



St Bede's
Catholic School
& Sixth Form College

Curriculum Policy

2019 - 2020

Governing Body Approval : Full Governing Body	
Name: Mrs J Leech	Signature:
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Curriculum Policy 2019/20

The School Mission Statement

The school is a Catholic School and as such the aims within it are to create an atmosphere of Catholic values, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

This Curriculum Policy recognises that each pupil should be given opportunities to learn the best that has been thought and said, to be challenged, to develop their abilities, skills and talents and to progress. We will provide a variety of opportunities for pupils to make positive contributions to the school and wider communities. We strive to provide an inclusive, broad, balanced and relevant curriculum, whilst offering pupils the opportunities to partake in activities which enrich their experiences and allow them to gain confidence and grow in all areas of their development.

The principles which underpin this policy are:

- The school's mission statement and the school priorities
- Teaching and Learning as the core purpose
- Raising standards for all pupils
- Personalised Learning opportunities

1. Introduction

The educational vision for St Bede's Catholic School and Sixth Form College recognises that:

- The world is rapidly changing and will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility
- Young people have, and will increasingly have, greater access to information and learning material independently of school
- Adulthood entails more than economic participation, it is about making a meaningful contribution to our communities and upholding the values of British society
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business.

The Curriculum Policy of St Bede's Catholic School and Sixth Form College is based on the following aims, to:

- Provide a curriculum which is shaped by the distinctive Catholic nature of our school
- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful progression and transition through the different phases of education to adult working life in a 21st century, global society.
- Be committed to continuous improvement.
- Nurture the talents of all and celebrate success.

- Prepare for key transition points.
- Involve parents/carers and the wider community.
- Be in a learning environment that is above all else inspiring.

2. Curriculum Intent

The curriculum of the school should inspire and challenge learners and prepare them for the future. The school's aim is to develop a coherent curriculum that helps all young people to become successful and confident individuals.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to catch up with their peers.
- Develop and be able to use high quality personal, learning and thinking skills and become independent learners.
- Develop and be able to use high quality cross curricular skills including key literacy and numeracy skills.
- Be challenged and stretched to achieve their potential.
- Enjoy learning and be committed to become lifelong learners.
- Value their learning outside of the curriculum and relate this to the taught curriculum.

3. Curriculum Impact

The curriculum will:

- Help students develop personal moral values based on Catholic teaching, which encompasses respect for other faiths, beliefs and ways of life, furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.
- Include: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Educate the whole person in preparation for their contribution to society.
- Lead to skills and qualifications that are of intrinsic worth to students and relevant to the needs of employers.
- Fulfil statutory requirements.
- Meet the needs of young people of all abilities allowing them to fulfil their potential.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves.
- Ensure continuity and progression between phases of education, increasing students' choice during their educational career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students understand the world in which they live.
- Ensure children are taught about safeguarding through teaching and learning opportunities including PSHE and SRE.

Within all Key Stages the school will provide a taught curriculum which is broad and balanced and:

- places the pupil at the core.

- ensures that the core values of the school are promoted and that they underpin the delivery of all teaching and learning.
- promotes pupils' understanding of their role with regard to the needs, aspirations and problems of other people.
- contains RE in all key stages.
- promotes community cohesion by developing pupils' understanding of their role within the school, local, national and international communities and encourages active participation.
- ensures that the needs of all pupils are met through a range of intervention, support, curriculum enrichment, spiritual development opportunities and extension activities.
- ensures opportunities for continuity and progression of learning within and across key stages appropriate to the vision of personalised learning.
- offers differentiation within each key stage and allows pupils to be grouped in a variety of ways to ensure the effective delivery of the curriculum and to maximise the opportunities for each pupil to succeed and achieve his/her potential.
- incorporates academic and vocational opportunities for pupils.
- develops independent and reflective learning skills, encourages creativity and offers opportunities for pupils to work with or lead others.
- promotes healthy lifestyles, economic wellbeing and financial capability.
- gives opportunities for pupils to engage in performance.
- supports students in developing the ability to deal effectively with challenging and unfamiliar situations
- incorporates assessment for learning as well as assessment of learning.
- promotes research in teaching and learning styles and incorporates the best practices.
- promotes the effective use of ICT.
- reaches outwards, enabling the school to work in partnership with other key providers both within education and also the wider community.
- ensures equal opportunities for all pupils irrespective of their sex, religion, social background or race.
- prepares pupils for further and higher education and the world of employment and enterprise.

