy sits at the heart of our curriculum, encouraging our pupils to increasingly communicate with excellence.
- **Sequential & Coherent Planning** – In order to prepare our pupils for later life, our subject curriculums are planned from university study and expertise, so that learning is incremental, orderly, and progressive for pupils to build knowledge and skills in a manner encouraged by cognitive science and educational research.
- **Depth and Breadth** – Amassing expertise and proficiency in the identified core knowledge, skills and concepts in all subjects, will support pupils in thriving in all topics within those disciplines. Knowledge and skills are incrementally built up by encouraging pupil mastery over content, enabling pupils to access the full curriculum entitlement.
- **Rigour** – To ensure our pupils seize their inherent greatness, our curriculum is ambitious, challenging, and designed to push pupils to their capacity. Our relentless quest for ‘more’ for our pupils drives us to have and to hold the highest of expectations for them.
- **Assessment** – We will engage with both formative and summative assessments to check the progress of our pupils, so that we can respond to their needs and offer an education that is flexible and responsive. By regularly assessing pupils, teachers’ scaffolding, support and stretching can be differentiated accordingly.

It is our aim that the Ark Blake Academy Curriculum is functional, robust, and ambitious so that all of our pupils are able to seize their greatness.

## Curriculum Implementation

*The Curriculum Implementation outlines the structure of the school day, the structure of Ark Blake Academy's Curriculum, the Base Learning Curriculum Entitlement, the Academic Knowledge-rich Subject Discipline Outline, and the Enhanced Curriculum Provision.*

### School Day

The school day provides the vehicle for Ark Blake Academy's Vision, Mission and Intent to be Implemented. The Ark Blake Academy Curriculum Entitlement comprises of thirty lessons with two additional lessons of enrichment across Tuesday and Thursday respectively, and forty minutes daily of Tutor Time split across thirty minutes in the morning and ten minutes in the afternoon. Lesson lengths are fifty-five minutes. Ark Blake Academy offers a combined total of over thirty-two hours of learning a week.

Monday, Wednesday and Friday School Day:

Activity	Timings	Minutes
Line up then Tutor Time	8:25- 8:55	30
Period 1	8.55 - 9:50	55
Period 2	9:50 - 10:45	55
Break	10:45 -11.00	15
Period 3	11:00 -11:55	55
Period 4	11:55 - 12:50	55
Lunch	12:50 -13:30	40
Period 5	13:30 -14:25	55
Period 6	14:25 -15:20	55
Tutor	15:20-15:30	10

Tuesday and Thursday School Day:

Activity	Timings	Minutes
Line up then Tutor Time	8:25- 8:55	30
Period 1	8.55 - 9:50	55
Period 2	9:50 - 10:45	55
Break	10:45 -11.00	15
Period 3	11:00 -11:55	55
Period 4	11:55 - 12:50	55
Lunch	12:50 -13:30	40
Period 5	13:30 -14:25	55
Period 6	14:25 -15:20	55
Enrichment	15:20 - 16:15	55
Tutor	16:15 – 16:25	10

To ensure that we are constantly improving and reflecting upon our provision, staff training and meetings take place after school across Mondays and Wednesdays.

## Structure of Ark Blake Academy's Curriculum

The Ark Blake Academy Curriculum is structured into three different areas of focus:

# BLAKE

### Base Learning Curriculum:

The basic Curriculum entitlement for all pupils. Thirty-two fifty-five-minute lessons, inclusive of two Enrichment lessons, and forty minutes of Tutor Time daily. The curriculum is broad and balanced.

### Academic Knowledge-rich Curriculum:

The core subject provision for all pupils. The powerful **Knowledge**, domain-centric **Skills** and threshold concepts mapped out across all subject disciplines.

### Enhanced Curriculum:

The enrichment provision offered to all pupils that helps to focus on **Character** and **Health**. The activities, speakers, trips, events, and workshops that ensure a holistic education.

## Base Learning Curriculum

- Key Stage Three

Pupils study a curriculum that is both broad and balanced in KS3, and one that is taught by subject specialists from day one. Content is mapped backwards from university study and is, therefore, ambitious, challenging and inspiring. The curriculum is designed to unlock the inherent greatness inside of all pupils. As such, pupils develop their core knowledge and skills by studying the foundational subjects, English, Maths and Science, for half of their allotted time. Pupils spend close to five hours studying the humanities, and close to three hours on a modern foreign language: Spanish or French. Pupils also have the opportunity to develop their knowledge, skills and interests further by studying Music, Art and PE, and in future years, Computing, Drama and Design Technology. Pupils are explicitly taught a 'Character' programme, in order to develop their understanding and appreciation of Ark Blake Academy's values and learning dispositions, and to learn about Personal, Social, Health and Citizenship Education. Each pupil also benefits from two sessions of enrichment, on Tuesday and Thursday.

