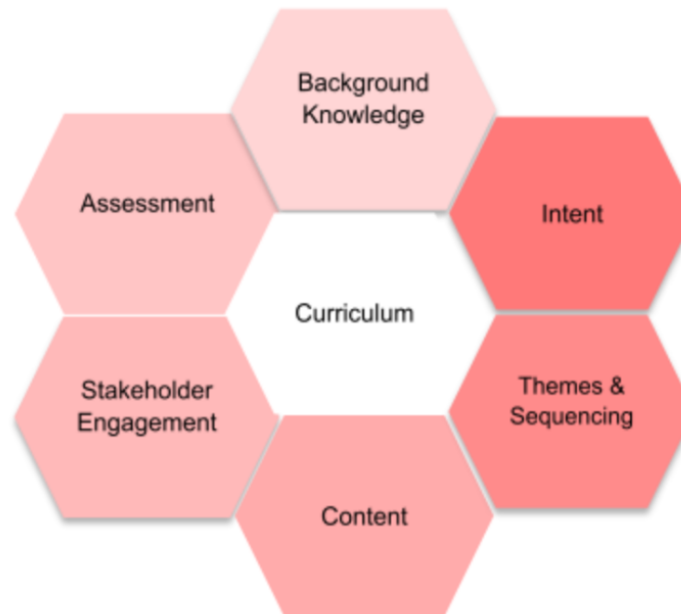


# Our Curriculum - Our Journey

We identify the expected **prerequisite** and **prior knowledge** and skills for learning. This shapes the intent and **sequencing** of our curriculum alongside the delivery of **responsive teaching** within the classroom.

We effectively assess the impact of our curriculum through the use of **valid, purposeful, valuable** and **reliable** assessment of our curriculum constructs. We systematically **check for understanding** and provide **clear and direct feedback** in order to address any misconceptions and move student learning forward.

We communicate clearly our curriculum intentions with students and parents/carers and seek the views of students when considering the quality of education and curriculum. The best education ensures that every opportunity is a **learning experience** and we inform and engage parents/carers to ensure our curriculum extends beyond school.



Our broad and balanced curriculum is **responsive** to the needs of our learners, providing our young people with **enriching** educational experiences. Whilst it builds character, it equips students for **progression** and success through a "currency" of qualifications so that all are prepared for life in the 21st Century. Our curriculum intent is shaped by our local **context, diversity** and our ambition for all students to be **highly literate**. St. Katherine's teachers are **experts** in their subject field and are able to articulate the **gift** that their subject provides.

Within each subject, we identify the continuity and **progression** of key **skills, themes** and **threshold concepts** between the key stages.

We know that our students come from **diverse backgrounds** with a range of prior knowledge. Our curriculum content takes this into account to **support, stretch and challenge** all students to ensure that they have **equal access** to our curriculum.

Our curriculum builds **character** with a clear understanding and knowledge of the **social, moral, spiritual and cultural** context of our times.

