

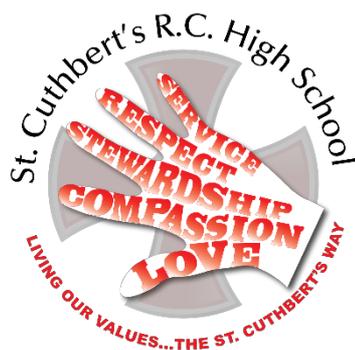


WHOLE SCHOOL POLICY & PROCEDURES

CURRICULUM

Mission Statement

'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do'.



Policy: Curriculum		
Type: School Policy	Website: Yes	Author: D. Shields
Approved: 18 October 2018		Next Review: October 2019
Frequency: Annual		Delegated: Committee
Notes:		

CONTENTS

3	Vision
3	Impact & Outcomes
3	Roles & Responsibilities
4	Pedagogy
4-5	Strategy
5-6	Content

Vision

The curriculum is designed to help the students at St Cuthbert's to develop holistically, achieve their full potential and prepare for their next steps in education. It aims to prepare our students to be lifelong learners and to be equipped to compete in an ever competitive world. Our curriculum has been designed to meet the unique and varying abilities, aspirations and interests of our students at St Cuthbert's. It is intended to provide a breadth of study across Year 7-11 and not just at Key Stage 3. The vast majority of students will study the full range of Ebacc courses to GCSE while also studying a range of options subjects which meet their individual needs, interests and aspirations. Where it is not appropriate for a student to study the full range then a personalised, alternative pathway will be established. The curriculum is the basis for all aspects of Teaching & Learning and other school improvement strategies.

Impact & Outcomes

- All students will achieve high standards and make good progress.
- No groups of students will be disadvantaged by their educational experiences or outcomes.
- All students will become independent learners.
- Students will have access to a wide range of appropriate and challenging courses which meet needs and aspirations.
- The curriculum will promote the spiritual, moral, cultural, emotional and physical development of students and prepare them for the opportunities and responsibilities of adult life.
- The curriculum will provide a breadth and depth of educational experiences and opportunities to meet the needs, interests and aspirations of all students.

Roles & Responsibilities

Teachers	<ul style="list-style-type: none">• To be familiar with all curriculum requirements within subject areas taught.• To deliver a high quality curriculum experience for all pupils.
HODs	<ul style="list-style-type: none">• To plan an appropriate curriculum for the relevant subjects which meets the needs of all pupils.• To keep up to date with required national and school changes and implement them accordingly.• To monitor the quality of curriculum experience by all pupils in the relevant subjects.
Headteacher & SLT	<ul style="list-style-type: none">• To strategically plan a curriculum model which meets the needs, aspirations and interests of all pupils.• To implement all required changes and developments as appropriate.• To monitor the quality of curriculum experience by all pupils in all subjects.
Governors	<ul style="list-style-type: none">• To ensure the curriculum is reviewed annually and continues to meet the needs, aspirations and interests of all pupils and is compliant with legal requirements

Pedagogy

The school curriculum comprises all learning and other experiences planned for our students. It includes the subject specific lessons, educational visits, extra-curricular activities, form period and collective worship. At St Cuthbert's all students engage in a daily act of worship either in form or in assembly. When planning their curriculum provision, Departments must ensure the following:

- Work must be designed so as to encourage active learning situations, concentration on 'what the pupils learn' rather than 'what they are taught'.
- There must be appropriate differentiation in the work presented to meet the needs of different groups and of different individuals.
- The curricular programme must be balanced in terms of areas of experience and relevant to current and future needs of students.
- There must be a structured progression in the learning programme, ensuring that students build on their previous knowledge and experience and regularly revisit learning to reinforce it.
- The curricular programme must be so designed as to ensure that equal opportunities are presented to girls and boys, and a positive concern must be shown where any imbalance is found in particular subject areas.
- A positive attempt must be made to ensure that there is a "whole school" approach within the curriculum, and that such cross-curricular topics as Enterprise Education, Multi-cultural awareness etc., are properly structured.
- The curricular programme must be so designed as to help students in their preparation for adult life as citizens and parents.
- There must be a variety of learning situations, including opportunities for off-site and residential education.

Strategy

In effect all students are on a 5 year learning journey in each subject they study. The focus in years 7 & 8 is to lay the foundations for what students need to know to study and achieve at GCSE. Years 7 & 8 must be seen as an opportunity to inspire students with a desire for learning and an ability to work independently which they can then use to good effect at GCSE. It should be used to develop the skills and enthusiasm required to succeed at GCSE.

When students embark upon their GCSE studies they will study a combination of subjects including Ebacc (unless not appropriate to their individual needs) and specialist subjects which they will choose. Specialist subjects will be studied and examinations conducted in Years 9 & 10. Ebacc subjects will be studied in years 9, 10 & 11. This enables students to stagger their exams over 2 years and not be confronted by overwhelming numbers in year 11. It also enables students and the school to prioritise specialist subjects in year 10 when they do not have to compete with Ebacc subjects with regard to revision and focus. By studying specialist subjects over 2 years it allows pupils to select 2 instead of 1 specialist subject as they also have compulsory RE GCSE. This allows for a more broad and balanced curriculum in Key Stage 4 as well as Key Stage 3. It also allows students to focus more time and energy on subjects which interest and motivate them. While it may be possible to complete most GCSE's in Years 10 & 11 only this would mean allocating more time in those years to fewer subjects. The curriculum model is intended to be broad and balanced for 5 years not just 3.

Entry to specialist subject examinations at the end of year 10 also enables students to develop the skills required to undertake formal examinations and learn key aspects of the process before completing the majority of their exams in Year 11. If students do not wish to select 2 specialist subjects they may study

additional core. With regard to Ebacc subjects, the teaching element of the course should be complete by Christmas of year 11. The remaining time before final examinations will be used to prepare for the exams.

Curriculum Content – Years 7 & 8

- Art
- Computer Science
- Drama
- English Language
- English Literature
- Geography
- History
- Mathematics
- Music
- Modern Foreign Language (French or Spanish)
- Physical Education
- Religious Education
- Science
- Technology (Food & Materials)

Curriculum Content – Years 9, 10 & 11

English Baccalaureate

- English Language
- English Literature
- 1 Humanities (Geography or History)
- 1 Modern Foreign Language (French or Spanish)
- Mathematics
- Science (Double Award)

Other compulsory courses

- Religious Education (GCSE)
- Physical Education (non GCSE)

Specialist Choices (maximum of 2). 2 may not be appropriate for all learners. The amount of choice available will be determined by progress and attainment in all subject areas at KS3 – Year 9 & 10

- Art
- Computer Science
- Drama
- Food Technology
- Geography
- Health & Social Care (Technical Award)
- History
- Information Technology (Technical Award)
- Music
- Physical Education (GCSE & Sports Technical Award)
- Psychology
- Design & Technology
- Statistics

There is an essential need for supplementary learning outside of the subject specific requirements a pupil has. This includes all aspects of PSHE and British Values. This includes:

- Citizenship
- SRE
- Financial Planning
- Keeping Safe (includes internet safety)
- Anti-Bullying
- British Values (including rule of law, liberty, democracy, tolerance)
- Careers
- Literacy
- Expectations of pupils at St Cuthbert's with regards to behaviour, work, worship and community