



# Bishop Justus School Policies

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Policy Title:	Curriculum
LT Responsibility:	Deputy Headteacher
Review Body:	Headteacher
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## 1. INTRODUCTION

We believe in offering every child an exciting and broad curriculum experience regardless of their start point or background. We believe in the power of deep knowledge to enable all children to flourish, to live a good life and to make a confident and positive contribution in the communities to which they belong now and in the future.

Each subject area treasures its core knowledge and seeks to deliver this in ways that allow children to discover in real depth the very best of what has been thought and said both in western culture and across the globe and to use this knowledge to question, challenge, collaborate and communicate with skill and mastery. Access to this core knowledge is the right of all children so teachers work hard to ensure that children are able to recall knowledge over time and are able to use it to respond wisely to questioning or argument or to discover new knowledge.

We do this in the confident understanding that embedding knowledge within long term memory will allow our students to focus their working memories more fully on learning, creating and problem solving. We contend that the recent trend for over reliance on technology as a substitute for knowledge is an illusion which does not serve children well, or equip them for the rigours of study and working life.

We understand fully the importance of being word rich and believe that access to the morphology and etymology of vocabulary must not be the sole domain of those deemed most or more able; that alongside wider access to subjects such as Classics or Latin, a deeper knowledge of the word history of subject specific and general vocabulary is the right of all children, and the responsibility of all teachers to teach explicitly.

We aim to provide a curriculum that promotes a sense of confidence, independence, and creativity so access to sport, music and theatre, the British countryside and coast, experiences of historic sites at home and abroad and to higher education providers are all used to broaden the horizons of our students and help them access the shared cultural reference points that are part of 21st century life.

We do all this to empower our students to play a meaningful role in the world as they grow into adulthood'

## 2. VALUES

Our school curriculum is underpinned by the Christian values of the school. The curriculum is the means by which the school achieves its objective of educating young people in the knowledge, skills and understanding they need in order to lead fulfilling lives.

We want each child to flourish academically and to realise their potential. This is enabled by an excellent education, a broad and balanced curriculum, with a rich variety of experiences that extend beyond the classroom. We want our children to succeed, in the widest possible sense, using their God given talents fully. We believe that there is truth and meaning to life and that education is a lifelong quest to search for truth.

We expect our students to be wisdom seeking, to work hard together, to develop relationships based in love (agape) so that they treat themselves and others with dignity and respect in all situations. Their learning is life transforming and is one that equips them for the future world. We achieve **success through faith, love and learning.**

Rigorous academic skills and a strong work ethic need to go hand in hand with compassion and empathy in the character of a Bishop Justus student. They will have received an education that has nurtured them into becoming well-rounded individuals that have strong characters that enable them to live 'life in all its fullness.'

## 3. AIMS AND OBJECTIVES

The aims of our school curriculum are:

### **To provide opportunities for all students to learn and to achieve.**

- Develop enjoyment of, and commitment to, learning.
- Stimulate the best possible achievement for each student.
- Deliver a variety of learning and teaching styles that are sufficiently differentiated for individual needs.
- Build on students' strengths, interests and experiences.
- Develop creative, confident and independent thinking and learning.
- Expose students to knowledge that is fundamental to be able to join the debate.

### **To promote spiritual, moral, social and cultural development.**

- Pass on enduring positive moral values.
- Promote equal opportunities.
- Develop an appreciation of both Christian and other beliefs and cultures.
- Understand the influence of belief and culture on individuals and societies.
- Enable young people to be positive citizens in society.

### **To prepare students for the opportunities, responsibilities and experiences of life.**

- Promote self-esteem and emotional well-being.
- Enable students to respond positively to opportunities, challenges and responsibilities.
- Prepare students for the next steps in their education, training and employment.

- Expose students to experiences, which results in them making the right choices.
- Facilitate them appreciating the relevance of their achievements.

### 3. ORGANISATION AND PLANNING

The curriculum is planned carefully, based on the best knowledge that has been spoken, written and developed. The progression of knowledge is considered across all Key Stages and all subject areas.

The Key Stages are organised as follows:

- Years 7 and 8 constitute Key Stage 3;
- Years 9, 10 and 11 constitute Key Stage 4;
- Years 12 and 13 constitute the Key Stage 5 (6<sup>th</sup> Form).

