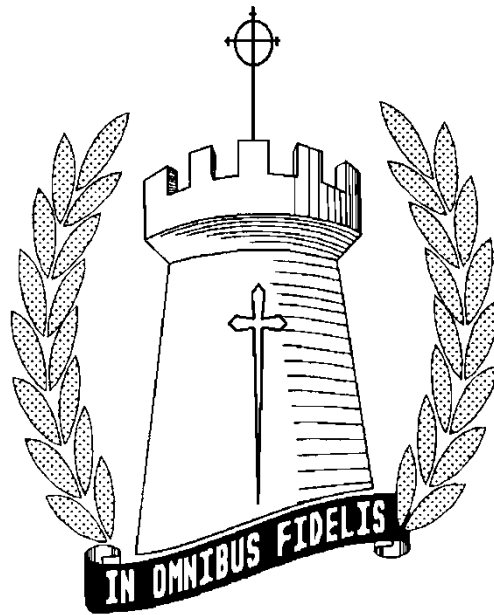


ST. DAMIAN'S RC SCIENCE COLLEGE



Curriculum Policy

Approved by Governors:	November 2016
Date to be reviewed:	Annually

Curriculum Policy

The curriculum is all the planned activities which promote learning, personal growth and spiritual, moral, social and cultural development.

Rationale

The Mission Statement of St Damian's RC Science College expresses our intention to ensure that all pupils, regardless of their academic ability, age, gender, race, religion or disability are given the opportunity to fulfil their potential – not only academically but spiritually, morally, socially, emotionally and physically. Therefore, it is important that the curriculum offered is one which provides all pupils with an appropriate level of challenge and fully engages them in the learning process, thereby facilitating accelerated progress and optimum attainment in order that they are fully prepared for the opportunities, experiences and responsibilities of life. In essence the curriculum offers a strong, broad and challenging educational experience in terms of skills, knowledge, understanding, the development of values and the ability to be a lifelong learner.

Purpose

The curriculum reflects our Catholic ethos and as such, Religious Education forms part of the 'core' offer alongside English, Mathematics and Science and is given parity with these subjects. As well as this, it reflects our specialist status of Science and as a result pupils are offered a particular pathway in Science which best meets their educational needs and affords them the best possible chance of success. At Key Stage 3 pupils follow a curriculum that statutorily meets the demands of the National Curriculum framework and at Key Stage 4 provides them with the opportunity to secure the appropriate Level 2 qualifications which meets their current and future learning needs.

The curriculum is delivered through a variety of appropriate learning and teaching styles which create conditions for effective learning. This includes provision for students with specific needs, whether they require support or extension work for the More Able. Differentiation allows teachers to provide appropriate tasks for each pupil and a level of challenge which will maximise achievement. Each pupil will be equipped to make informed and realistic decisions at each stage in his/her development so that his/her role is active in contributing to progression

Aims

The curriculum should inspire and challenge all learners and prepare them for the future. St. Damian's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should aim:

- To offer a broad and balanced curriculum which develops pupils' knowledge, understanding, skills and attitudes; resulting in pupils growing as individuals in self-confidence and self-worth.
- To ensure the curriculum is relevant and personalised to meet pupils' learning needs, taking into account their prior attainment and future needs.
- To enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- To develop pupils' key skills in literacy, numeracy and Information Communication Technology.
- To foster the ability of pupils to work both independently and collaboratively.
- To develop tolerance and respect of other people's point of view.
- To develop pupils' responsibility for their own learning and progress.
- To secure the highest possible achievement in all areas of the curriculum.
- To ensure progression to further education, training & employment

Curriculum Organisation

- The curriculum comprises 50 hours of specialist learning over a two-week timetable

Key Stage 3

**Numbers in brackets – Lower Ability groups*

<u>Subject</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
RE	5	5	5
English	7	7	7
Maths	7	8	7
Science	5	5	5
Art	2	2	2 (Y2, Y3:3)
Computing	2	1	1
Drama	2	1	1 (Y3:2)
French	4(Y3:2)	3 (X1,X2,X3,Y1)	4 (X1,X2,X3,Y1)
Geography	4(Y3:3)	4(Y3:3)	3(Y3:0)
History	4(X1,X2) 3 (X3,Y1,Y2,Y3)	4(Y3:3)	3(Y3:2)
Music	2	1	2 (Y3:1)
PE	4	4	4
PSHE	1	1	1
Spanish	0	3	4(Y3:2)
Technology	2	2	2
Travel & Tourism	0	0	0(Y3:3)
Literacy & Numeracy	Y3(4)	Y2(3)Y3(3+2)	Y2(3), Y3(3)

