



KING'S LEADERSHIP
ACADEMY BOLTON

King's Leadership Academy Bolton

Curriculum Rationale

"If I have seen further than others, it is by standing on the shoulders of giants"
Isaac Newton

When asked to sum up the remarkable achievements of his lifetime the father of modern science and mathematics, Sir Isaac Newton, uttered these words. For him all his discoveries and achievements could not have been achieved without the hard work and knowledge of those who went before him from antiquity, through the Renaissance up to the Enlightenment. For the students of King's Bolton we share this philosophy, for them to become successful citizens in tomorrow's world they must have a firm grasp of a broad range of knowledge. The curriculum we offer all our students stems from this belief

Overview

It is our ambition at King's Bolton to match the unrivalled success of the 1 in 15 young people presently educated in the fee-paying sector. We believe '*Credimus*' that every child, regardless of background or starting point can:

- *Vision:* have the choice of selecting a good university (or suitable equivalent), following their chosen career path and create their 'Legacy'
- *Mission:* become a successful, contributing citizen ready for tomorrow's world.
- *Specialism:* be successful at all levels by living the 'ASPIRE values' and demonstrating a willingness to challenge the status quo, thus creating the need to develop leaders of tomorrow.

King's Bolton aims to operate as a 'free independent school' in the state sector, to fulfil this duty it will not charge fees nor will it ever be selective in its efforts to deliver the following educational opportunities.

The King's Curriculum is aspirational, with a broad provision balanced between the academic, creative and leadership arcs. The academy has a strong commitment to equality of access and to ensure that the provision remains high quality for all learners.

The King's Curriculum is rigorous and has been redesigned to follow a vocabulary-rich, knowledge-based approach. It is hypothesis led and embeds opportunity for intellectual habits and independent thought throughout. Our no glass ceilings approach ensures that students are stretched academically across the three arcs in a way that leads to deeper cognitive processing. Appropriate curriculum planning has taken place to ensure all students access a broad curriculum.

The King's curriculum intentionally values the scholarship of traditional subject areas in their pursuit of truth and meaning. In doing so the teachers tending to the curriculum consider the disciplinary nature of their subject domain first, distilling from this to schemes of work and individual lessons.

Knowledge Based

Evidence from cognitive science and studies of different schools show that a knowledge based curriculum is the most effective. There is also strong evidence to suggest it is particularly important for pupils from disadvantaged backgrounds.



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By a 'knowledge-based curriculum' we mean two things: The curriculum should have strong, formal foundations in traditional subjects. The curriculum should be structured carefully so that students are building on what they already know.

At King's Bolton we firmly believe that a knowledge-based curriculum is best for producing well-educated, creative people who can thrive in the 21st century,

Vocabulary Rich

Building our students' vocabulary is central to the King's curriculum. Each lesson/series of lessons is based around a 'key' subject specific word, designed to increase the child's Tier 2 and 3 language proficiency. Time is spent exploring the etymology of these keywords and breaking them down to their Latin/Greek roots. This enables students to further build their vocabulary and decode words.

Academic skills/Independent Learners

The King's curriculum seeks to create students who understand their strength, abilities and interests and are capable of utilising and applying critical and creative thinking to reason through and solve complex problems.

Intellectual Habits

The King's curriculum seeks to embed within our students habits such as fierce concentration, thoroughness, accuracy, reflection, strategic thinking and intellectual volition in all that they undertake.

Diverse

Diversity of thought, experience and knowledge is a crucial competency to becoming a successful citizen. Therefore the King's curriculum will seek to offer students different perspectives, alongside common schools of thought and the English Canon.

Inclusive

The academy is committed to equal access to opportunities for all students, regardless of background or additional needs. We also recognise that SEND is not synonymous with low attaining and therefore believe that all students with SEND should have the same access to a stretching and challenging curriculum as all other students. SEND at our academy is a whole school responsibility and teaching and learning adapted for SEND students is the first port of call. Staff receive regular CPD to develop their understanding of SEN, our local offer and the graduated approach. As a school with mixed ability groups, all teachers are teachers of SEND.

Through appropriate support, the academy believes that SEND students have the right to the same progress. Regular communication with parents and staff alike ensures that all the needs of these students are being met, particularly at key transition stages.

The King's Specialism- Character and Leadership

At King's Bolton we understand that academic excellence is only one element of a student becoming successful in the modern world- therefore we have chosen 'Character and Leadership' as our specialism.

This means we seek to support students to develop clear and established principles that, acted upon consistently, produce virtuous behaviours, compassionate acts and honest answers and decisions when facing life's challenges.

King's Bolton also aims to create 'Successful Citizens' who through communication and other relevant academic and social activities make a positive impact on the academy and, eventually, their community and the wider world.



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Strong character is taught and modelled at King's Bolton through our ASPIRE code (Aspiration/Achievement, Self-Awareness, Professionalism, Integrity, Respect and Endeavour). When consistently demonstrated these provide all students a roadmap to becoming a successful citizen.

