



St Edward's
RC/CE VA School

Curriculum Policy

**Reviewed and Approved 1 March 2017 by
Teaching, Learning, Assessment and Staffing Committee**

Reviewed and Ratified at the St Edward's FGB 27 April 2017

Next review date March 2018

Introduction

St. Edward's School is a learning community at the heart of the parish communities that it serves. We promote care, respect and tolerance and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in Poole and beyond, preparing them for adult and working life in the 21st Century.

The educational vision and curriculum design from St. Edward's School recognises that:

- The world of 2020 will be very different to the world today
- The pace of change is increasing, hence the need for flexibility
- Young people have, and will have increasingly, greater access to information learning material independently of school
- 18+ year olds will still be at an early stage of their learning
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. There could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

St. Edward's curriculum policy is based on the following aims, to:

- 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 adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents / carers.
- Be a learning environment that is above all else inspiring.

Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good /excellent progress
- Enable those not achieving age related expectations to narrow the gap and catch up with their peers
- Have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.

- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate this to the taught curriculum.

Curriculum Outcomes

St. Edward's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of all young people at the school.
- 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 KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the school's specialist status – Humanities.
- Develop a Key Stage 3 Curriculum in which the core skills of literacy, numeracy and PLTS are developed, as well as an understanding of other subjects.
- Design a Key Stage 4 Curriculum which meets the needs of students, parents / carers and wider society.
- Design a Key Stage 5 Curriculum which offers choice as well as personalised guidance and support into post – 18 pathways.

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 the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors' annually.

- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- 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 is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- It considers the advice of the SLT when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Senior Teacher with responsibility for the curriculum will ensure that:

- They have an oversight of curriculum structure and delivery.
- Work with the Headteacher to ensure that all statutory requirements are met.
- Work with the Headteacher and Governing Body to understand how curriculum design might impact on the school's performance table position.
- The timetable is written in an open and fair manner, and any deviations to the planned curriculum are shared with the Headteacher and Governing Body.
- Detailed and up-to-date schemes of work are in place for the delivery of all courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Subject Leaders on a regular basis and that actions are taken where necessary to improve these.

Subject Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the needs of our learners.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the Senior Teacher (curriculum) informed of proposed changes to curriculum delivery.
- All relevant information / data is shared with the Data Administrator / Exams Officer. This includes meeting deadlines related to exam entries etc.

- 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.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and Teaching Assistants will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort 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.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them to get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage Four and Five.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, Evaluation and Review

The Governing Body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks.

- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was dis-applied and the arrangements which were made.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The requirements of the National Curriculum

The following information is taken from the 'National Curriculum' Document, published in December 2014 (<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>).

3.5 The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ³		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

3.6 All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

3.7 The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

3.8 The statutory requirements in relation to the entitlement areas are:

- schools must provide access to a minimum of one course in each of the four entitlement areas
- schools must provide the opportunity for pupils to take a course in all four areas, should they wish to do so
- a course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification.

Year 7

Subjects studied and Curriculum time allocated

Subject	Time Allocation
Art	2
Building Learning Power	1
Computing	1
Drama	1
English	7
Geography	3
History	3
Mathematics	6
Music	2
MFL (French and German)	4
Physical Education	4
Personal, Social, Health and Citizenship Education (PSHCE)	1
Religious Education	4
Science	7
Technology (Food, Graphics, Resistant Materials, Textiles)	4
Total	50

Grouping Arrangements

Mathematics / Computing

Students are placed into ability groups based on KS2 SATS in Mathematics. Changes are made at regular intervals as a result of internal assessments.

Technology

Students are placed into ability groups based on a Technology Skills Assessment undertaken at the start of Year 7.

Physical Education

Students are divided into separate boys' and girls' groups.

Other Subjects

Students are taught in 'banded' classes for all other subjects. They are placed into one of two bands based on their average KS2 English and Mathematics scores. Band 1 is for higher ability, band 2 is for lower ability.

