

Ocean Academy Curriculum:

Our vision:

To develop a curriculum which will challenge and support each learner to develop a strong sense of self through a purposeful, engaging and authentic learning journey; preparing resilient learners who have the knowledge, skills and cultural awareness to embrace an ever-changing world.

No limits: No barriers.

No limits:

To ensure all learners remember more, understand more and can apply more:

- i. Our curriculum will immerse learners in the essential, primary knowledge and widely known cultures of our world.
- ii. Our curriculum will be planned and delivered to embed knowledge in the long-term memory, attach new learning to existing schemas of prior understanding and contextualise knowledge for deeper meaning.
- iii. Our curriculum will be filled with authentic and purposeful opportunities for learners to apply their understanding in a variety of ways.

To spark the curiosity of all learners and nurture their need to discover more:

- iv. Our curriculum will challenge and support all learners to engage thoughtfully in their learning, think deeply and persist to master each concept.

No barriers:

To empower learners with the knowledge, skills and vocabulary to be successful in the future:

- v. Our curriculum will ensure that all learners develop a wide base of knowledge, skills and sophisticated vocabulary which enables them to articulate their understanding and communicate outside of their immediate sphere.

To develop the whole child:

- vi. Our curriculum will nurture the mental, physical, social and emotional wellbeing of all learners and foster resilience and risk-taking in all.
- vii. Our curriculum will value and celebrate diversity and support our learners to become active citizens of modern Britain and an ever-changing world.
- viii. Our curriculum will value each subject equally.

Ocean Academy Curriculum:

Intent to implementation: Curriculum leadership and planning.

The following documents have been created as a whole school to ensure consistency in curriculum content and quality of teaching and learning across the school:

- 1. Ocean Academy curriculum statement:** the vision and criteria of the Ocean curriculum.
- 2. Curriculum map/overview of coverage:** mapped coverage of all NC subjects, applied trans-disciplinary (ATL) topics of learning, driving questions, aspirations, future skills, employability links and learning skills.
- 3. Subject leader planning, action plans and budgeting:** completed by the subject leaders, this includes detailed planning of opportunities for the coverage of NC 2014, vocabulary and assessment.
- 4. Subject coverage and progression planning:** completed by the subject leaders, this outlines the selected topics of learning and essential knowledge, selected exit questions and opportunities for the development of cultural capital and employment.
- 5. Learning Journey Maps:** for each topic of learning, these include the essential knowledge: chunked, progressive and in context.
- 6. Essential knowledge flashcards:** made by subject leaders for each topic of learning, these are used with the Leitner system for development of quick recall and fluency. They are designed to be used daily to develop quick recall and retrieval.
- 7. Quizzes:** made by subject leaders to assess the retention of the essential knowledge over time (*see revision cycle*).
- 8. Exit questions/tasks:** as outlined in the subject progression plans, these are used to assess the understanding and the application of the essential knowledge (*scenarios, reasoning & justification, problem solving*).
- 9. Model EXS and GDS exit answers:** created by subject leaders, a collection of exemplary assessments to be used to support teaching and planning.
- 10. Whole school revision cycle:** to ensure that learning is secure and stored in the long term memory, flashcards, learning journey maps and quizzes will be revised and revisited termly and yearly (*see revision cycle*).
- 11. High-quality reading texts:** new high-quality, vocabulary-rich texts have been purchased and mapped across the curriculum to contextualise the learning.
- 12. Tier 2 vocabulary:** 161 tier 2 vocabulary words have been selected and mapped across the school for explicit teaching across the year groups. Each ATL will also have assigned vocabulary which must be explicitly used within the topic.

Ocean Academy Curriculum:

Intent to implementation: The curriculum in practice.

1. Year Group Planning: During collaborative PPA time, year teams must use the curriculum planning documents (*outlined above*) to:

- Ensure that every learner receives the same curriculum coverage and quality of teaching and learning.
- Continually investigate the prior understanding of the topic and determine the starting point and next steps in learning.
- ‘Chunk’ the learning into manageable learning pieces.
- Sequence the learning coherently and progressively; building on prior knowledge.
- Plan the learning in phases using the phased learning planning tool and identify likely starting points for varying levels of prior understanding.
- Plan scaffolded support to enable all to succeed and deeper challenge for those working at a greater depth of understanding.
- Plan daily opportunities for retrieval practice to embed the essential knowledge in the long term memory using the Leitner system.
- Plan for regular quick quizzes and assessment points to check what has been retained and what can now be applied across topics and year groups.
- Find or create exemplar answers to the exit questions to guide planning towards the desired end goal.
- Plan for the weekly, explicit teaching of the set tier 2 vocabulary and which vocabulary can be used by pupils during the topics of learning to articulate their understanding.
- Plan for opportunities to develop employability links, links to the local community and cultural capital within the topic.
- Plan an opportunity for learners to apply and communicate their knowledge and skills through a public product, performance or presentation.

