

All Saints' Catholic Voluntary Academy Policy Document

Policy: Curriculum Policy

Prepared for: All Saints' Catholic Academy Trust

'Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age'. Matthew 28:19-20

Approval

Approved by	Approval date	Review Date
Governing Body	September 2022	September 2023

All Saints' Curriculum Policy

Mission Statement of the School

The mission statement of All Saints' Catholic Voluntary Academy is to provide the best education and care we can for all members of our Living Faith community, therefore:

- We will care for each other and treat each other with respect, recognising the uniqueness, diversity and dignity of each person in our community.
- We will challenge each other to set and achieve the highest goals in academic subjects and personal development.
- Each day we will all strive to create a welcoming environment for each student with the love of Christ at its centre.
- Above all, we will actively grow in faith by seeking to know Jesus Christ and His holy Catholic Church, so that through prayer, working for justice and peace, and all we say and do, we will be his witness to the world.

Statement of Curriculum Intent

The All Saints' curriculum is designed to ensure students have excellent knowledge and understanding of their respective areas of study; that students can apply this subject knowledge with accuracy, consistency and discernment. At All Saints', we want all of our students to be confident and fluent communicators, who can interpret, analyse and evaluate varied and complex ideas with precision.

Strategic Intent

- To ensure that students develop spiritually and morally, understanding the school's mission to serve each other through the teachings of Christ.
- To develop a knowledge curriculum, where content and skills are explicitly outlined at every stage of a learner's journey to ensure students are meeting the domain specific measures of progress.
- To emphasise the importance of knowledge retrieval, embedding a culture of quizzing and assessing prior content so that course content is stored within long term memory through the use of our All Saints' Absolutes documentation.
- To provide opportunities within the timetabled curriculum and through extra-curricular provision to enable students to demonstrate the All Saints' Way.

Curriculum Principles

- Departmental statements of curriculum intent outline the journey of how students progress through the curriculum over seven years.
- Religious Education at KS3 is offered through two lessons per week with subject specific teachers and an additional 'Mission' lesson (where theological literacy is taught, promoting an understanding of how biblical passages have relevance in the 21st Century.) Religious Education at KS4 is offered through three lessons in Year 9 and two lessons Year 10 and Year 11.
- Additional time is given to English, Mathematics and Science to ensure that students have the essential skills needed for life and to access the full curriculum.
- Targeted scaffolding and additional challenge is built into curriculum delivery to ensure all students make good progress in relation to their academic starting points; these opportunities are outlined on the Departmental Statement of Intent documentation for each subject area.
- A Key Stage Three curriculum which challenges and builds on the progress made at Key Stage Two.
- A curriculum adapted to support those who need different provision to meet their learning needs.

- Utilization of Independent Learning techniques to support students in KS 3-5 in developing retrieval, independent learning, oracy and organisational skills.
- Use of the All Saints' Way model which supports whole school character development through the pastoral system.
- A healthy extra-curricular menu which offers sports, arts (visual and performing), and academic intervention.
- A broad and dynamic PSCE (Personal, Social, Cultural, Health and Economic) curriculum which encourages student aspiration.

Independent Learning and Homework

Routinely, students will be assigned self-quizzing to complete independently in order to prepare for their lessons. The techniques that students should use in order to demonstrate their self quizzing is on the school's website. In addition, students will be set other homework that falls outside of self-quizzing and this will be to consolidate their understanding, knowledge and application of curriculum content.

KS3 Curriculum (Year 7 and 8)

The KS3 curriculum is taught over 23 hours per week. It covers the following subjects:

- Religious Education
- Mission Lessons
- English
- Maths
- Science
- Geography
- History
- Modern Foreign Languages (French or German)
- Performing Arts (Music and Drama)
- Art
- Technology: Food, Textiles and Product Design
- ICT
- PE

For students whose levels of attainment in English and Maths are substantially lower than the national average, group support is offered to develop literacy and numeracy skills. In Year 7, some students will receive additional literacy and/or numeracy support, in place of History or MFL lessons. In Year 8, some students will receive additional reading, numeracy and literacy lessons in place of Modern Foreign Languages. Students in Year 7-11 may also be provided targeted English or Maths support, to take place during one Core PE lesson per week. Students in sessions replacing Core PE, are normally rotated on a termly basis.