Year 8

Subjects studied and Curriculum time allocated

Subject	Time Allocation
Art	2
Computing	1
Drama	1
English	7
Geography	3
History	3
Mathematics	6
Music	2
MFL (French or German)	5
Physical Education	4
Personal, Social, Health and Citizenship Education (PSHCE)	1
Religious Education	4
Science	7
Technology (Food, Graphics, Resistant Materials, Textiles)	4
Total	50

Grouping Arrangements

Mathematics / Computing

Students are placed into ability groups based on KS2 SATS in Mathematics. Changes are made at regular intervals as a result of internal assessments.

Technology

Students continue in ability groups based on a Technology Skills Assessment undertaken at the start of Year 7.

Physical Education

Students are divided into separate boys' and girls' groups.

Other Subjects

Students continue to be taught in 'banded' classes for all other subjects. They are placed into one of two bands based on their average KS2 English and Mathematics scores. Band 1 is for higher ability, band 2 is for lower ability.

MFL

A very small number of students may be dis-applied from MFL if it is considered more appropriate for them to spend the extra curriculum time on Literacy Skills.

Year 9

Subjects studied and Curriculum time allocated

Subject	Time Allocation
Art	2
Drama	1
English	7
Geography	3
History	3
Mathematics	7
Music	2
MFL (French or German)	5
Physical Education	4
Personal, Social, Health and Citizenship Education (PSHCE)	1
Religious Education	4
Science	7
Technology (Computing, Food, Graphics, Resistant Materials, Textiles)	4
Total	50

Grouping Arrangements

English / Mathematics / Science / MFL

Students are placed into ability groups based on KS2 SATS and the results of internal assessments in Year 7 and Year 8. Each subject has the ability to control its own setting arrangements.

Technology / Computing

Students continue to be taught in ability groups based on a Technology Skills Assessment undertaken at the start of Year 7.

Physical Education

Students are divided into separate boys' and girls' groups.

Other Subjects

Students continue to be taught in 'banded' classes for all other subjects. They are placed into one of two bands based on their average KS2 English and Mathematics scores. Band 1 is for higher ability, band 2 is for lower ability.

MFL

A very small number of students may be dis-applied from MFL if it is considered more appropriate for them to spend the extra curriculum time on Literacy Skills.

Year 10

Subjects studied and Curriculum time allocated

Subject	Time Allocation
English	10
Mathematics	8
Science	10
Religious Education	5
Physical Education	2
Three Option Subjects from the list below	15 (3 x 5 hours)
Art, Additional Literacy, Additional Numeracy, Business Studies, BTEC Sport, BTEC Personal & Social Development, Computing, Drama, Film Studies, French, Food and Nutrition, Geography, German, Graphics, History, Music, PE Studies, Resistant Materials, Triple Science, Textiles,	
Total	50

Grouping Arrangements

English / Mathematics / Science / Religious education

Students are placed into ability groups based on KS2 SATS and the results of internal assessments in Year 7, Year 8 and Year 9. Each subject has the ability to control its own setting arrangements.

Physical Education

Students are given choices about which Sports they would like to specialise in and groups are set up accordingly.

Option Subjects

Students are given recommended pathways during the Options process.

Purple: Core subjects plus Triple Science, MFL and one other choice

Blue: Core subjects plus **at least one** from Computing, Geography, History, MFL

Yellow: Core subjects plus at least one from Computing, Geography, History

Students are advised about the EBAC benchmark.

In a small number of cases, pathways will be personalised to ensure individual students can make good or better progress.

Year 11

Subjects studied and Curriculum time allocated

Subject	Time Allocation
English	10
Mathematics	8
Science	10
Religious Education	5
Physical Education	2
MFL	0
Three Option Subjects from the list below	15 (3 x 5 hours)
Art, Additional Literacy, Additional Numeracy, Business Studies, BTEC Music, BTEC Sport, BTEC Personal & Social Development, Computing, Drama, ECDL (European Computer Driving Licence), Film Studies, French, Food and Nutrition, Geography, German, Graphics, History, Music, PE Studies, Resistant Materials, Triple Science, Textiles,	
Total	50

Grouping Arrangements

English / Mathematics / Science / Religious education / MFL

Students are placed into ability groups based on KS2 SATS and the results of internal assessments in Year 7, Year 8, Year 9 and Year 10. Each subject has the ability to control its own setting arrangements.

