



# *Saint Joseph's*

CATHOLIC SCHOOL

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## **Curriculum Policy**

(Version 5.0 September 2017)

**Success Criteria:**

To ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves, respect others, respect the environment and to aspire for excellence in all that we do for the sake of the gospel.

To provide a curriculum that is broad, balanced, flexible, relevant and inclusive, matching the needs of the individual irrespective of gender, race, religion, sexuality or social background.

**Curriculum Objectives:**

To make learning an exciting and interesting experience for all our pupils. To make pupils aware of their abilities and, in so doing, encourage them to develop to their maximum potential.

Our pupils' academic performance is built upon:

- a broad and balanced curriculum
- intellectually challenging teaching
- high standards consistently applied in the classroom
- challenging academic targets
- providing pupils with clear success criteria
- marking of pupils' work that allows opportunities to reflect and act upon guidance to ensure progress
- regular assessments of work
- frequent monitoring of progress
- strong partnership with parents

We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

Our objectives are that pupils who leave St Joseph's will:

- be articulate, literate and numerate
- have lively, enquiring, independent minds
- have developed a love of learning that will last for the rest of their lives
- be adaptable enough to react to the needs of a fast changing world
- be confident in their dealings with people
- be able to develop good working relationships with others
- be aware of how faith guides their decision making
- be aware of the needs of the community and be prepared to contribute to it appropriately
- have knowledge of a wide range of cultures and faiths and through this come to respect the rights and needs of others
- be able to make good moral judgements
- have well developed skills to show empathy for others

Ultimately, all these strands combine to give each individual the best life chances and allow them to make choices about their contribution to our community, our nation and the wider world, as this is the basis for a happy and successful life.

**Monitoring Procedures:**

<b>By Whom:</b> Deputy Head teacher and/or Heads of Key Stage and the Governors of the Academic Committee	<b>When:</b> Biennially	<b>How:</b> Deputy Head teacher will meet with governors to discuss any need to update or change items in the Policy.
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**Evaluation:**

<b>By Whom:</b> Deputy Head teacher and/or Heads of Key Stage	<b>When:</b> Biennially	<b>How:</b> Constant discussions at SLT meetings, analysis on SEF and
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		examination results presentation (annually) to Governors
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**Revision History:**

Version	Approved and Ratified	Review Date	Additional notes
V 5.0	September 2017	September 2019	Re-write
V 4.0	June 2015	June 2016	Complete re-write
V 3.3	March 2012	March 2013	None
V 3.2	15 <sup>th</sup> March 2010	March 2011	None
V 3.1	16 <sup>th</sup> March 2009	March 2010	None
V 3.0	7 <sup>th</sup> March 2008	March 2009	None
V 2.0	14 <sup>th</sup> March 2007	March 2008	None
V 1.0	17 <sup>th</sup> June 2004	June 2005	None

**Vision Statement:**

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

**Other SJCS Policies that relate to this Policy:**

- Teaching, Learning and Assessment Policy
- Special Educational Needs Policy
- Work Related Learning Policy
- Complaints Procedure
- Safeguarding & Child Protection Policy

## **CURRICULUM**

### **Key Stage 3 Curriculum (Years 7 and 8)**

Within Key Stage 3 pupils follow a broad and balanced curriculum based on the National Curriculum for England. The following subjects are in Key Stage 3:

- English, Mathematics, Science, Religious Education, Physical Education, Geography, History, ICT, Art and Design, Design Technology – (Food Technology and Product Design) Music, Drama, PSHE, Modern Foreign Languages/Literacy/Numeracy. KS3 pupils also undertake specific Numeracy and Literacy sessions in form tutor sessions. This enables all pupils to access the statutory National Curriculum for England during their education. Pupils with difficulties in literacy will follow an increased number of literacy based lessons and a reduced number of lessons in Modern Foreign Languages.
- It should be noted that in relation to Religious Education and Sex Education the school's curriculum will be established in line with the teachings of the Catholic Church.

### **Personalised Curriculum – Transition from KS3 to KS4**

- The options process commences with pupils completing questionnaires indicating which subjects they would most like to study at KS4 (Student Voice). These forms are then scrutinised in order to tailor the curriculum to the needs of each new cohort entering Key Stage 4 whilst also taking into account current governmental directives.
- Once the curriculum is designed an information book is published containing information on the curriculum for that year. Consequently, pupils and parents are invited to attend a formal curriculum evening where they are informed about current educational developments and the logistical process of each child choosing their personalised curriculum for Key Stage 4.
- Following the personalised curriculum evening, each pupil, along with their parent(s)/guardian(s), is invited to a meeting with a member of the Senior Leadership Team to discuss and decide their curriculum choices at KS4.
- In addition to this interview, as a Career Mark 'Gold Award' school, each pupil is also given the opportunity of attending a meeting with the school's career officer to further discuss their subject choices for KS4.
- Where there is not a minimum demand for specific subjects, the school reserves the right to withdraw these from the curriculum.

### **Key Stage 4 Curriculum (Years 9, 10 and 11)**

- The core curriculum of English, Mathematics, Science (see bullet point below), Religious Education, PE and PSHE.
- All pupils cover Biology, Chemistry & Physics over 2 or 3 Science GCSE qualifications (Double Award or Triple Science).
- Option Subjects change dependent on the needs of each cohort but the pupils are encouraged to take subjects which lead to the attainment of the English Baccalaureate where appropriate to their ability.
- Option Subjects are currently: Art and Design, Certificate in Digital Applications (CiDA) or V-Cert Levels 1 & 2 – Technical Award in Interactive Media, Computer Science, Dance, Drama, Food Technology, French, Geography, History, Music, PE GCSE, V-Cert in Health & Fitness, Sociology, Spanish, Triple Science (Biology, Chemistry & Physics).
- Additional subjects can be woven into these option choices. These vary year on year depending on the needs of the pupils in Year 9. These are likely to be based around: ASDAN courses, relevant language qualifications for EAL pupils, extra support sessions and subjects provided by alternative providers.