# Our Curriculum - Our Journey

Principle	What we value (intent)	Steps we have taken
Intent	<p>Our broad and balanced curriculum is <b>responsive</b> to the needs of our learners, providing our young people with <b>enriching</b> educational experiences. Whilst it builds their character, it equips each pupil for <b>progression</b> and success through a range of qualifications to facilitate further study and to prepare students for life beyond the gates of St Katherine's. Our curriculum intent is shaped by our local <b>context</b> (prior attainment, educational needs, population characteristics), <b>diversity</b> and our ambition for all students to be <b>highly literate</b>. St. Katherine's teachers are <b>experts</b> in their subject field and are able to articulate the <b>gift</b> that their subject provides during a student's time at school and beyond.</p> <p>Our three year Key Stage 3 curriculum develops a <b>breadth of knowledge</b> and skills which pupils can draw from as they make GCSE 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 <b>empowered</b> to make choices about the subjects they will study at Key Stage 4. Our approach is pupil-centred and supports Post 16 choices and progression, responding to the subject preferences of our students.</p> <p>We promote learning beyond the classroom and provide a wide range of <b>co-curricular</b> activities, including work related learning. Co-curricular engagement is designed so all pupils can benefit from our full curriculum. These opportunities allow pupils to extend their experience and knowledge.</p> <p>All students have access to CIEAG throughout their time at St Katherine's.</p>	<ul style="list-style-type: none"> <li>• Triple Science added as a KS4 option to allow sufficient time to study in depth (2018)</li> <li>• Options process linked with careers guidance (2018)</li> <li>• All pupils are interviewed about their options (2018)</li> <li>• Extra time and staff shuffle for KS3 Humanities to allow specialist teaching of all disciplines (2018)</li>   <li>• Health &amp; Social included to provide greater vocational pathways (2020-21)</li> <li>• Sport added as a GCSE to provide two sport routes (voc and GCSE) for students (2020-21)</li> <li>• KS4 functional skills group created for a small group of students, giving further time to develop maths and English (2020-21)</li> <li>• NGRT testing during KS3 to identify and monitor low literacy levels (2020-21) and inform September groupings (particularly English) and interventions</li> <li>• Year 6 students to be assessed on their induction day to enable groupings and interventions to be created for September (2020-21)</li> <li>• Employment of full time literacy and numeracy mentors and creation of intervention programmes to close gaps (2020-21)</li> <li>• 2019-20-Enrichment options added in Year 7 and Year 8 to provide a broad range of experiences (2020-21)</li> <li>• Faculty gifts identified (2021)</li> <li>• Reviewed our curriculum to ensure it remains ambitious and values academic, creative and vocational subjects, with pathways that prepare students for further study (2021)</li> <li>• KS5 curriculum reviewed to ensure student preferences are met (Sciences in particular) and pathways are viable (2020-21)</li> <li>• English &amp; Hums curriculum decolonisation focus (2020-21). For example, schemes in KS3 have been altered to provide a greater diversity of history education. Alongside the trust, KS4 units are currently being developed to cover key topics such as migration by 2024.</li> <li>• House names developed to reflect the diversity of the community (2018)</li>   <li>• Further refinement of Ebacc strategy - see separate paper (2021/22)</li> <li>• Extra curriculum time provided in English (Y7 &amp; 8) to help close literacy gaps (2021-22)</li> <li>• Development of a St Katherine's Award (SKYwards) to formally encourage and recognise the development of cultural capital (2021-22)</li> <li>• All students attend an after school enrichment session once a week (2021-22)</li> </ul>