Physical Education

Students are given choices about which Sports they would like to specialise in and groups are set up accordingly.

Option Subjects

Students make three choices. Students that do not study MFL follow an alternative curriculum which includes ECDL, Additional Literacy and / or Numeracy, Science catch up and an additional PE lesson.

Students are advised about the EBAC benchmark.

In a small number of cases, pathways will be personalised to ensure individual students can make good or better progress.

Year 12

Subjects studied and Curriculum time allocated

Subject	Time Allocation
Option Block A	9
Option Block B	9
Option Block C	9
Option Block D	9
Option Block E	9
Tutorial Lesson	1
Enrichment	2
Core RE	1
Subjects offered:	
Art, Biology, Business Studies, BTEC Music, BTEC Sport, BTEC Textiles, Chemistry, Computing, Creative Writing, Drama, English Language, English Literature, French, Further Mathematics, Geography, German, Graphics, Health and Social Care, History, Mathematics, Media Studies, Music, PE Studies, Photography, Product Design, Psychology, Physics, Religious Education	
Total	49 Maximum

Further Details

Option Blocks

Option blocks are created in response to student demand. Most students take four subjects although a much smaller number follow three or five.

Enrichment

Students are offered the opportunity to complete an Extended Project, online learning modules (Mooc's) and PE activities on a Wednesday afternoon week B.

Core RE

All students are expected to attend the Core RE lesson. It provides an opportunity for students to continue on their individual faith journeys.

Tutorial Lesson

All students spend one hour per fortnight with their tutor, undertaking personal development opportunities including planning for their future career pathway.

Year 13

Subjects studied and Curriculum time allocated

Subject	Time Allocation
Option Block A	9
Option Block B	9
Option Block C	9
Option Block D	9
Option Block E	9
Tutorial Lesson	1
Core RE	1
Subjects offered:	
Art, Biology, Business Studies, BTEC Music, BTEC Sport, BTEC Textiles, Chemistry, Computing, Creative Writing, Drama, English Language, English Literature, French, Further Mathematics, Geography, German, Graphics, Health and Social Care, History, Mathematics, Media Studies, Music, PE Studies, Photography, Product Design, Psychology, Physics, Religious Education	
Total	48 Maximum

Further Details

Option Blocks

Option blocks are created in response to student demand. Most students take three subjects although a much smaller number follow two or four.

Core RE

All students are expected to attend the Core RE lesson. It provides an opportunity for students to continue on their individual faith journeys.

Tutorial Lesson

All students spend one hour per fortnight with their tutor, undertaking personal development opportunities including planning for their future career pathway.

Opportunities outside the formal curriculum

The development of students is significantly enhanced by the organisation of a range of high quality extra-curricular activities and experiences. The school community is committed therefore to offering opportunities at all stages for students to learn from first-hand experience; to display and develop individual talent, to pursue individual interests in a wide range of areas, for example, sport, music and drama and to experience learning within new, exciting and diverse contexts. Examples are:-

- Sports clubs and teams
- Competitive sport (including inter house tournaments)
- Sports Day held annually
- Students acting as Guides and / or Ambassadors
- Outdoor education, including the Duke of Edinburgh Award Scheme
- Music (Orchestra, Band, Choir, Ensemble, Individual performance and practice)
- Drama (including one school production and Rock challenge)
- Subject based clubs
- Special interest societies
- Offsite learning experiences, including international exchanges, geographical and historical fieldwork, theatre trips, residential experiences and work-related visits
- Recreational trips
- Work experience
- Interview experience with Rotary Club members
- Community Involvement through the St. Edward's Award Scheme
- Fund raising activities and charitable events
- Competitions like the Maths Challenge and an annual Battle of the Bands
- Subject specific or thematic Drama in Education productions and visits by outside 'experts'.
- The annual Year 11 "Prom" and 6th Form "Summer Ball"
- Activities week