Repertoire

At King's Bolton, we use the word 'repertoire' to refer to the broad range of personal skills and cultural capital that we believe will enable our pupils to become 'Successful Citizens'. These can be distilled into a few key areas:

- *Character* – through 'Legacy' statements, we teach pupils to determine what they see success as. Our ASPIRE values then explicitly teach them the qualities of character needed to succeed anywhere. This permeates through everything we do at King's and is typified in the House Competition, where pupils compete in a vast range of areas to earn points for their houses.
- *Leadership* – we understand the need for people to be drivers of change in their communities; therefore, we explicitly teach the skills of leadership to enable them to be the change they want to see.
- *Health and Happiness* – we know that people only perform at their best when they are healthy and happy; therefore, we use a knowledge-rich PSHE programme to ensure that pupils are equipped to deal with the physical and mental challenges that life presents them. Furthermore, a positive approach to mental health, including building mental resilience is embedded across the school curriculum, as part of our commitment to a whole-school approach to mental health.
- *Culturally Sensitive* – we know that a broad cultural knowledge is a huge advantage in life. We're also aware that conflict often arrives from misunderstandings about other cultures. Through our Cultural Passport, we aim to give pupils the broadest possible cultural repertoire to enable them to see the world with open eyes and appreciate the array of life's experiences.
- *The Arts* – we understand the importance of the arts in developing discernment and cultural appreciation. Pupils, therefore, receive 3 hours of music tuition a week and learn to recite 5 different poems every year.
- *Discerning Citizens* – by explicitly teaching intellectual habits (such as bias and critical thinking) and through the citizenship element of our PSHE programme, we create pupils that use their critical faculties to stand up for British Values.
- *Public speaking* – we know that having the confidence to speak in front of people is something that many people don't develop until later in life and this can be hugely inhibiting. We give pupils the support they need to speak publicly whether it's delivering a speech or reciting from our collection of poems.



Implementation of the Curriculum

The structure of the King's Curriculum allows all students to access a broad and balanced academic experience. By increasing the school day we have created enough time to cater fully for the academic, creative and character development necessary for our students to achieve their 'Legacy' and become successful citizens. Therefore each student has 27 hours of taught curriculum time each week, alongside this students also complete the Lesson 0 programme (see below) which adds an extra 4 ½ hours of contact time to a student's weekly timetable.

Learning Cycles

The school year and therefore the curriculum at King's Bolton is split into 5 Learning Cycles. Each cycle contains 7 weeks, 5 weeks of 'new' content delivery, including regular mini-quizzing and REACH/Gap teaching. During week 6 all students complete standardised assessments in each of their subjects. These assessments are synoptic in nature testing knowledge and skills from previous learning cycles as well as the current one. Week 7 is devoted to 'Gap teaching' where gaps in knowledge is retaught and reassessed.

Foundations (Years 7 & 8)

We consider the Foundation programme (KS3) as the important years to instil the necessary intellectual skills for success. To promote this, the academy has a strong focus on ensuring that each of our students have the appropriate standards in literacy, numeracy and oracy prior to graduating onto the senior programme. The curriculum at KS3 also includes the development of study habits, learning strategies, personal organisation and time management to help students master their own learning.

Structure

Subject	Hours per week	Subject	Hour per week
English	4	Computing	2
Mathematics	4	Music	2
Science	3	PE	2
History	2	Art	1
Geography	2	Drama	1
Spanish	2	PPE/Leadership*	2

*In Year 8 PPE is replaced by Religious Studies

Preparation Year

Having completed the Foundation curriculum students in Year 9 complete their 'Preparation Year'. During this year no subjects are 'dropped' instead students 'Major' and 'Minor' in the subjects they will be continuing studying to GCSE level (eg. If a student will be studying History at GCSE level during Year 9 they will have 3 hours of History and 1 hour of Geography). The same applies for the 'creative' subjects (Art, Music and PE), where students will have 2 hours of curriculum time devoted to the subject they will study to GCSE level and 1 hour of 'Core PE, Music or Art' for the two subjects they will not study further.

The curriculum content will not merely begin the GCSE course instead will focus on preparing students for further study in that subject by providing broader contextual knowledge, as well as giving an opportunity to study diverse and often overlooked topics in that subject area.



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Senior School

During Years 10 & 11 students will focus their studies of the subjects they will be examined in at the end of KS4. The King's Curriculum allows all students to complete the English Baccalaureate (English, Mathematics, Science, Humanities, MFL) alongside this all students will study an IT qualification (either Computer Science or iMedia) as well as Religious Studies GCSE. Students will also study one 'Creative' subject from either PE, Art or Music.

Lesson 0

The Lesson 0 programmes consist of 6 x 45 minute sessions throughout the school week. In Foundations these sessions have a literacy focus designed to ensure all students reach their chronological reading age by the end of the Foundations. These sessions also allow for completion of comprehensive literacy and numeracy interventions as well as the delivery of our PSHCE curriculum.

Delivery of the curriculum

For a curriculum to achieve its desired goals it must be delivered effectively and consistently to all students. Therefore at King's Bolton we seek to only use evidence based teaching practices which focus on how a child learns and retains knowledge, and then to ensure our staff are properly and continually trained to deliver the curriculum effectively.

Pedagogy

The chosen pedagogy of King's Bolton takes inspiration from two key sources. Firstly Doug Lemov's 'Teach Like a Champion', as well as Rosenshine's Principles of Direct Instruction. All staff receive a copy of these texts when they are appointed to the school and regular CPD ensures staff are confident on the techniques most importantly that of effective teacher modelling, which is central to the delivery of the King's curriculum

Cognitive Science

At King's Bolton our teaching practices are firmly rooted in understanding of how knowledge is retained and applied. The King's curriculum is structured to allow ample opportunity for interleaving, retrieval practice and knowledge quizzing based firmly on an understanding of how memory works.