# Our Curriculum - Our Journey

		<ul style="list-style-type: none"> <li>• CEIAG mapped and integrated in the new enrichment programme (2021-22)</li> </ul>
Background Knowledge	We identify the expected <b>prerequisite</b> and <b>prior knowledge</b> and skills for learning. This shapes the intent and <b>sequencing</b> of our curriculum alongside the delivery of <b>responsive teaching</b> within the classroom. Knowledge should be remembered long term and be transferable across different contexts.	<ul style="list-style-type: none"> <li>• Developed knowledge maps for students (2019/20)</li> <li>• Identification of prerequisite knowledge and the assessment of this within lessons (2020-21)</li> <li>• CPL T&amp;L focus on prerequisite knowledge and the assessment of it (2020-21)</li> </ul>
Themes & Sequencing	Within each subject, we identify the continuity and <b>progression</b> of key <b>skills, themes</b> and <b>threshold concepts</b> between the key stages to build fundamental knowledge and understanding.	<ul style="list-style-type: none"> <li>• Subject review of threshold concepts within faculties and alongside trust colleagues (2021)</li> </ul>
Content	<p>Pupils come from <b>diverse backgrounds</b> and with a wide range of prior experience across fifty plus primary schools. Through early, well-planned assessment, we seek to identify and address gaps in knowledge so all pupils have <b>equal access</b> to our curriculum.</p> <p>Through our PSHE and tutor programme and our core values of <b>Respect, Resilience</b> and <b>Responsibility</b>, our curriculum builds <b>character</b> with a clear understanding and knowledge of the <b>social, moral, spiritual and cultural</b> context of our times.</p>	<ul style="list-style-type: none"> <li>• PSHE scheme built around character education (2018)</li> <li>• CAT tests in year 7 (2020-21)</li> <li>• Schemes of work adapted to take account of gaps in knowledge as a result of the lockdown (2020-21)</li> <li>• Year 6 students to be assessed on their induction day to enable groupings and interventions to be created for September (2020-21)</li> <li>• English &amp; Hums curriculum decolonisation focus (2020-21). For example, schemes in KS3 have been altered to provide a greater diversity of history education. Alongside the trust, KS4 units have also been changed to cover key topics such as migration.</li> <li>• Enrichment shaped to provide all students with the opportunity for cultural development (2021)</li> </ul>
Assessment	We effectively assess the impact of our curriculum through the use of <b>valid, purposeful, valuable</b> and <b>reliable</b> assessment of our curriculum constructs. We systematically <b>check for understanding</b> and provide <b>clear and direct feedback</b> in order to address any misconceptions and move student learning forward.	<ul style="list-style-type: none"> <li>• Effective retrieval implemented (2019/20)</li> <li>• Assessment CPL delivered to HoFs, focused on validity, purpose, reliability and value (2020-21)</li> <li>• Questioning techniques (no-opt out, right is right and cold calling) implemented. (2020-21)</li> <li>• Mini whiteboards implemented for assessment across the curriculum (2020-21)</li> <li>• Assessment principles evaluation (2020-21)</li> <li>• Assessment principles implementation (2021-22)</li> </ul>
Stakeholder engagement	We communicate our curriculum intentions with students and parents/carers to seek the views of students when considering the quality of education and curriculum.	<ul style="list-style-type: none"> <li>• Class Charts used to keep parents informed (2018/19).</li> <li>• Curriculum guides developed to show how parents can support at home (2019/20).</li> <li>• Homework timetable in place and monitored (2019/20).</li> </ul>

# Our Curriculum - Our Journey



<p>The best education ensures that every opportunity is a <b>learning experience</b> and we inform and engage parents/carers to ensure our curriculum extends beyond school. <b>Homework</b> can be viewed by parents/carers. 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.</p>	<ul style="list-style-type: none"><li>• Student voice included as a part of DDIs (2020-21)</li></ul>
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Faculties' vision statements summarise the intent and purpose of their curriculum. They provide an anchor which underpin lessons, bringing a cohesive sense of meaning and purpose to each lesson.

Each Faculty Programme of Study should:

- Provide a clear and **coherent learning journey** which builds on prior learning and experiences
- 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.
- Ensure knowledge of **SMSC** is built

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.

# Our Curriculum - Our Journey

At St Katherine's we offer a broad and exciting curriculum that is designed to engage students in robust, independent thinking and prepare them for life in the 21st century.

Our year 7 curriculum celebrates the great diversity within our community and builds upon the range of experiences that children bring to St Katherine's. Students will study maths, English, science, humanities, languages, performing arts, design, art and technology, computing as well as regular physical activity in PE and opportunities for enrichment.

During year 9 students will be supported to make their key stage 4 options, accessing targeted advice through our pastoral team and careers advisor. At key stage 4 all students will study maths, English and science with options available in:

GCSEs		BTEC/Tech Award
History	Art	
Geography	Computer Science	Engineering
French	Photography	Performing Arts
Spanish	Food Prep & Nutrition	Sport
Philosophy & Belief	Music	Health & Social Care
Triple Science	PE	
Business Studies	Psychology	

# Our Curriculum - Our Journey

## Curriculum Guides

For a more detailed breakdown of our curriculum please see the guides below which are arranged by year group.

- [Year 7](#)
- [Year 8](#)
- [Year 9](#)
- [Year 10](#)
- [Year 11](#)

## Faculties

- English and Creative Digital Arts
- Maths
- Science
- Humanities
- Languages
- Design, Art and Technology
- Business and Computing
- Performing Arts
- Physical Education and Sports
- Citizenship and PSHE
- Co-curricular