



## CURRICULUM POLICY 2018 - 2019

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### CURRICULUM POLICY

## INTRODUCTION

St Philip Howard is a Catholic, Voluntary Aided, mixed comprehensive Academy for students between the ages of 11-16.

The curriculum policy recognises:

- That the Roman Catholic character of the school must be maintained
- That the school believes that 'Every Child Matters' and works within this framework even though this is no longer an explicit government requirement
- That the school must work within the legal framework of the National Curriculum
- That the school will continue to develop the policy in consultation with the Governing Body in relation to curriculum matters and the ways in which they are monitored.

## THE AIMS AND UNDERLYING PRINCIPLES OF THE CURRICULUM

The curriculum is designed to provide for all students, in a safe and secure environment conducive to learning with the opportunities to:

- Experience a broad and balanced education which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- Acquire and develop the knowledge, understanding, skills and qualifications necessary
  1. to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning.
  2. for adult working life in a changing employment situation
  3. to participate as effective citizens in a multi ethnic society
  4. to develop for themselves an active and healthy lifestyle
- Enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities
- Develop the Key Skills of literacy, numeracy and ICT
- Develop co-operative and interpersonal skills
- Acquire the study skills necessary to realise their learning potential
- Become receptive to new ideas and to make independent and informed decisions which affect themselves and others
- Acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.

- Appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and to experience a sense of personal achievement in some of these fields

In the curriculum models that follow there is an understanding that:

- All students are entitled to, and should be offered, a comparable range of educational opportunities
- There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be catered for.
- The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- Extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residential trips and Work Experience all contribute to the total learning experience

### THE KEY STAGE 3 CURRICULUM

The subjects and their timetable allocations based on a 25 period (1 week) cycle are as follows

Subject	Year 7	Year 8	Year 9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Language	2	4*	3 **
Physical Education	2	2	2
Technology	1	1	1
History	2	1	2
Geography	1	2	2
Art	1	1	1
Religious Education	2	2	2

Music	1	1	1
ICT/Computing	1	1	1
PSHE	1	1	1

\* [2 sets do 2 languages (4 periods) 2 sets do 1 language (2 periods)]

\*\* [2 sets do 2 languages and 2 sets do 1 language ( 1 period)]

ICT = Information and Communication Technology

PSHE = Personal and Social Health Education

Students take their options in Year 8 and so begin studying for their GCSEs in Year 9.

## THE KEY STAGE 4 CURRICULUM

All students follow a core curriculum

Religious Education: All students study GCSE Religious Education.

English: Students study for two GCSEs in Language and Literature taught in setted ability groups

Mathematics: This is taught in setted ability groups across the year

Science: Students either study separate (triple award) sciences (Biology, Chemistry Physics) or Core Science and Additional Science

PE: All students have two lessons of general PE per week

## THE OPTIONS.

Students have a free choice from 3 option blocks. The blocks are designed to give maximum flexibility of choice. Subjects on offer are:

Art & Design	Health and Social Care
Performing Arts	Geography
Engineering	History
Food Preparation & Nutrition	Computer Science

Spanish	PE
French	Music

Students are encouraged to study EBacc subjects but these are not compulsory.

The structure of the curriculum will be developed to ensure that every student (where possible) is eligible for the “attainment 8” and “progress 8” measures.

Time allocation, based on the fifty periods over the two week timetable are shown below

Ma	En Lang En Lit (d)	Sc(d)	RE	Cit/ICT	Opt 1	Opt 2	Opt 3	Opt 4	PE
3	4	5	2	1	2	2	2	2	2

### SPECIAL NEEDS

Students with learning difficulties will receive support from either a teacher or a TA within their usual teaching groups and/or by means of an Individual Education Programme (IEP).

Students with statements of Special Educational Needs will be regularly reviewed to ensure needs are being met or any examples of disaffection are countered.

Students who are particularly gifted or talented will be identified and strategies developed to enhance their capabilities. This will not be part of the SEN departmental responsibility but a whole school focus.

Review of SEND will take place when further guidance on the future of statements has been given.

