



St. Katherine's School

Whole School Curriculum Intent

St. Katherine's School strives to ensure that the design of our curriculum is **responsive** to the needs of our learners. We believe our curriculum should be **broad, balanced** and provide our young people with **exciting** and varied educational experiences. Whilst it builds their character, it should also equip each pupil for **progression** and success and give them the "currency" of qualifications so that all possible **future pathways** are open to them and they are prepared for life in the 21st Century.

We recognise that pupils come to St. Katherine's from **diverse backgrounds** and with a wide range of prior experience. Through early, well planned assessment we seek to identify and address gaps in knowledge so that all pupils can have **equal access** to our curriculum. High levels of **literacy** are essential for success and we invest significant time throughout our curriculum to encourage a love of reading and to support those with literacy needs.

Through our PSHE programme and our core values of **Respect, Resilience** and **Responsibility**, our curriculum builds **character** with a clear understanding and knowledge of the social, moral, spiritual and cultural context of our times. We believe that learning should not be confined to the classroom and therefore seek to provide a wide range of **extra-curricular** activities, including work related learning. Extra-curricular engagement is expected of all pupils at St Katherine's School. These opportunities allow pupils to extend their knowledge and understanding and to improve their **skills** in a range of artistic, creative and sporting challenges. These experiences **enrich** students' development **socially, emotionally** and **culturally**.

Our three year Key Stage 3 curriculum gives a **breadth of knowledge** and skills which pupils can draw from as they specialise and make choices in Year 9. Decisions about syllabus selections are made with a view to facilitate the richest learning experience and to facilitate progression pathways. Pupils are **empowered** to make choices about the subjects they will study in Key Stage 4. Our approach is ethical, pupil-centred and supports Post 16 choices and progression.

The best education ensures that every opportunity is a **learning experience** and we therefore seek to inform and engage parents and carers to ensure that our curriculum extends beyond school.

Homework can be viewed by parents and with the help of our progress maps and curriculum guides we aim to ensure that pupils can be supported in their education at all times.



Our Curriculum Should:	Why is it important to us at St Katherine's?
Encourage a love of learning and be delivered by staff who are passionate about the subjects that they teach and have high expectations of what students can achieve.	We want students and their teachers to enjoy learning and be ambitious about what they can achieve. This will lead to better outcomes.
Give all students the opportunity to experience a breadth of educational opportunities, acquiring a wide body of knowledge across a range of subjects and extra-curricular activities.	No matter their background or prior experiences all students will be equipped to explore and access the full range of future pathways.
Within individual subjects, focus on depth of learning that is relevant to our community and our students and develops cultural capital.	All students should be exposed to some of the key cultural, social and functional knowledge and skills to allow them to partake in our modern society.
Prepare our students for the next steps and the wider world BUT not to be driven solely by the demands of examination specifications.	Our students should acquire the best qualifications possible, however well planned CIAG, SMSC and PSHE should equip students fully for life beyond KS5.
Be underpinned by knowledge rich learning that is well sequenced and builds with each term and each year. Knowledge should be remembered long term and be transferable across different contexts.	Knowing more + remembering more = progress Subjects have a responsibility to support each other in the delivery of knowledge through co-curricular planning.
Be ambitious in terms of content, concepts and vocabulary, building on the varied experiences of the KS2 curriculum.	With KS2 now being more challenging, our KS3 curriculum needs to reflect this in terms of the demands on students. This requires an understanding of what is taught at KS2, how well it has been understood by individual students and how subjects can build upon this.
Be mapped out explicitly so that knowledge is transparent for staff, students and parents.	We will gain maximum engagement from all stakeholders if they are well informed.



Faculties' vision statements summarise the intent and purpose of their curriculum. These have evolved over time and are shared with pupils. They provide an anchor which underpin lessons, bringing a cohesive sense of meaning and purpose to every lesson.

Each Faculty Programme of Study should:

- Provide a clear and **coherent learning journey**
- Foster subject-based understanding of new **knowledge, concepts** and **methods**
- Ensure students acquire knowledge and give opportunities for recall and application of this knowledge so that **fluency** is developed
- Require students to **think and reason** for themselves
- Ensure explanations and resources enable students to engage with and **master** the learning
- Develop a depth of understanding that brings **richness** to the subject but also a **breadth** of understanding that enriches wider life and learning
- Develop a readiness for the **next stage**: be this the next lesson, the next unit of work, the next year or key stage; it prepares students for both academic, A Level and future degree study or vocational learning and employment
- Contain appropriate, regular and robust **assessment** methods for measuring student progress and to allow **intervention** where progress is not as expected.

Each Faculty Programme of Study should ensure that there is a consistency of provision and that all teachers:

- Have the subject knowledge required to deliver the curriculum
- Work collaboratively to share experience, expertise and resources
- Have a shared understanding of the type of learning that will support students' development
- Engage in professional development that supports the successful delivery of the curriculum
- Can identify ongoing professional development needs
- Are supported by a programme of study that reduces teacher workload, through resourced schemes of work with high quality resources.