#	Subject	ABA Lessons per Week	School Hours per Week
1	English*	6	5.5
2	Maths	5	4.6
3	Science**	4	3.7
4	History	2	1.8
5	Geography	2	1.8
6	RE	1	0.9
7	MFL	3	2.8
8	Art***	2	1.8
9	Music****	2	1.8
10	PE	2	1.8
11	Character	1	0.9
12	Academic Enrichment	2	1.8

\*English Language and English Literature

\*\*Biology, Chemistry and Physics

\*\*\*Time shared with Design & Technology from 2021

\*\*\*\*Time shared with Drama from 2021

Pupils are split across six mixed prior attainment Tutor Group classes. There are three bands in Maths, English and Science, each with two classes, allowing broad setting by prior attainment where appropriate. Humanities, MFL, Art, Music, PE and Character will be taught in mixed prior attainment Tutor Groups.

The KS3 curriculum entitlement will adapt and develop as Ark Blake Academy grows.

- Key Stage Four

Pupils study fewer subjects in greater depth, in preparation for GCSE examinations, and study beyond. All pupils will study English Language, English Literature, Maths, Double Science, MFL and either History or Geography.

For the additional subject choices, we discuss individual curriculum pathways with pupils and their parents at the end of Year 9, as pupils prepare for the transition to Key Stage 4. Each pupil will be interviewed with their parents by a senior member of staff to discuss their option choices. They will have the option to choose two further subjects, including

- Art
- Design and Technology
- Music
- Drama
- Physical Education
- Religious Education
- Computing Science

In addition to this, some pupils will study Further Maths, if the desire and attainment is there, and some pupils will work towards a heritage (home) language GCSE, supported by our Modern Foreign Languages department.

All of the options subjects offered at Ark Blake Academy will meet the qualification requirements for Best 8 subjects.

#	Subject	ABA Lessons per Week	School Hours per Week
1	English*	6	5.5
2	Maths	5	4.6
3	Science**	5	4.6
4	History or Geography	3	2.8
5	MFL	3	2.8
6	Option 1	3	2.8
7	Option 2	3	2.8
8	Core PE	2	1.8

\*English Language and English Literature

\*\*Double Science – worth two GCSEs. Some pupils will have the opportunity to study Triple Science – worth three GCSEs.

- Key Stage Five

Ark Blake Academy will open its sixth form in 2025 after our 2020 founding pupils complete GCSEs. We will offer A Level courses across a range of academic subjects. Our subject offer will encompass all Russell group 'facilitating subjects' as well as a range of other choices, and will likely include the following:

- Art & Design
- Biology
- Chemistry
- Computer Science
- Drama and Theatre Studies
- Economics
- English Literature
- Mathematics
- Further Mathematics
- Geography
- History
- French
- Music
- Media Studies
- Physical Education
- Physics
- Politics
- Product Design
- Psychology
- Sociology
- Religious studies

We believe this offer will prepare Ark Blake Academy pupils to attend the best universities in the country or embark on a higher-level apprenticeship of their choice.

We also intend to offer a number of rigorous level 3 qualifications that have recently been introduced across the Ark network. They have been designed in close collaboration with partners from the commercial and public sectors and are complemented by a careers readiness programme, careers mentoring and business partnerships. Our offer is like to include both:

- Applied Science Professional Pathway
- Business Professional Pathway

A-Level subjects in Key Stage 5 will have 6 lessons per week. Most pupils will study 3 A Levels and some will study 4 (in particular, this will include those studying math and further maths).

Professional Pathways pupils will be taught a minimum of 15 lessons per week.

### Academic Knowledge-rich Curriculum

Each subject discipline has generated and devised the following to ensure rigour and academic richness:

- Curriculum Subject Intent – The identification of the nature of a subject, and the rationale for the design, scope, and sequencing of selected content, skills and concepts in that subject’s curriculum.
- Curriculum Y7-Y11 Map – A term-by-term breakdown of content, skills and concepts covered in a subject’s curriculum.
- Curriculum Content\* – An outline of ‘what’ is taught in the subject’s curriculum.
- Curriculum Skills\* – An outline of the domain-centric skills and disciplinary thinking in the subject’s curriculum.
- Curriculum Threshold Concepts\* – An outline of the powerful, transformative concepts that alter pupils’ thinking on a subject.

