



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Curriculum Policy

Date approved: 2019

Date to be reviewed: 2020



Achieving our God-given Potential

Jesus said, 'I have come that you may have life, and have it to the full' John Ch10, Vs 10

This verse comes from the parable of 'The Shepherd and His Flock'. Within this parable, Jesus teaches about the virtue of living life in the right way.

Our vision states that we will prepare our students to stand shoulder to shoulder with their peers and that, for our students to achieve their God-given potential, they must be supported to be ambitious, hard-working, resilient and responsible. For this to happen, our curriculum is challenging and exciting. It engages the whole school community to raise both standards and aspirations; enabling *all pupils* to achieve.

Our curriculum is building wisdom, truth and knowledge; the learning and teaching of understanding, virtues and habits that shape individuals, families and communities; the worth of each person; what people hope for; and more.

As a college we have set out a clear vision, one which supports all our pupils. Our curriculum intent, as set out below, supports this vision, alongside our vision for its implementation and impact.

From the start of Year 7 we want all of our pupils to experience a broad and balanced curriculum and to develop skills that will help them become responsible, independent and successful learners; to nurture academic habits and skills across a whole range of school subjects. We also look to our curriculum to promote the social, moral, spiritual and cultural development of our pupils, and to prepare them for the opportunities, responsibilities and experiences of adult life.

We ensure that pupils who need additional support, including in literacy and numeracy, are quickly identified and that support is robust and effective. Pupils who are at risk of underachievement, such as those eligible for pupil premium, pupils who join the school below national expectations, more able pupils and SEND pupils are identified and given additional and personalised support as appropriate. The college will focus on improving outcomes for all pupils, but especially for disadvantaged pupils. The delivery of the school's curriculum will secure substantial improvement in progress for disadvantaged pupils.

Curriculum Intent

The quality of education in the College is driven by our curriculum which is designed to:

1. Enable every child to achieve their God-given potential in all aspects of their life.
"The heart of the discerning acquires knowledge, for the ears of the wise seek it out." (Proverbs 18:15)
2. Develop our children's cultural capital: prepared & equipped to stand shoulder to shoulder with peers.
"Do you see people who are skilful in their work? They will stand before royalty." (Proverbs 22:29)
3. Value the uniqueness of every child, with children at the heart of everything we do.
"so, God created human beings, making them to be like himself." (Genesis 1:27)

Curriculum Implementation

Our curriculum is driven by our intent. Its key features are:

- It is designed to broaden our children's horizons.
- A three-year Key Stage 3 curriculum which builds, from their individual starting points, a strong and broad foundation of skills and knowledge for pupils to succeed at Key Stage 4 and beyond.
- First-class careers advice which supports children to be ambitious for their futures.
- An expansive enrichment programme which is developing skills and broadening horizons.
- It gives children opportunities to contribute to their immediate and wider communities, and to become responsible and charitable global citizens.
- When students join us in Year 7, they will have already chosen a language to study; French or Spanish, in order to build solid foundations for study at Key Stage 4, where they are strongly encouraged to follow the EBacc route.
- A two-year Key Stage 4 where pupils are given time to study and prepare for the Core and EBacc GCSE subjects, alongside PE and RE, without losing the breadth of studying a 'free' option (such as a creative or Performing Arts subject, Technology or a second Humanities subject).
- A high quality Life Skills programme is delivered during Tutor Worship each week, so that pupils have a wider understanding of the world we live in.
- It is underpinned by six principles of teaching and learning: challenge; explanation; modelling; practice; feedback; and questioning.

Planned Curriculum Impact

The impact of our curriculum is to enable all learners to *'have life and have it to the full'*. Specifically:

- All pupils have a thirst for learning.
- All pupils consistently achieve highly.
- All pupils have the knowledge, skills and attributes they need to flourish in all aspects of life.
- Learners have developed interests and talents through the enrichment that runs through the curriculum.

Roles and Responsibilities

The Headteacher will ensure that:

- the curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life.
- all statutory elements of the curriculum, and those subjects which the College chooses to offer, have aims and objectives which reflect the aims of the College and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- students study the full curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the Governors are fully involved and informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- all staff members are aware of their responsibilities in relation to this policy.

The Governing Body will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- it contributes to decision making about the curriculum.

Senior Leaders will ensure that:

- they work alongside the Headteacher and Heads of Department to ensure that the curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life.
- the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. They have an oversight of curriculum structure and delivery within their responsibility area.
- detailed and up-to-date schemes of work are in place for the delivery of courses within their responsibility area.
- schemes of work are monitored, evaluated and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with heads of department and heads of year on a regular basis and that actions are taken where necessary, to improve these.

Heads of Department and other department leaders will ensure that:

- the work given to students, over time and across the school, consistently matches the aims of the curriculum.
- work is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- there is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course.
- they monitor the teaching and learning of their subject area, providing support for staff where necessary.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- there should be consistency of approach towards assessment.
- they keep the appropriate line manager informed of proposed changes to curriculum delivery.
- all relevant information/data is shared appropriately. This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed, as appropriate, to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee continuous professional development needs with regard to curriculum planning and delivery within their area of responsibility.
- provide effective support for those teaching outside their main area of expertise.
- they advise on the contribution of their subject area to other curriculum subjects, including cross-curricular links.

Teaching staff and learning support staff will:

- ensure that the College curriculum is implemented in accordance with this policy.
- have a good knowledge of the subject(s) and courses they teach.
- present subject matter clearly, check understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- ensure that teaching is designed to help students remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks.
- participate in high quality professional development, working with other teachers to develop their knowledge and skills.
- work in partnership with other agencies, as appropriate to provide an appropriate range of curriculum opportunities.

The SENCO will:

- liaise with Heads of Department in order to implement and develop the curriculum throughout the College so that it is ambitious and meets the need of students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence..
- organise and provide training for staff regarding the curriculum for students with SEND.
- advise staff how best to support students' needs.
- advise staff on the inclusion of curriculum objectives in students' individual education plans.
- advise staff on the use of teaching assistants in order to meet students' needs.

Students will:

- have their individual needs addressed, both within the College and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4, 5 and beyond.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the knowledge they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it

Monitoring, evaluation and review

The Governors will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of key stage 4 taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The Governors will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.