## **HOMEWORK CLUB**

- A before and after school homework club is available to pupils from both Key stages.

## **PROMOTING BRITISH VALUES**

- At the heart of our curriculum in this Catholic Christian school is the promotion of British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum develops skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

## **SETTING**

On entry to the school, pupils are set by ability based upon data derived from Cognitive Ability Testing and a review of their KS2 data. Subsequently, teaching groups are reviewed and modified in December and July of each academic year, for every year group, to ensure the best learning opportunities for every individual.

Pupils are taught in sets for all subjects at KS3 and for the subjects of English, Mathematics, Sciences and RE at KS4. Subjects in the option blocks and PSHE are taught in mixed ability groups. Extra support sessions at KS4 are available as an option for pupils with additional learning needs. The responsibility for placing pupils into the correct sets lies with the subject leaders. Often, two or more subjects are grouped together when we design the timetable, meaning they have to operate the same setting arrangements. Where a pupil is significantly more able in one subject (within a cluster) than in another we aim to place the student in the higher of the two sets. However, set changes can take place at any point in the academic year and parents/guardians will be made aware of this via a letter home from the relevant Head of Department. Parents/Guardians wishing to appeal against the placement of their child into a particular set should do so in writing to the subject leader in the first instance. If they are not satisfied with the response, they should then write to the relevant Assistant Head teacher responsible for their child's Key stage.

## **IN YEAR ADMISSIONS (pupils transferring from other schools)**

When accepting 'In year' admissions we will make every reasonable effort to match the curriculum which the student has studied in their previous school. Any inability to do so will only occur if we do not run a specific course (or subject), all of the classes for a subject have reached a limit based on safety or if we have strong pastoral concerns about interactions with specific pupils.

When deciding on the pupil's sets we will take into account information from their previous school and from tests conducted on entry to our school. We cannot guarantee to match their previous set if some classes are already full, but every effort will be made to ensure that their curriculum meets their needs.

## **TARGET SETTING, ASSESSMENT AND MONITORING**

### **Target Setting**

Every pupil is set academic targets for their subjects based on their prior attainment at Key Stage 2 or, if a pupil has no Key Stage 2 data, a mixture of Cognitive Ability Testing and teacher assessment. Four performance reviews are sent home each academic year, indicating whether a student is performing well enough to achieve or exceed their target levels/grades.

### **Assessment and Monitoring**

In all Key Stages, pupils complete regular in-class assessments throughout the year and these are used alongside homework and classwork to form an overall assessment of progress and attainment. Additionally, all pupils take end of year exams in Years 7 to 10 in order to adequately prepare them for the pressures of national examinations in Year 11.

Assessment performance is analysed at both Key Stage 3 and 4 by Subject Teachers, Heads of Faculty/Department and the Senior Leadership team, ensuring timely and effective intervention is put in place where necessary. Intervention is also monitored for impact during the assessment cycle.

## **RESPONSIBILITIES**

### **The Governing body:**

- To regularly review the school curriculum and make amendments which reflect pupils' needs.
- To have an overview of local and national developments which affect the curriculum.
- To understand the necessity for strong progression routes. This should include effective transition from primary school and progression within Key Stages 3 to 4 and beyond.
- To have an understanding of the curriculum model and the impact this has on student progress and achievement, as well as staffing and the school budget.

### **The Head teacher and Senior Leadership Team**

- To review the curriculum annually making changes in response to any local or national initiatives that will maximise student learning and achievement.
- To keep abreast of local and national changes and apply these judiciously.
- To ensure the curriculum allows clear progression through all key stages.
- To monitor curriculum impact on achievement (progress and attainment) and adapt as necessary in order to maximise these.
- To have a broad understanding of the curriculum in the subjects they line manage.
- To ensure that the curriculum model leads to a timetable which supports learning.

### **Heads of Faculty/Department/Subject Leaders**

- To monitor curriculum developments in their subject area and implement these in discussion with SLT line managers.
- To design and implement a curriculum that ensures pupils' progression within the subject and meets the aims set out in this policy.
- To monitor the impact of the curriculum on standards of pupil learning and progress.
- To keep abreast of changes which impact on the curriculum at a local and national level.
- To support the devising of the timetable within their subject.
- To ensure that the Departmental Handbook and the Teaching and Learning policy is adhered to in lessons.
- To communicate with parent(s)/guardian(s), as required, about the progress and attainment of pupils in their faculty/department/subject area.
- To ensure the target setting, assessment and monitoring cycles are followed by all within their teams.

### **Teaching Staff**

- To deliver the curriculum in line with the Teaching and Learning Policy and their relevant Department Handbook.
- To differentiate and personalise the curriculum to allow all pupils, through choice and/or appropriately levelled work, to access the learning at the appropriate level.
- To plan lessons which ensure pupils make progress.
- To communicate with parent(s)/guardian(s), as required, about the progress and attainment of pupils they teach or tutor.
- To ensure the target setting, assessment and monitoring cycles are followed for classes they teach.