\*Curriculum Content, Skills and Threshold Concepts are outlined in each subject’s ‘Curriculum Unit Plans’ for respective schemes of work.

The definition and nature of each subject discipline is important to distill and share with pupils. We believe our subject disciplines are:

#	Subject	
1	English Language	The forging of the linguistic keys that will unlock the whole curriculum and a life of learning.
2	English Literature	The exploration of the human condition through the study of literary texts.
3	Maths	The use of rigour and reason to solve problems grounded in numeracy, algebra and geometry.
4	Biology	The examination of all living organisms and their interdependence upon each other.
5	Chemistry	An analysis of the material world from atomic building blocks to universal bodies.
6	Physics	An explanation of the behaviors of non-living phenomena experienced in our daily lives.
7	History	The study of the phenomenon of society over time, and how people and societies behave through varied sources.
8	Geography	The understanding of the complex relationship between humans and the physical earth, so that both can thrive.
9	RE	The study of religion, religious and non-religious worldviews as well as their influence on the individual and society.
10	MFL	The study of communicating with precision through reading, writing, listening and speaking in other languages.
11	Art	A critical and creative exploration of a visual language that communicates to all.
12	Music	The development of our creativity through performance and composition.

13	PE	The exploration of a broad range of activities and sports that benefit health, fitness, and wellbeing.
14	Character	The practice and development of the virtues, habits and emotional intelligence that will enable students to cultivate ethical intuition.
15	Access & Inclusion	The adaptation of provision so that academic and personal success for all is a non-negotiable.

### Ark Blake Academy's 'Teaching Tenets'

In 'Expert Teaching: What is it, and how might we develop it?', Peps Mccrea argues that teaching is the "greatest lever at our disposal for improving the life chances of the young people in our care" (2018)<sup>10</sup>. As such, there is a moral obligation to get teaching right to ensure that our pupils have the best possible chance to seize life's opportunity and manifest their inherent greatness. Codifying best teaching practice is paramount to the success of our pupils, and Ark Blake Academy, as it enables us to implement the intent of our curriculum appropriately.

Below details twelve 'Teaching Tenets' for Ark Blake Academy: best practice encouraged across a series or sequence of lessons\*.

#	Tenet	Description
1	 Retrieval Practice	Barak Rosenshine states that "daily review is an important component of instruction [which] can help us strengthen the connections among the material we have learned." Ark Blake 'Do Nows' focus on retrieval practice, which take up to five minutes to complete, and up to five minutes to review.
2	 Learning Question	Oli Knight and David Benson argue that "it is a rich, open, engaging question which takes students on a journey of enquiry" and one that is focused on learning. Each lesson at Ark Blake centres on a 'Lesson Learning Question' that steers the focus of pupils' learning in that period, providing the 'Big Picture' of learning for the lesson.
3	 Learning Intentions	Dylan Wiliam reasons that, "if you don't know where you're going, you'll never get there" as a primary argument for the use of 'Lesson Learning Intentions'. 'Lesson Learning Intentions' help to further focus pupils' learning for the period, providing the 'Fine Detail' of learning for the lesson.
4	 Narrative	Daniel Willingham advocates that "the human mind seems exquisitely tuned to understand and remember stories" and that learning should be structured as such. To ensure that pupils understand the purpose of their learning, Ark Blake teachers will always articulate the 'narrative' of the learning journey.
5	 Connect	Peps Mccrea explains in 'Learning: What is it, and how might we catalyse it?' that "our capacity to attend to something is influenced by our knowledge of it", implying that learning is amplified if we are able to 'connect' new content with prior content. This is something that Ark Blake teachers will do.
6	 Teacher Exposition	Andy Tharby states "it is near impossible to conceive of effective teaching without explanation" and that "students usually learn better when a teacher introduces new content rather than attempts to elicit it from them." Ark Blake teachers will be subject-specialists who communicate high quality content.
7	 Questioning	Rob Coe believes that "learning happens when students think hard about subject content." Questioning invites pupils to think, reason, and contemplate high-level content taught by subject-specialists. Ark Blake teachers will ask rigorous questions to stretch all children to seize greatness.
8	 Discussion	James Britton coined that "reading and writing float on a sea of talk", giving pupils space to consider and discuss content, before committing expression to writing. Ark Blake teachers will