Key Stage 4

<u>Subject</u>	<u>Year 10</u>	<u>Year 11</u>
RE	6	6
English	8	8
Maths	8	8
Science	9	9
Art	6	6
Catering	0	6
Construction [BTEC]	6	6
CPLD [BTEC]	6	6
Drama	6	0
Food Technology	6	6
French	6	6
Geography	6	6
History	6	6
ICT	6	6
Music	0	0
Performing Arts	0	6
PE [Core]	1	1
PE [GCSE]	0	6
PSHE	Tutor Time	Tutor Time
Science [Core & Add]	9	9
Science [Triple]	15	15
Spanish	6	6
Sport [BTEC]	6	6
Literacy & Numeracy	6	2

Curriculum Framework

Key Stage 3

There are 2 ability bands, the X Band [High Ability] and the Y Band [Middle & Low Ability]. These are based upon the Key Stage 2 SATs results and transition information from primary schools. Bands are adjusted if necessary following performance in the baseline tests completed as part of the induction process in the Autumn Term.

Pupils are set by ability in Maths and English & taught in English ability groups in all other subjects. The maximum class size in Technology is 24 and groups will range from 20-34 in all other subjects.

The least able learners are placed into Y3 on entry to Year 7 to support the development of the key skills required for a successful transition to GCSE study from Year 9. Pupils are taught in a group of approximately 15 pupils and benefit from additional Literacy & Numeracy intervention.

Key Stage 4

Year 11

- All pupils follow the Core Subjects: Religious Education, Maths, English Language, English Literature & Core PE [Non Examination]. The majority of pupils will sit 9 GCSEs, with a very small number taking 8 GCSEs alongside additional Literacy & Numeracy.
- Pupils are recommended to follow one of four pathways which allows them to follow a curriculum best suited to their interests & learning needs and will maximise their attainment outcomes
- Red Pathway: EBacc subjects [MFL & Humanities] with a specialism in Triple Science
- Green Pathway: EBacc subjects [Core & Additional Science, MFL & Humanities] with a Free Choice which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.
- Purple Pathway: EBacc subjects [Core & Additional Science & either MFL or Humanities] with a Free Choice which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.
- Blue Pathway: Additional Literacy & Numeracy and two Free Choices which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.
- Pupils are set in RE, Maths, English, Science, MFL, History & BTEC Sport.

Year 10

- All pupils follow the Core Subjects: Religious Education, Maths, English Language, English Literature & Core PE [Non Examination]. The majority of pupils will sit 9 GCSEs, with a very small number taking 8 GCSEs alongside additional Literacy & Numeracy.
- Pupils are recommended to follow one of four pathways which allows them to follow a curriculum best suited to their interests & learning needs and will maximise their attainment outcomes
- Red Pathway: EBacc subjects [MFL & Humanities] with a specialism in Triple Science
- Green Pathway: EBacc subjects [Combined Science, MFL & Humanities] with a Free Choice which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.
- Purple Pathway: EBacc subjects [Combined Science & either MFL or Humanities] with a Free Choice which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.

- Blue Pathway: Additional Literacy & Numeracy and two Free Choices which may include the Arts, a Technology, PE or Cambridge Nationals in ICT. Pupils have access to a range of GCSE and BTEC courses.
- Pupils are set in RE, Maths, English, Science, MFL (Options A&P), History (Option Q), Geography (Option B) and BTEC Sport.

Careers Education, Information, Advice & Guidance [CEIAG]

CEIAG empowers our pupils to make informed decisions about their future and career pathways. Please see our Careers Policy & Careers Delivery Plan for further information.

Spiritual Moral, Social & Cultural Education [SMSC]

At St. Damian's we aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as themed events. We work in partnership with parents and the wider community and do our best to engage them with opportunities which further develop SMSC.

Curriculum Values

Our Curriculum Values are a part of the ASPIRE system. They reflect the qualities, skills and values which pupils will explore and develop through the mission and ethos of our Catholic school. Most importantly these values will equip pupils to take on the opportunities, responsibilities, challenges and experiences of adult life.

Religious Education & Collective Worship

Prayer and collective worship are a central part of our Catholic faith and identity. Collective Worship takes place each day in the form of assemblies, prayers & reflections in tutor time and Chapel Liturgies. There are further opportunities through Masses, Retreats and celebrations including Christmas, Easter and welcome/ leavers' Masses

Sex & Relationship Education

In our College, sex and relationships education is taught in accordance with the teachings of the Roman Catholic Church. This programme is linked closely to the programme of study for RE, Sex and Relationships Education Guidance from the DCSF and the Bishops' Conference and the National Healthy School Standard Guidance.

