



St Katherine's School

St Katherine's School Curriculum Policy

Policy Number SKP A008

Next Review: October 2017

Signed : _____
Headteacher

Dated :

Signed: _____
Chair of Governors

Dated :



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Policy No. SKP A008

CURRICULUM POLICY

1. RATIONALE

- 1.1 We believe that the curriculum is the sum total of experiences enjoyed by the students as part of school life. This includes the full range of planned experiences of teaching and learning (formal curriculum) and the messages transmitted by our school community through our ethos, values, aims, relationships and environment.
- 1.2 Our curriculum provides an inclusive broad, well-balanced education whilst meeting the abilities, aptitudes and interests of individual students.

2. AIMS

We seek to deliver our curriculum by:

- 2.1 encouraging a love of learning and a spirit of enquiry
- 2.2 helping students acquire the understanding, skills and knowledge relating to adult life, employment and future study in a fast-changing world
- 2.3 developing key skills such as literacy, numeracy, communication, working with others, problem solving, thinking skills and ICT
- 2.4 fostering a culture of life-long learning as outlined in our teaching and learning policy
- 2.5 providing equal opportunities across and within all aspects of an inclusive curriculum
- 2.6 supporting British values through developing personal and moral values, respect for others, for different cultures, religions and ways of life.

3. PRINCIPLES AND GUIDELINES

- 3.1 Our curriculum must meet all statutory requirements.
- 3.2 Our curriculum reflects our school's vision, values and ethos.
- 3.3 We will adhere to national and local guidelines. (KS3 Strategy, QCA, N Somerset)
- 3.4 We will provide an entitlement which ensures a focus on the basis (English, maths, science) and the statutory subjects from the National Curriculum.
- 3.5 Our curriculum will provide progression routes within an 11-19 framework, preparing learners for further study and employment. It will also respond to national and local events, developing courses that meet the needs of our learners.
- 3.6 All courses therefore should offer progression, coherence, flexibility and lead, where appropriate, to relevant accreditation.

- 3.7 We will provide opportunities for concurrent learning and extra-curricular learning activities.
- 3.8 We will seek to deliver a 14-19 curriculum through collaboration and partnership with other institutions.
- 3.9 We will provide increasing elements of choice as students move through the school from age 11-19, and we will support this process by well structured guidance for students.
- 3.10 Our curriculum will build upon what students already know, understand and can do, including opportunities to develop critical thinking.
- 3.11 Key Stage 3:
1. At Key Stage 3 students will study English, maths, science, humanities, a modern foreign language, citizenship and Personal, Social, Careers and Health Education (PSCHE), art, technology, drama, music, Information Communication Technology (ICT), physical education and philosophy and beliefs.
 2. Students will study French in Year 7 and 8 with an option to study Spanish in Year 9 leading to potential GCSE and A Level Spanish progression routes.
 3. Students are entitled to subscribe to extra music instrument lessons.
 4. All students are encouraged to join in the wide range of extra-curricular activities available in most subject areas.
- 3.11 Key Stage 4:
1. English language, English literature, maths, science, core physical education and society and culture are compulsory subjects across the curriculum.
 2. Students select four subjects as option choices from a range of GCSE and vocational courses. Students are given clear individual guidance as to the type of courses that are most suited to them through an advisory meeting with school staff.
 3. Curriculum enrichment opportunities are offered to students, such as field trips, study visits and extra revision sessions outside of normal school lessons. Students are strongly advised to attend these.
 4. Students eligible for the Pupil Premium and families facing financial hardship are supported with costs incurred as part of curriculum enrichment.
 5. Students not completing all necessary aspects of a course may not be entered for final examination and/or certification by the School.
 6. All Year 10 students undertake a minimum of one week's work experience and benefit from work-related learning opportunities built into subject areas.
 7. The School is willing to discuss with parents issues regarding curriculum specialisation and flexibility. Decisions will be based on individual merit and the needs of the student involved.
- 3.12 Sixth Form:
1. The Sixth Form Curriculum involves studying for formal qualifications (such as AS/A Levels, vocational qualifications), the Careers Advice and

Guidance Programme, the Electives Programme and the Coaching/Tutorial Programme. This includes assemblies and formal input on Citizenship, Religious Education and Personal, Social and Health Education. Students joining the Sixth Form subscribe to the entire curriculum package.

2. Students that achieve the entry requirements for AS/A Level courses (currently 5 A*-C grades at GCSE, with specific subject requirements) are invited to apply to the Sixth Form. There is a board choice of academic and vocational pathways. The standard entry requirement for most AS level courses is a grade 'C' at GCSE although some subjects ask for a grade B. Most students study four AS Levels/vocational subjects in Year 12 and three A Levels/vocational subjects in Year 13. A small number of students study three subjects with a structured work skills programme. In Year 13, selected students complete a Level 3 Extended Project.
3. All students who have not achieved A*-C grades in English or maths are required to continue studying these subjects until they achieve this.
4. The Sixth Form Leadership Team organises a range of social and charitable activities that enrich the Sixth Form Curriculum and students are encouraged to join in with the complete Post 16 experience.

4. MONITORING AND EVALUATION

- 4.1 Heads of Faculty will review their curriculum offer each year across each Key Stage as part of their self-evaluation. The Deputy Head Curriculum will oversee this curriculum monitoring and will make recommendations for improvement to the School Leadership Team and Governors.
- 4.2 The Governing Body of our school is responsible for ensuring the bi-annual review of this policy.