Key Stage Four

Students in Year 9 will begin their KS4 course and begin to specialise in a number of subjects in preparation for their GCSEs in Year 11. Whilst the school attempts to do its best to accommodate all subject preferences made by Year 8 students when they complete their options form, allocation to particular courses is not guaranteed. Many factors influence the school's decision to assign students to particular courses, including, student preferences; student academic profile; teacher availability; resource availability and the longevity of a qualification.

In Key Stage Four, students are set into academic teaching groups for their Core subjects based on their academic performance. However, Option subjects are not set based on academic performance.

All students must study the following:

- English – Literature and Language
- Mathematics
- Science –Trilogy Science or Biology, Physics and Chemistry (At the discretion of the school)
- Religious Education
- Physical Education (one to two hours per week at the discretion of the school) – No external examination. Sometimes students are offered extra English and/or Maths support in place of one lesson of Core PE.

Optional Subjects:

- Geography GCSE or History GCSE
- French GCSE or German GCSE
- Drama GCSE
- GCSE Music
- BTEC Music
- GCSE PE
- BTEC PE
- Art GCSE
- Computing GCSE or IT Media Diploma
- Business Studies GCSE
- Design and Technology GCSE
- Food and Nutrition GCSE
- BTEC Health and Social Care (Every Three Years)

The school may need to alter qualifications during the GCSE delivery if the route is no longer validated by the DFE Qualification list. However, wherever possible the school will attempt to align any new courses with previously taught content.

Different Pathways

We offer a range of pathways to GCSE to meet the specific learning needs of our students but to enable them all to be highly successful:

Pathway 1 – Students who will complete Separate sciences*, MFL; Humanities and open subjects.

Pathway 2 – Students who will complete Trilogy science, MFL; Humanities and open subjects.

Note: Both these two pathways enable Ebacc achievement.

Pathway 3 – Students who will complete Trilogy science; Humanities and Open subjects.

** Those eligible for this qualification will be determined based on their attainment in Science assessments.*

Pathway 4 –entry level Maths, Trilogy science, additional English, open subjects and no humanities nor MFL.

Note: The fourth pathway supports our students who may need additional time to secure their progress in English and Maths; this course is following the historic Functional Learning Tier.

Additional GCSEs or Equivalents

Outside regular curriculum time students have opportunities to obtain accreditation for additional community languages. Please contact the Curriculum Leader for Modern Foreign Languages for further details. We have offered GCSEs in Polish, Italian and Spanish.

Enrichment

- Additional after-school, extra-curricular provision includes a range of sporting activities, music (including orchestra and choir) and drama.
- Year 10 students will have the opportunity and be supported in arranging a work experience placement.
- The vast majority of Year 11 will be involved in the lunch time or afterschool revision provision. Where students are being directed towards the additional sessions, attendance is compulsory and linked to accessing the Celebration Package at the end of the year. Failure to attend may result in the withdrawal of all or some of the elements of the Celebration Package.

RSE (Relationship and Sex Education) and PSHE (Personal, Social, Citizenship and Health Education) Curriculum

This is delivered during weekly 35-minute sessions. A range of resources and external providers are used to deliver the 6 different topic areas. The curriculum follows the statutory guidance as set out by the DfE.

	Y7	8	9	10	11	12/13
Half term 1	ONLINE SAFETY	BRITISH VALUES AND FINANCE	PHYSICAL HEALTH	CAREERS, INFORMATION, ADVICE AND GUIDANCE	RELATIONSHIP AND SEX EDUCATION	MENTAL HEALTH AND WELLBEING
Half term 2	RELATIONSHIP AND SEX EDUCATION	ONLINE SAFETY	BRITISH VALUES AND FINANCE	MENTAL HEALTH AND WELLBEING	PHYSICAL HEALTH	CAREERS, INFORMATION, ADVICE AND GUIDANCE
Half term 3	MENTAL HEALTH AND WELLBEING	RELATIONSHIP AND SEX EDUCATION	ONLINE SAFETY	BRITISH VALUES AND FINANCE	CAREERS, INFORMATION, ADVICE AND GUIDANCE	PHYSICAL HEALTH
Half term 4	CAREERS, INFORMATION, ADVICE AND GUIDANCE	PHYSICAL HEALTH	MENTAL HEALTH AND WELLBEING	ONLINE SAFETY	BRITISH VALUES AND FINANCE	RELATIONSHIP AND SEX EDUCATION
Half term 5	BRITISH VALUES AND FINANCE	CAREERS, INFORMATION, ADVICE AND GUIDANCE	RELATIONSHIP AND SEX EDUCATION	PHYSICAL HEALTH		BRITISH VALUES AND FINANCE
Half term 6	PHYSICAL HEALTH	MENTAL HEALTH AND WELLBEING	CAREERS, INFORMATION, ADVICE AND GUIDANCE	RELATIONSHIP AND SEX EDUCATION		ONLINE SAFETY

Year 12-13

We have an excellent 6th Form offering a range of A-Levels and Level 3 qualifications to enable our students to secure university, apprenticeship and employment places after they complete their Further Education journey.