<sup>10</sup> Mccrea, P. (2018). *Expert Teaching: What is it, and how might we develop it?* London: Ambition Institute

	Discussion	give pupils space to contemplate learning, in order to support them in communicating with excellence.
9	 Modelling	Harry Fletcher-Wood surmises educational research with the concise note that “studying models – worked examples – has a powerful impact on the quality of student work.” Ark Blake teachers will model outcomes, through live modelling and pre-prepared models, to support student excellence.
10	 Practice	Anders Ericsson advocates that “with deliberate practice, the goal is not just to reach [pupils’] potential but to build it, to make things possible that were not possible before.” Pupils at Ark Blake will engage in quality, scaffolded, independent practice to develop expertise in subject disciplines.
11	 Feedback	The studies of feedback reviewed in the Teaching and Learning Toolkit found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year. As such, timely, formative feedback will ensure that Ark Blake Academy pupils make rapid and sustained progress in their learning.
12	 Review	John Sweller coined the definition of learning to be “a change in long-term memory”; a change in the mental, conceptual map pupils have of a subject domain. As such, Ark Blake teachers will review and recap learning to ensure that content moves from pupils’ working memory to their long-term memory.

For more on the ‘Teaching Tenets’ please refer to the *Teaching & Learning Policy*.

### Enhanced Curriculum

Our wide-ranging enrichment and extra-curricular programme will allow our pupils to develop their passions and interests, as well as gain in confidence and self-belief.

Enrichment at Ark Blake will form part of the school day. Each pupil will have a choice of enrichment options to sign up to each term, including: Sport, Dance, Technology, Creative Writing and Journalism, Music, Art, Drama, Coding, and Languages. Additional clubs, such as Homework and Debating, will also be timetabled.

Regular trips and visits will make the most of museums, universities and all the best that London has to offer. There will be opportunities to participate in outdoor pursuits to build confidence and leadership skills. Pupils will have access to Ark events such as: Shakespeare Schools Festival, Debating competitions, Maths challenges and Sports days. Pupils can also participate in our annual shows, music concerts, the school choir or take up instruments.

- Various facets of the ‘enrichment’:
  - x2 Enrichment Sessions per week
  - Assemblies
  - Tutor Time Programme
  - Character Programme
  - PSHCE
  - Drop Down Days
  - Educational Visits & Trips
  - Guest Speakers
  - Charitable Work

#### Tutor Time Morning Programme

	Monday	Tuesday	Wednesday	Thursday	Friday
Schedule	Values Assembly	House Ruby Assembly / Reading for Pleasure / DEAR	House Sapphire Assembly / Reading for Pleasure / DEAR	House Emerald Assembly / Reading for Pleasure / DEAR	Ark Blake’s Anthology for Greatness

- **Values Assembly** – Pupils will have a weekly assembly that gives them the opportunity to explore one of the core BLAKE values on a half-termly basis: Bravery, Leadership, Aspiration, Kindness, and Endeavour. Key messages, current affairs, and inspirational talks will be the focus during these assemblies.
- **House Assemblies** – Each pupil is attached to one of Ark Blake Academy’s three Houses: House Ruby, House Sapphire, or House Emerald. Regularly over the course of a half-term, usually twice, all pupils from a House Group meet together for assemblies, discussions, debates, or competitions. The regular House Assemblies enable pupils to develop a sense of belonging to their House, and to connect with others outside of their own Tutor Group. House Assemblies across all three Houses take place in the same week, so that messages are received at similar times.

- **Reading for Pleasure** – Twice a week during Tutor Time, pupils have the opportunity to read a text for enjoyment, corporately with their Tutor and Tutor Group peers. This seeks to boost pupils’ pleasure in reading, and offers a shared experience with the others in the Tutor Group. Tutor Groups will be able to read three-five books over the course of the academic year, purely for enjoyment.
- **DEAR** – DEAR is an acronym for ‘Drop Everything And Read’. Once a week during Tutor Time when pupils are not in their House Meetings, pupils have the opportunity to read for pleasure a book of their own personal choosing either from the assortment on offer in our brand-new library, or one from home. Pupils are able to gauge their knowledge on their reading book by taking a low-stakes quiz on the programme, Accelerated Reader.
- **Ark Blake’s Anthology for Greatness** – On a weekly basis, pupils will explore a collection of excerpts, short stories, articles, biography extracts, speeches, poems and Ted Talks that showcase ‘greatness’ in a specific sphere and field, in order to encourage ‘greatness’ in pupils. This seeks to boost pupils’ cultural capital, and enrich their education experience.