### PRIMARY/SECONDARY LIASON

Curriculum liaison with our partner primary schools is a high and developing priority. The quality and value of the primary experience is acknowledged and is incorporated into the secondary curriculum. Close links are established by the Headteacher, the Transition Co-ordinator and members of staff, who build up strong links during the transfer year. The primary records of achievements, assessments, visits and exchanges of information help to improve the continuity and progression from Key Stage 2 to Key stage 3 in the National Curriculum with far more effective analysis of data in recent years. In this way we meet more effectively the needs of individual students.

### PERSONAL, SOCIAL AND HEALTH EDUCATION/CITIZENSHIP

A structured programme is offered in the core to all years. PSHE/Citizenship lessons in Years 7, 8 and 9 are taught by Form Tutors. Many other subjects contribute to specific topics which are relevant to the students’ personal and social development eg Religious studies, English, Science, History and Geography. Modules in PSHE are offered to the appropriate year groups in Careers Education and Vocational Guidance.

## DELIVERY OF THE PROGRAMMES OF STUDY AND ADDITIONAL SUPPORT FRAMEWORK FOR SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education is an important area of personal, social and health education and is of course within our Religious Education programmes of study. There is a specific focus within spiral S.R.E modules delivered in KS3 in Years 7, 8 and 9 R.E and within PSHE/Citizenship lessons and at KS4 in Religious Studies.

The schemes of work for PSHE/Citizenship, Religious education and Science all give details of the content of the S.R.E programmes of study provided by these respective departments.

The Head of R.E and other KS4 R.E teachers will provide the framework for the teaching of the Church in relation to Marriage, Partnerships, Safer Sex, Family Planning, Abortion, Contraception etc. This framework will complement the S.R.E modules and the Science National Curriculum which collectively will provide the Sex and Relationship Curriculum at St Philip Howard School.

### ADDITIONAL SUPPORTS

Aspects of S.R.E particularly moral issues may well be covered in assemblies, Year Meetings and some tutorials. Support is available from the pastoral team members for individual students who feel concerned or threatened by some aspects of their development, their relationships and their environment. Counselling by pastoral staff, the school nurse or other specialists is made available to individuals in specific situations.

### ASSESSMENT, RECORDING AND REPORTING

St Philip Howard Academy regularly reviews its policies in relation to Assessment, Recording and Reporting. There has been personal, departmental and whole school training in relation to those procedures over many years. Review sheets have been updated and amended at regular intervals to meet the different and varying demands of the changing curriculum. They assess achievement, behaviour, homework and effort. Parents receive them twice a year. From time to time opportunities are given for students self review. Departments have developed their systems of assessment and recording linked to school policies and the demands of the National Curriculum. All students receive a detailed Annual Report.

Target Setting features at both Key Stage 3 and Key Stage 4. Cognisance is taken of the KS2 results at entry and the levels of achievement in Year 7 and the first term of Year 8, to target at that stage the levels likely at KS3. The added assessment of the CAT's scores helps, together with information from the Fischer Family Trust data, to further inform the target grade.

In Year 10 challenging targets are set by the December of the first term following an assessment in October and the evidence of the Key Stage 3 results. The timetable is collapsed for the last lesson in an afternoon when Years 7, 8, 9 and 11 leave the school and all staff are involved in presenting and

discussing the challenging targets set and plans are formulated of how the targets may be achieved. Students are tracked throughout the Key Stages at subject level and centrally, by use of the school's Management Information System.

KS2 results, CATs tests scores, KS3 results, FFT data is available to all staff.

This is added to in Year 10 with target levels in October and with the Summer Examination results indicating the grades achieved.

In Year 11 in October the target levels are reviewed at individual interviews with the students.

Trial Examination results are then added in January and then the April Estimated grades These are then completed when the actual GCSE results are achieved in the August of the examination year.

Departments then analyse the results to see how far the challenging targets have been achieved.

During the three year course there are opportunities for 2 full Parent Consultation Evenings, parents are also invited to attend the individual target and review meetings. All Year 11 students are given the opportunity to attend mentoring sessions.

Heads of Department and subject teachers are also expected to monitor students and to apply intervention strategies where necessary.

All years have an information evening when parents are invited to school to find out any special information particular to that year.