Students will also have opportunities to take part in a range of voluntary, extra-curricular activities and to engage in a variety of educational visits and experiences.

The development of all pupils will be enhanced by cohesive information, advice and guidance during each key stage. We believe that each pupil is entitled to access to appropriate courses at all key stages and, at the end of each key stage, we will provide them with high quality, impartial guidance to enable them to make informed choices about the learning pathway which best meets their future needs and aspirations. We will also ensure that parents are provided with curriculum information relevant to their child and provide them with curriculum guidance at the end of Key Stages 3 and 4 so that appropriate choices can be made. This information will be provided through written descriptions of courses and Pathways, Option/Open Evenings and, where appropriate, parental/student meetings. Students in Key Stage 5 will be given independent guidance to allow them to make informed choices about the Further/Higher Education courses/Training which best meets their needs.

4. Roles and responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of this policy and indicate how the needs of individual students will be met.
- Where appropriate, the individual needs of some students may be met by alternative curricular provision in order to secure progress.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.

The Governing Body will:

- regularly review the amount of time provided for teaching the curriculum.
- be fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- be advised on targets in order to make informed decisions.
- consider the advice of the Headteacher when approving the curriculum and setting targets.

Subject Leaders/ Assistant Subject Leaders will ensure that:

- They have an oversight of curriculum structure and delivery within their area of responsibility.
- Detailed and up-to-date schemes of learning which are designed to secure progression are in place.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of progress and achievement are monitored on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all subject/course resources.
- There is consistency in terms of curriculum delivery; schemes of learning should be used by all staff delivering a particular key stage, course or subject.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep their LMT link informed of proposed changes to national curriculum delivery.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They coordinate CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and areas of responsibility.
- Have access to, and be able to interpret, data on each student to inform the design of lessons in order to best meet the needs of each group of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

5. Curriculum Design and Review

The following questions are designed to be used as an aid in the detailed design of the curriculum:

- How do we ensure that our core values as a Catholic school are promoted and developed across the curriculum?
- How do we ensure that we focus on the individual and the 'whole child'?
- How do we ensure that the outcomes for learners take account of their personal development and well-being as well as their academic achievement?
- How do we create a curriculum that meets the needs of every learner in a relevant, flexible and responsive way?
- How do we create a curriculum that engages learners and promotes personal learning strategies?
- How can we embed problem solving, enquiry and creative thinking in the curriculum?
- How do we provide a variety of experiences and opportunities in order to develop learning in new ways?
- How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?
- How can we make our curriculum both reflect and incorporate aspects of the local community?
- How do we actively promote fundamental British values within the curriculum?
- How do we incorporate the global dimension within the curriculum?

Teaching groups, class sizes and grouping by ability

We currently follow a two week, 50 period teaching timetable across all Key Stages. Key Stage 3 is currently Years 7 and 8; Key Stage 4 is covered in Years 9, 10 and 11 and Key Stage 5 is taught across Years 12 and 13.

Key Stage 3

In year 7, students are placed in mixed ability tutor groups and work in these groups for the majority of their subjects, in some, such as Maths, MFL and English, there is some grouping based on progress, in Technology to ensure that the Health and Safety of students is maximised and PE where students are grouped by gender.

In year 8, students are in mixed ability form and teaching groups. In some subjects, such as Maths, MFL and English, there is some grouping based on progress, in Technology to ensure that the Health and Safety of students is maximised and PE where students are grouped by gender. There is support allocated to all curriculum areas where identified by AEN staff.

Across the Key Stage, students follow a common, core curriculum which is personalised to meet students' needs.

Key Stage 4

Currently, students chose their options in January of Year 8 and begin a 3 year Key Stage 4 curriculum. Students continue to be organised in mixed ability form classes and are set in one of 2 parallel halves of the year group. We use a pathways approach to support students in making their option choices and the recommendations are based upon a range of data and personal information; at all times, the interests and future progression of the students is at the centre of decision making. A wide range of academic and vocational courses is offered to all students.

Key Stage 5

A range of academic and vocational courses is offered at Level 3. The timetable blocks are demand driven, allowing students to choose subjects freely. Careful one-to-one IAG is given to all applicants to Sixth Form, resulting in high retention and success rates. All students in Years 12 and 13 follow a certificated General RE course and A Level and BTEC courses are allocated 5 timetabled teaching periods per week. Student support sessions and re-sit classes are timetabled for those students who would benefit from such support.

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