



St Katherine's School

St Katherine's School Curriculum Policy

Policy Number SKP A008

Next Review: January 2023

**Signed : Justin Humphreys
Headteacher**

Dated : 20.10.20

**Signed: William Harding
Chair of Governors**

Dated : 20.10.20

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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, relationships and environment.
- 1.2 We recognise that pupils come to St. Katherine's from diverse backgrounds and with a wide range of prior experience. Our curriculum provides a responsive and broad, well-balanced education whilst meeting the abilities, aptitudes and interests of individual students.
- 1.3 Our curriculum builds continuity and progression between the key stages, using robust assessment to inform teaching and learning, feedback and improvement.
- 1.4 Our curriculum builds character and equips each pupil for progression and success, giving 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.

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 investing significant time throughout our curriculum to encourage a love of reading and to support those with literacy needs.
- 2.5 fostering a culture of life-long learning as outlined in our teaching and learning policy
- 2.6 providing equal opportunities across and within all aspects of an inclusive curriculum
- 2.7 supporting British values through the development of social, moral, spiritual and cultural values, including the respect for others, for different cultures, religions and ways of life. We therefore ensure students that are knowledgeable and well informed citizens

- 2.8 seeking to identify and address gaps in knowledge so that all students are able to succeed in our curriculum
- 2.9 seeking to inform and engage parents and carers to ensure that our curriculum extends beyond the school day
- 2.10 providing a wide range of co-curricular activities, including work related learning. These opportunities allow pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting challenges.

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.
- 3.4 We will provide an entitlement which ensures a focus on the basics (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, develop training courses that meet the needs of our learners. All courses therefore should offer progression, coherence, flexibility and lead, where appropriate, to relevant accreditation.
- 3.6 We will provide opportunities for concurrent learning and co-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 Our faculty vision statements summarise the intent of their curriculum. They provide an anchor which underpin lessons, bringing a cohesive sense of meaning and purpose to every lesson.
- 3.12 Our faculties aim to provide a series of documents to outline their curriculum for staff, students and parents:
 - Curriculum Guide - designed for parents to provide an overview of the curriculum in each year group
 - Programmes of Study - designed to guide staff through the delivery of the curriculum
 - Curriculum Maps - designed for students to provide a visual journey through the curriculum
 - Knowledge Organisers - key content summaries which guide students through their learning
- 3.13 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, computing, physical education and philosophy and beliefs. This is designed to give a

breadth of knowledge and skills which pupils can draw from as they specialise and make choices in Year 9.

2. Students will have the opportunity to experience both French and Spanish in Year 7 and either French or Spanish in Year 8 and 9.
3. Students are entitled to subscribe to extra music instrument lessons.
4. All students are encouraged to join in the wide range of co-curricular activities available in most subject areas.

3.14 Key Stage 4:

1. English language, English literature, maths, science, core physical education and society and culture are compulsory subjects across the curriculum. History and/or Geography is an option in Year 10 along with French and Spanish.
2. Students 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. 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. Our range of options are carefully reviewed each year to ensure that we offer a progression route for all careers and aspirations.
4. Curriculum enrichment opportunities are offered to students, such as field trips, study visits and extra revision sessions outside of normal school lessons.
5. Students eligible for the Pupil Premium and families facing financial hardship are supported with costs incurred as part of curriculum enrichment.
6. Students not completing all necessary aspects of a course may not be entered for final examination and/or certification by the school.
7. All Year 10 students undertake a minimum of one week's work experience and benefit from work-related learning opportunities built into subject areas.
8. The school is willing to discuss with parents/carers issues regarding curriculum specialisation and flexibility. Decisions will be based on individual merit and the needs of the student involved.

3.15 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 Grade 9-4 at GCSE, with specific subject requirements) are invited to apply to the Sixth Form. There is a broad choice of academic and vocational pathways. The standard entry requirement for most AS level courses is a Grade 5 at GCSE although some subjects ask for a Grade 6. Most students study three A-Levels/vocational subjects. A small number of students study subjects with a structured work skills programme. In Year 13, selected students complete a Level 3 Extended Project.

3. All students who have not achieve 9-4 grades in English or maths are required to continue studying these subjects until they achieve at least a Grade 4.
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.