

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
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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 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 ensure students are guided in their learning through explicit modelling and given sufficient opportunity to apply and demonstrate knowledge and skills independently.
- To provide increased opportunities for extended writing through the All Saints' Scholars' techniques.
- 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 Key Stages Three into Four and increasingly through Key Stage Five. The Curriculum overview documentation is available on the school website to ensure full transparency.
- Religious Education at KS3 is offered through three lessons per week and Religious Education at KS4 is offered through three lessons in Year 9, 10 and 11 for all students who are following the Trilogy Science route. 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 are built into the 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.
- Our Key Stage Three curriculum takes account of the varied curriculum experiences our Year 7s will have received in a number of different feeder schools at KS2.
- Our curriculum is adapted to support those who need different provision to meet their learning needs, namely, Thinking Reading, Additional English and Maths in Year 8 and FLT from Year 9 onwards.

- We utilise 'Independent Learning techniques' to support students in KS 3-5 in developing retrieval, independent learning, oracy and organisational skills.
- The All Saints' Way model 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 PHSCE 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 are 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 or improve their reading skills.

Failure to complete homework or complete homework to an acceptable standard, which is at the professional discretion of the staff member, will result in a range of sanctions from repeating the work to after school detentions. However, where homework is completed in a manner which shows the student or students have worked really hard, achievement points will be awarded at the professional discretion of the staff member. The full Homework Policy is available on request.

KS3 Curriculum (Year 7 and 8)

The KS3 curriculum is taught over 25 hours per week. It covers the following subjects:

- Religious Education
- English
- Maths
- Science
- Geography
- History
- Modern Foreign Languages (French and German for some students in Year 8)
- 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 may be offered to develop literacy and numeracy skills. In Year 7, some students may receive additional literacy and/or numeracy support, in place of MFL or Core PE lessons. In Year 8, some students may receive additional reading, numeracy and literacy lessons in place of Modern Foreign Languages. This provision is subject to staffing and timetable availability and not available upon parental request.

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 forms, 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. The option choices made at the end of the academic year are final and will only be changed if medical evidence is provided and states a medical condition would prevent a child from taking a particular course.

Students in Year 9-11 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.

In Key Stage Four, students are set into academic teaching groups for their Core subjects based broadly 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
- 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 or
- BTEC Music
- GCSE PE or
- BTEC PE
- Art GCSE
- Computing GCSE
- Business Studies GCSE
- Design and Technology GCSE
- Food and Nutrition GCSE
- BTEC Health and Social Care (Every Three Years)
- BTEC Travel and Tourism (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 Trilogy Science, MFL; Humanities and open subjects.

Note: This route enables access to the Ebacc qualification.

Pathway 2 – Students who will complete Trilogy Science; Humanities and Open subjects.

Pathway 3 –entry level Maths, Trilogy Science, additional English, open subjects and no humanities nor MFL.

Note: The third 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 Mrs. Dennis (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 subject support 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 PSCH (Personal, Social, Citizenship and Health Education) Curriculum

This is delivered during 5 x 1-hour sessions per half term. 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.

Website link: [RSE/PSCH - All Saints' Catholic Voluntary Academy - Mansfield](#)

2024-2025 PSCH/RSE overview							
Half term 1a							
Term 1a Monday 16 th September p1 Monday 23 rd September p2 Monday 30 th September p3 Monday 7 th October p4 Monday 14 th October p5	Y7 Mental health	8 Online safety	9 Physical health	10 Current affairs	11 Careers	12 Settling into 6 th form	13 Physical Health
Half term 1b							
Term 1b Tuesday 19 th November p1 Tuesday 26 th November p2 Tuesday 3 rd December p3 Tuesday 10 th December p4 Tuesday 17 th December p5	Y7 Physical health	8 Careers	9 Current affairs	10 Online safety	11 RSE	12 Mental Health	13 Mental Health
Half term 2a							
Term 2a Thursday 16 th January p1 Thursday 23 rd January p2 Thursday 30 th January p3 Thursday 6 th February p4 Thursday 13 th February p5	Y7 Current affairs	8 RSE	9 Online safety	10 Careers	11 Mental health	12 Current affairs	13
Half term 2b							
Term 2b Friday 7 th March p1 Friday 14 th March p2 Friday 21 st March p3 Friday 28 th March p4 Friday 4 th April p5	Y7 RSE	8 Current affairs	9 Mental health	10 Physical Health	11 Physical Health	12 Careers	13 Current affairs

Half Term 3a					
Term 3a Wednesday 23 rd April p1 Wednesday 30 th April p2 Wednesday 7 th May p3	Y7 Careers	8 Physical health	9 RSE	10 Mental health	11 Current affairs

Half term 3b							
Term 3b Thursday 12 th June p1 Thursday 19 th June p2 Thursday 26 th June p3 Thursday 3 rd July p4 Thursday 10 th July p5	Y7 Online safety	8 Mental health	9 Careers	10 RSE	11 NA	12 Physical health	13 NA

Year 12 and 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 'A' levels or BTECs; these decisions will be made in conjunction with the Heads of 6th Form, Mrs Wain and Mrs Davie.