Ocean Academy Curriculum:

Intent to implementation: The curriculum in practice.

2. Teaching and learning: During teaching and learning, all classes must use the following:

- **Driving question** - reviewed regularly, the driving question encompasses and focuses the learning aims of the topic.
- **Essential knowledge flashcards** - used daily with the Leitner system to secure the key knowledge and understanding of the vocabulary into the long term memory and increase fluency. Displayed and available to be used everyday.
- **Learning Journey Maps** - to be read to and by the children as a pre-reading or comprehension task to contextualise the learning.
- **Phased learning stickers** - to identify the learning journey for the teachers and pupils. Each phase will build upon and deepen the understanding of the previous. Teachers must use AfL strategies to determine which phase is appropriate for the child to begin.
- **Learning Journey Working Wall** - each classroom will have a working wall display for each topic of learning during that term. Following the use of the Leitner system, it will show how the learning is moving from the short term to the long term memory.
- **Tier 2 vocabulary** - each week, year groups will have a 'word of the week' from the tier 2 vocabulary map which will be explicitly timetabled and taught. This should include spelling and phonic teaching. However, use of other tier 2 vocabulary from all year groups will be revised and encountered during topics of learning. Teachers will talk about and display key vocabulary which could be used by pupils to explain their understanding. Use of these words will be encouraged, highlighted and praised.
- **Topic reading books** - will be read to and enjoyed by the pupils in each topic of learning to help to contextualise the essential knowledge.
- **Subject and curriculum non-negotiables** - will be followed by all to ensure high and consistent expectations of learning and presentation in all subjects.

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Intent to implementation: The curriculum in practice.

- 3. Assessment for learning** - during teaching and learning, all classes must use the following, alongside other AfL strategies (*see marking and feedback policy*), to continuously assess current understanding and determine starting points and next steps in learning:
- **Quick quizzes** - used throughout the learning cycle to regularly assess the fluency and accuracy of the pupil's recall and understanding of the essential knowledge.
 - **Exit questions/tasks** - planned by the subject leaders for EXS & GDS, these questions/tasks offer the opportunity for pupils to demonstrate their understanding through reasoning, justification, real-life scenarios or problems.
- 4. Summative assessment** - at the end of each topic of learning, teachers will make a summative assessment for the foundation subjects covered (recorded on DC Pro - see assessment cycle), based on the responses recorded to the exit questions/tasks and the knowledge retained through the exit quiz.
- 5. Public product, performance or presentation** - at the end of a topic of learning, the children will be tasked with a scenario, problem or assignment related to the driving question which will be displayed or presented publicly. This is an opportunity for learners to apply and communicate their knowledge and understanding effectively.
- 6. Monitoring and review** - as per the monitoring and assessment cycle, data collection points, book looks, learning walks, pupil voice and triangulation will all occur to monitor the quality of curriculum coverage, teaching and learning.
- 7. Revisit and revise** - to ensure that the essential knowledge remains embedded in the long term memory planned revision will occur (*see whole school revision cycle*). This will involve revising the essential knowledge flashcards, learning journey maps and exit quizzes of previous learning from other terms and year groups.

Ocean Academy Curriculum:

Implementation to impact: What will success look like?

All learners will:

- Be engaged and engrossed in their learning.
- Understand and confidently use a range of vocabulary to articulate their understanding.
- Understand and be respectful of differences in cultures, beliefs and society.
- Be resilient, persistent and willing to take risks in their learning.
- Be healthy in all aspects (mental, social, physical and emotional).

Remember more - All learners will:

- *Score between 80% - 100% on all exit quizzes.*
- *Retain this knowledge over time and be able to retrieve and recall this in future terms and years.*
- *Talk about their previous knowledge and make links to previous learning.*

Understand more - All learners will:

- *Be able to use their embedded knowledge to confidently explain their understanding to meet or exceed the expected standard during exit questions/tasks.*
- *Be able to speak freely and concisely about their understanding, thoughts and opinions on the topic and use a growing range of tier 2 vocabulary effectively to explain their understanding.*
- *Make connections between learning across subjects and year groups and be able to retrieve this to deepen their understanding and create meaning.*

Apply more - All learners will:

- *Be able to manipulate their understanding of the topic to work creatively and apply their knowledge to evaluate, present to others or solve problems.*

Ocean Academy Curriculum:

- *Make expected or better progress from their starting points.*