



# Curriculum Policy

## 2020

<b>Approved by:</b>	PWG	<b>Date:</b> 24 <sup>th</sup> April 2020
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<b>SLT Lead:</b>	Euan Douglas	
<b>Signed:</b>		

## 1. What is the curriculum?

The curriculum is the educational offer Saint George Catholic College provides to its students.

This document sets out:

- What that offer looks like (intent)
- How we deliver that offer (implementation)
- How we evaluate the effectiveness and appropriateness of that offer (impact)

## 2. Why do we value a strong curriculum?

*"At Saint George, we ASPIRE to become all that God has created us to be"*

We believe that students can only reach their potential with a carefully designed curriculum that is set up for their benefit.

We are a diverse and inclusive faith community, and so our curriculum needs to be able to meet the needs of all students, within the limitations of the budget and facilities that we have.

## 3. How has legislation and guidance informed the curriculum?

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#), and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 4. What are the aims of the curriculum (intention)?

Our intention is to have a curriculum which:

- a. Creates a Catholic, aspirational ethos across the College
- b. Takes into account individual motivations, interests and abilities
- c. Provides a broad and balanced experience for all students
- d. Raises standards of attainment and progress in all subjects

## 5. How is the curriculum organised (implementation)?

### i. Key Stage 3

The principles behind the Key Stage 3 curriculum is for all students to have a wide ranging experience of all subjects. Individual subjects plan a curriculum for Key Stage 3 that:

- Meets the requirements set out in the National Curriculum programme of study

- Embeds the knowledge, skills and understanding in the subject to enable the pupil to progress into Key Stage 4 and beyond
- Allows students to develop the ASPIRE values of the College
- Provides opportunities for students to develop their cross-curricular skills in areas such as literacy and numeracy.

The requirements of the National Curriculum are met through an accelerated programme of study. Therefore, all students have covered the required content from the Key Stage 3 National Curriculum by the end of year 8. This allows us to challenge our students by beginning to study the Key Stage 4 programme of study in year 9.

Having met these requirements, we begin the options process at the end of year 8. The rationale for this is that students are given more time to study the subjects which they will benefit the most from, without narrowing the curriculum too early. For example, all students will continue to study a humanity until the end of year 9 and the majority continue to study a foreign language).

During years 7 and 8, all students follow a common curriculum which encompasses:

- English
- Mathematics
- Science
- Religious Education
- Humanities (history and geography)
- Creative Arts (art and technology)
- Performing Arts (music, drama and dance)
- ICT
- PSHE
- PE

The proportion of curriculum teaching time allocated to each of these areas is shown in the annual curriculum report.

## ii. **Key Stage 4 opportunities**

Through the options process between Key Stages 3 and 4, students are supported with making appropriate choices based on their prior performance and attainment so that they are following a curriculum that meets their needs, interests and allows them maximum opportunity to succeed.

All students follow a common core curriculum of:

- English Language and English Literature
- Mathematics
- Combined Science
- Religious Education
- Core PE (non-examination)

Depending on the choices students make, they will take one of these combinations of subjects:

- **Opportunity One**
  - A modern foreign language (French or Spanish)

- A minimum of one humanity (History or Geography)
- Two other options
- **Opportunity Two**
  - A minimum of one humanity or a modern foreign language
  - Three other options
- **Opportunity Three**
  - One modern foreign language
  - One option
  - Two vocational qualifications
  - Extra English and Maths curriculum time

At the end of year 9, students drop one option subject to devote extra curriculum time for their remaining options and for core subjects.

For a small number of students, when appropriate, the College will work with Southampton City College to provide off-site vocational courses to meet their demands.

While there is an aspiration to be in line with the Government's aim for the proportion of students studying EBACC, decisions on a suitable curriculum route will be decided on a student by student basis, for what is in the best interests of that student.

### **iii. Involvement of parents, carers and students**

The College will work alongside parents and carers throughout the options process. This is achieved by:

- Annual curriculum information evenings in year 8 and year 9
- Termly Mentoring Day appointments with the student's tutor
- Options consultations in year 8 and year 9 on Mentoring Day with a member of the Senior Leadership Team
- Careers events and evenings run in conjunction with EBP (Work Experience Providers)

### **iv. Consideration of disadvantaged students**

It is known that, nationally, disadvantaged students often end up with restricted curriculums compared to their peers, for example with fewer students studying EBACC subjects. We are committed to ensuring these students have the same access to a broad, balanced and aspirational curriculum as their peers. As for all students, we will support students to make choices that reflect their interests, motivations and abilities.

## **6. How does the curriculum promote the spiritual, moral, cultural, mental and physical development of pupils, and support the development of British values?**

Spirituality is one of the ASPIRE values that runs through the life of the College. It reflects the Catholic ethos of the College, whilst being inclusive for students of other faiths and none. As a

Voluntary Aided Catholic College, Saint George is subject to Section 48 inspections to judge the effectiveness of this provision.

For all year groups, PSHE is delivered by tutors for one hour per week.

British values are encouraged through the strong ethos of the College. The school council functions as a democratic, representative body. The rule of law is modelled through effective discipline and a clear behaviour policy. Individual liberty, respect and tolerance is developed by celebrating the diversity within the College and effectively dealing with instances of bullying.

## **7. How do we measure the effectiveness of the curriculum (impact)?**

### **i. Responsibilities**

#### **a. Governors**

The governing body will monitor the effectiveness of this policy and hold the Headteacher and Executive Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **b. Headteacher and Executive Headteacher**

The Headteacher, in conjunction with the Executive Headteacher, is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### c. Heads of Department

Heads of Department are responsible for ensuring the National Curriculum requirements for their subjects are covered.

Heads of Department are also responsible for keeping up to date a 'Quality of Education' document for their curriculum area, which shows how curriculum design, assessment and pedagogy support the intentions set out in this document.

### ii. Annual Curriculum Report

As part of the curriculum development process, and in order to keep the Governing Body fully informed, a curriculum report will be produced annually to assess the effectiveness of the curriculum. This will be presented to the Senior Leadership Team and Governing Body, before any future adjustments are agreed for subsequent years.

The curriculum report will evaluate the effectiveness of the curriculum against each of the stated intentions:

<b>Intention</b>	<b>Measure of effectiveness</b>
Creates a Catholic, aspirational ethos across the College	Learning walk feedback Attendance data for all year groups Proportion of students taking qualification outside of regular curriculum (including Separate Sciences, further Maths) Section 48 report
Takes into account individual motivations, interests and abilities	Comparison of initial student choice with final option groupings Pupil and parent/carer surveys Proportion of students on each of the options routes (including disadvantaged students)
Provides a broad and balanced experience for all students	FFT Qualifications Map Proportion of students studying EBACC (inc. disadvantaged students) Uptake of extra-curricular activities (STEM, Performing Arts, PE) Value for money: budget and staffing analysis (Benchmarking report card) Analysis of teaching time for each subject area in each Key Stage (Curriculum Map) Head of Department survey/statement on National Curriculum delivery
Raises standards of attainment and progress in all subjects to ensure future success	External assessment results analysis; <ul style="list-style-type: none"> <li>• Whole school P8 &amp; A8 figures (3 year trends)</li> <li>• By subject/qualification (3 year trends)</li> </ul> Further study and NEET analysis