Course Offer

Students can select from an 'A' level or BTECs; these decisions will be made in conjunction with the Head of 6th Form.

The majority of students receive 4 to 5 hours of contact for each of their chosen subjects and are expected to complete another 4 hours of independent study. In most cases, students will select three full time A-Levels. Students will participate in Core RE and complete the Extended Project Qualification (EPQ).

'A' levels offered:

- Art
- Applied Business
- Business
- Law
- Product Design
- Textiles
- Food and Nutrition
- English Language
- English Literature
- History
- Geography
- IT
- Maths
- Further Maths
- French
- German
- PE
- Philosophy and Ethics
- Biology
- Chemistry
- Physics
- Psychology
- Sociology

BTEC or Applied Diplomas subjects offered:

- Applied Food Diploma
- BTEC PE
- BTEC Science
- BTEC Health and Social Care

Year 12 and 13 students participate in a PHSCE programme that is delivered through tutor time.

Year 12 students will have the opportunity and be supported in arranging a work experience placement.

Year 13 students will have access to additional support sessions across the curriculum in preparation for their final A-Level examinations.

Assessment and Examinations

Year 11 and 13 will sit two mock examination sessions to assist them in preparing for their final examinations. Year 9, 10 and 12 will have designated assessment weeks, whereby, they are assessed in all curriculum areas, mirroring the terminal exam experience. Year 7 and 8 students will be assessed throughout the year, as per the respective Curriculum Statements of Intent for all subjects.

Setting

Different curriculum areas will decide the best way to set students and have the freedom to teach mixed ability sets and/ or streamed groups within each key stage.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disability

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Equality Policy which is available to parents/carers on request and can be found on the policy section of the school website.

R.E.

All students, from Years 7-13, study R.E. All programmes follow the curriculum directory from the Catholic Church.

Relationships & Sex Education (RSE)

The school provides Relationships & Sex Education for all students. Relationship & Sex Education (RSE) is essential for young people to learn about the nature of marriage, family life and relationships, taught in an age appropriate way. In Catholic schools RSE must be taught in the context of Church teaching and with the full consultation and involvement of parents. See the Relationships & Sex Education policy for further detail.

Spiritual, Moral, Social and Cultural (S.M.S.C.) Development

- a) Students are encouraged through the curriculum to develop their self-esteem, self-knowledge, self-confidence and how these relate to the democratic process within our society.
- b) Students are encouraged to appreciate the range of different faiths and beliefs and why tolerance of these are part of a democratic society.

Physical Education (P.E.)

- a) All students are expected to take part in the school's Physical Education programme.
- b) The school will make a decision about the number of Core PE lessons a student attend within their curriculum and this may change depending on the year group. Where a student would benefit from additional English and Maths support, the school will amend their PE curriculum for a period of time to ensure progress in these Core areas of study.
- c) Students can only be excused from P.E. lessons for medical reasons, or other reasons agreed with the school - a note from a parent/carer will suffice in such circumstances. A student excused from a P.E. lesson will be asked to assume a role within the lesson.

Extra-Curricular Activities

The school has a wide and varied programme of extra-curricular and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme. The timetable of the extra-curricular provision is published every half term on the school website.

Special Educational Needs & Disability

The school has a Special Educational Needs & Disability Policy to support students with special educational needs and/or disabilities through a graduated response. The school will determine the appropriate courses in consultation with the parents/carers.

Concerns and Complaints

Parents/carers who have concerns about any aspects of the curriculum should discuss these in the first instance with the student's Tutor/Year Progress Leader or the relevant Curriculum leader. If the issue is not resolved, parents/carers should make an official complaint in writing to the Deputy Headteacher or Head Teacher as per the school's Complaints Policy.

Monitoring and Review

This Policy will be monitored by the Deputy Head teacher(Curriculum), who will report to the Head Teacher on its implementation on a regular basis. The Deputy Head teacher will report to the Local Governing Body, or the relevant representative, on the effectiveness of the Policy, and will recommend any changes.