In the afternoon for the ten-minute Tutor Time before school is dismissed, pupils have the opportunity to engage with DEAR daily. Additionally, this gives further time for the Tutor to check in with pupils, have important conversations throughout the week, and to sign the pupil planners.

The Ark Blake Academy Curriculum comprises of thirty lessons with two additional lessons of enrichment, and forty minutes daily of Tutor Time. A combined total of over thirty-two hours a week of learning.

## Subject Curriculum Intent Template

## Questions to Frame Subject Curriculum Intent

## Definition of Subject

- What is an important quotation that links to your subject?
- What is the definition of your subject?
- What is your subject fundamentally about?
- What is the narrative of your subject?

## Nature of Subject

- What are the core aspects of knowledge that are taught?
- What are the core skills that are taught?
- What are the core threshold concepts that are taught?
- What are the key pedagogical content knowledge facets of your subject?

## Purpose of Subject

- What is the purpose of your subject?
- Why study your subject?
- Why is your subject 'great' and fundamental to pupils 'seizing greatness'?
- What do pupils leave your subject learning, in regards to knowledge, skills and concepts?

## Design of Subject

- How is your subject mapped and sequenced based upon knowledge?
- How is your subject mapped and sequenced based upon skills?
- How is your subject mapped and sequenced based upon threshold concepts?
- How does KS3 build upon KS2 learning?
- How does KS4 build upon KS3 learning?
- How does KS5 build upon KS5 learning?
- How does H/W build upon knowledge, skills and threshold concepts?

## Extension of Subject

- What enrichment activities are linked to your subject?
- What does your subject lead to university study-wise?
- What does your subject lead to careers-wise?

Subject Curriculum Map Template

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b> Narrative of Learning	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:
<b>Curriculum Skills</b>						
<b>Year 8</b> Narrative of Learning	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:
<b>Curriculum Skills</b>						
<b>Year 9</b> Narrative of Learning	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:
<b>Curriculum Skills</b>						
<b>Year 10</b> Narrative of Learning	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:
<b>Curriculum Skills</b>						
<b>Year 11</b> Narrative of Learning	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Unit</b> <ul style="list-style-type: none"> <li>Knowledge Content</li> <li>Threshold Concepts</li> <li>Link to Prior Learning</li> </ul> Enquiry Question:	<b>Revision</b>	<b>Revision</b>	
<b>Curriculum Skills</b>						

## Subject Curriculum Unit Plan

- Two-page Knowledge Organiser frontloads the Curriculum Unit Plan

Unit Title:		Enquiry Question:			Unit Length:	
Central Themes:					Term:	
Curriculum Concepts:		Assessment Question:			Tier 2 Vocabulary:	
Curriculum Skills:		Prior Learning Links:			Tier 3 Vocabulary:	
Week	Lesson	Learning Question	Do Now Retrieval Focus:	Learning Intentions	Teaching Exposition Focus:	Review Question:
1	1			<ul style="list-style-type: none"> <li>• Learning Intention 1</li> <li>• Learning Intention 2</li> <li>• Learning Intention 3</li> </ul>	Knowledge  Skills  Concepts	MCQ Quiz Think-Pair-Share Exit Ticket Summary Question
	2			<ul style="list-style-type: none"> <li>• Learning Intention 1</li> <li>• Learning Intention 2</li> <li>• Learning Intention 3</li> </ul>	Knowledge  Skills  Concepts	MCQ Quiz Think-Pair-Share Exit Ticket Summary Question
	3			<ul style="list-style-type: none"> <li>• Learning Intention 1</li> <li>• Learning Intention 2</li> <li>• Learning Intention 3</li> </ul>	Knowledge  Skills  Concepts	MCQ Quiz Think-Pair-Share Exit Ticket Summary Question
	4			<ul style="list-style-type: none"> <li>• Learning Intention 1</li> <li>• Learning Intention 2</li> <li>• Learning Intention 3</li> </ul>	Knowledge  Skills  Concepts	MCQ Quiz Think-Pair-Share Exit Ticket Summary Question