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; the qualifications listed below are timetabled for each academic year, however, if there is insufficient interest to allow a class to be viable, the course may not run or be offered on reduced hours, therefore, the courses listed are provisional and can be subject to change in response to the needs of the school.

Students in 6th form also participate in the 'Hour of Service,' which provides students with an opportunity to support lower school students across the curriculum and volunteer their time and expertise to guiding younger students in a range of the subjects across the school.

'A' Levels offered:

- Art
- Applied Business
- Business
- Law
- Product Design
- Textiles
- 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:

- BTEC PE
- BTEC Science
- BTEC Health and Social Care

Year 12 and 13 students participate in a PHSCE programme that is delivered through a rolling curriculum timetable.

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.

According to the Department for Education's Statutory Document: The National Curriculum in England- Framework for Key Stage Three and Four, paragraph 3.8, all students on GCSE or equivalent pathways should have access to a "course that meets the entitlement requirements [and...] give[s] pupils the opportunity to obtain an approved qualification." Therefore, our students are entered for the GCSE or equivalent examinations in each of their core and option subjects.

Where a student may experience difficulties on the course, a number of actions (see below) will be taken before the school considers withdrawing a student from their entitlement to achieve a qualification.

- The child will explain to their class teacher which elements of the course they are finding challenging.
- The teacher will establish the appropriate support for the student to build confidence and success in the lesson.
- The student follows the advice of the teacher.
- If issues persist, parents or carers should contact the class teacher, and together a course of action should be agreed to support the student in accessing and succeeding on the course.
- The student should follow the plan of action for at least one half-term and this should be monitored by both parents and class teacher.
- If issues persist beyond this, the student's parents or carers, the class teacher and Curriculum Leader should meet to discuss an individualised, student catch-up plan to support the child.
- The student should follow their student catch up plan for at least one half-term and this should be monitored by both parents, class teacher and the Curriculum Leader at agreed and timely intervals.
- If issues continue beyond this point, the Deputy Head Teacher and the Senior Line Manager for the relevant Curriculum Area will be made aware and evaluate the issues on a case by case basis.

The school will determine if it is appropriate to withdraw a student from a qualification; this will be a last resort and there should be medical evidence (where possible) to support any applications for withdrawal.

Students and parents/ carers cannot make the decision to withdraw a student from their qualification entitlement and where this does happen, the school cannot guarantee a supervised alternative space for the student to work in whilst their regular and expected timetable continues, nor will the school organise for additional work to be set for the student as the school would insist the student attend their regular timetabled lessons. Ultimately, the school may send an invoice covering the examination fee/s to parents/ carers where students have been entered for their examinations with the exam board but fail to sit the exam and no agreement between the school and home regarding this exists.

Where the school does agree to withdraw a student from a course, the student will need to attend independent learning lessons in a space decided by the school due to resourcing and staffing demands.

To assist some students, it may be considered appropriate to revise part of their timetable to help them access education; this will be considered by the school, on a case by case basis, and any suggested changes or alterations will be done with parental and student consent where available or appropriate. Any changes should be proportionate and designed to allow students to access the broadest range of qualifications at the end of their Key Stage Four journey of study.

Once Year 11 and Year 13 students have received their examination results, the school will only commission reviews of marking for students who are on the borderline of a grade and failure to achieve the higher grade would prevent those students from accessing either a Further or Higher education place. Teachers will not provide their personal or professional opinion about the quality of marking in examinations. If students wish to pay for reviews of marking, our Examinations Officer, Miss Oldham will happily support this process but this should not be based on a teacher at All Saints' reviewing examination scripts.

Setting

KS3: Students in year 7 will be grouped in mixed ability sets and groups will be composed of an equal number of students reflecting the different abilities demonstrated in KS2 Performance measures; students in Year 8 will be grouped in mixed ability sets and groups will be composed of an equal number of students reflecting the different abilities demonstrated in Year 7 Summative Assessments. In Year 8, the students who continue to study MFL will be set based on their academic performance in Year 7.

KS4: 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.

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. For further information, utilise the link [RSE/PSCHE - All Saints' Catholic Voluntary Academy - Mansfield](#)

Physical Education (P.E.)

- a) All students are expected to take part in the school's Physical Education programme.
- b) The school will decide about the number of Core PE lessons a student attends 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 may 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

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 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 Teacher or the relevant Curriculum Leader or Form Tutor/ Year Progress Leader. If the issue is not resolved, parents/ carers can escalate the matter to the relevant Senior Line Manager (see table below). If the issue remains unresolved, parents/carers should make an official complaint in writing as per the school's Complaints Policy.

Mr Hutchinson is the Senior Line Manager for the following subjects:	Mrs Davis-Leigh is the Senior Line Manager for the following subjects:	Mrs Wain is the Senior Line Manager for the following subjects:
English Maths Science Business and Law PE Modern Foreign Languages ICT and Computing	Art RE History Geography Technology	Social Sciences. Performing Arts

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.