PSHE, Citizenship & British Values

- Citizenship/PSHE is delivered through discreet, timetabled lessons, a cross-curricular approach where some themes are mapped to other Subject Areas, contribution of visiting speakers, whole-school events, tutor time and assemblies.
- PSHE includes provision for Citizenship as well as personal, social, health, emotional and economic education and the promotion of British Values.
- The promotion of British Values includes democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. Democracy is promoted through the Pupil Learning Forum, pupil voice and the appointment of the Senior prefect teams [Blue Ties & Black Ties].
- The College hosts two ASPIRE Days [Oct & July] where a range of speakers are involved in the delivery of a PSHE curriculum, including meeting the needs of our pupils in the local context of our school.
- On the Feast of St Damian each February the College delivers a day of celebration of cultural diversity & our Catholic Mission.

Extra-curricular Activities

- Extra-curricular activities enrich a pupil's experience and are an integral feature of the St. Damian's ethos.
- Pupils are encouraged to participate, whether it is sporting, liturgical, musical, visits or other of the multiplicity of experiences offered.

Curriculum Progression between the Key Stages

Key Stage 2-3

The Head of Year 7, overseen by an AHT, leads the Transition programme, working with our Primary partner schools to ensure effective transfer of information for Key Stage 2-3. The Head of Year 7 visits our Primary partner schools to ensure we have a detailed profile of each pupil to assist with planning their move to St. Damian's. The SENCO plays a key role in planning and monitoring the personalised transfer process for students with special educational needs. We have a developing programme of curriculum links with local Primary schools sharing expertise and specialist facilities in English & Maths. KS2 QLA [Question Level Analysis] is used to inform staff about the strengths and weaknesses of pupils in English and Maths.

Key Stage 3-4

The Key Stage 3-4 transfer is overseen by the Head of Year 9 and Year 9 Form Tutors, who liaise with the Deputy Headteacher responsible for Curriculum and the SENCO as appropriate, to ensure students make informed and relevant curriculum choices.

Key Stage 4-5

The Key Stage 4-5 transfer is overseen by the Head of Year 11 & Year 11 Form Tutors, AHT i/c Inclusion, the Careers Officer & the Deputy Headteacher. Liaison occurs with Sixth Form Colleges to ensure that students make informed and relevant curriculum choices.

Inclusion

- St. Damian's sets high expectations for every pupil. Challenging work is planned for pupils whose attainment is significantly above the expected standard. Lessons are carefully planned for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.
- Teachers carry out their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and sexual orientation
- Lessons are planned to ensure that there are no barriers to every pupil achieving. This also occurs in relation to pupils with special educational needs and/or disabilities. Where possible, planning allows these pupils to be able to study the full national curriculum. A minority of pupils need access to specialist equipment and different approaches.
- Teachers cater for pupils whose first language is not English. Monitoring of progress takes into account the pupil's age, length of time in this country, previous educational experience and ability in other languages. Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all subjects.

Language & Literacy

Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. The school promotes wider reading and provides library facilities. Pupils are expected to develop the skills to write at length, with accurate spelling and punctuation and to give extended verbal responses.

Numeracy and mathematics

Teachers use their subject where relevant to develop pupils' confidence in numeracy and other mathematical skills. This may be in the form of problem solving or collecting, presenting and analysing data.

Timeline for Curriculum Planning

Autumn Term 2016

- Review of Curriculum Policy.
- Through SLT Line-Management Meetings there is discussion with all Subject Leaders which highlights any issues from the previous academic year. Feedback to SLT / Governors of outcomes of that discussion.
- Review of KS4 accredited qualifications available. Information shared with relevant Subject Leaders.

Spring Term 2017

- Curriculum Review: Subject Leaders present their current curriculum offer & future vision for development of subject area to Deputy Headteacher (Curriculum), including planning and timeline for updating of Schemes of Work.
- Review of system of pupil groupings. This process is carried out through consultation with all Middle Leaders and members of the teaching staff.
- Suggested Curriculum Models are drawn up and shared with both Senior and Middle Leaders – the agreed Curriculum Model in place for end of February.
- January: Draft curriculum costing – staffing implications versus financial position.
- February: DHT produces choices which enable the production of a timetable which the college budget can deliver.
- March-April: Intensive focus on Option Choices. (See Protocols).
- Beginning of May: Consultation with Subject Leaders regarding staffing allocations.
- Middle of May: System set up for timetabling process to begin.
- End of May: Intensive timetabling.

Summer Term 2017

- June: Timetabling continues.
- June: Heads of Year to confirm pupil allocation to banding.
- June: Request to Subject Leaders for Class Lists.
- July: Subject Leaders to verify class lists/check for accuracy.
- Middle of July: Staff timetables released. Pupil timetables printed for release in September.

Monitoring and Evaluation

This is a continual process and should involve all members of the teaching staff. However, all Subject Leaders will discuss and analyse the effectiveness of the curriculum through an annual review which will begin in the first half of the autumn term. This will include the following:

- Detailed analysis of external examination results.
- Review of data around the prior attainment of pupils and their future learning needs.
- Recruitment of subjects in the options process.
- Consideration of possible career and further and higher education pathways at both sixteen plus and eighteen plus.