In Key Stage 3 the curriculum includes core, foundation and other subjects with the foundation subjects being replaced by option subjects in Key Stage 4. The curriculum is further refined in 6<sup>th</sup> form to reflect individual strengths, needs and progression routes.

The school curriculum is organised to support the ethos and values of the school, to provide coherence and full coverage of the National Curriculum and to enable all students to achieve their potential.

Within the National Curriculum English, Mathematics and Science are referred to as core subjects. All students from year 7 to 11 study and are entered for GCSE examinations in these subjects. In addition to the National Curriculum core subjects, Religious Education is treated as a core subject in this school.

Additional non-examination subjects enrich the curriculum for all students including:

- Physical Education lessons;
- Sex and Relationship Education (taught through Religious Education, Science and the tutorial programme);
- Citizenship, Personal, Social, Health and Economic Education (taught within the tutorial programme and integrated into other subjects);
- Information Technology (elements of computer programming are taught for all students in Key Stage 3 and Computer Science is taught as an examination subject in Key Stage 4).

During Key Stage 3: Art and Design; Design Technology; Geography; History; Music and Physical Education are National Curriculum compulsory foundation subjects which are taught to all students as a part of the timetabled fortnightly curriculum. All students study languages and receive lessons in up to three languages; based on the ability of the students. The three languages taught are: French, Spanish and Latin. Additional non-compulsory subjects include Drama, Dance, Media and Food Technology.

In Key Stage 4 the school offers a wide range of entitlement and option subjects which are matched to students, interests, prior performance and potential. At the end of each of these courses students have the opportunity to obtain an approved qualification. The option subjects and other courses include:

- Art and Design;
- Business Studies;

- Computer Science;
- Dance;
- Drama;
- Economics;
- French;
- Further Maths
- Geography and Leisure & Tourism;
- History;
- Latin;
- Media Studies;
- Music and Music Technology;
- Photography;
- Physical Education;
- Product Design;
- Psychology;
- Religious Studies;
- Sociology;
- Spanish;
- Textiles;
- Triple Science and
- Language qualifications for students versed in a different mother tongue.

The curriculum is reviewed yearly to reflect on the courses that are available for students and will result in more opportunities for successful student outcomes. This includes vocational Level 2 subjects linked to Business, Food Technology, Tourism and Music Technology.

The 6<sup>th</sup> form curriculum provides progression from Key Stage 4 and preparation for the next stage of education and training or employment.

Other than the courses available in Key Stage 4, we offer additional courses in Key Stage 5 including our BTEC suite of qualifications:

- Film Studies
- Government and Politics
- BTEC Business
- BTEC Health and Social Care
- BTEC IT
- BTEC Performing Arts
- BTEC Physical Education

The curriculum in our school is designed to provide access and opportunity for all students who attend the school. Teachers set high expectations for students and plan stretching, well supported work for students taking into account prior attainment, needs and background. (see also SEN Policy, Student Premium Policy, Most Able Policy Accessibility Policy.)

The curriculum is broad and balanced with a focus on learning and progress. (see also Teaching and Learning Policy.)

Assessment is used to inform planning and provide support for each students' needs. Assessment is an ongoing process which measures all aspects of learning both within the classroom and as a response to written work. Students are provided with information to allow them to accelerate their progress. The assessment process includes opportunities to respond and improve. Teachers use appropriate assessment information to set targets which are deliberately ambitious. They also provide timely feedback on students' areas for improvement (see also Assessment, Recording and Reporting Policy.)

Relevant subjects develop mathematical fluency, numeracy and mathematical reasoning so that students understand and appreciate the importance of mathematics. Teachers develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Through development of spoken language students are able to clarify their thinking as well as organise their ideas for writing. Wider reading is promoted within the school with support for those who find it difficult to read. The Learning Resource Centre provides access to a wide range of fiction and non-fiction books. Acquisition and command of vocabulary are key to learning and progress across the whole curriculum and as such teachers develop accurate and subject specific vocabulary, building systematically on students' current knowledge. (see also Literacy Policy, Numeracy Policy.)

English and Mathematics are subjects in their own right and it is expected that all students will have achieved or be working towards qualifications in these subjects. Fluency in the English language is an essential foundation for success in all subjects.

Students are well informed about possible future study, opportunities and careers. They receive information advice and guidance throughout their school life from within the school and from external and independent professionals. They visit a wide variety of businesses, colleges and universities and are supported through pathways leading to future careers choices. Work Experience, ASDAN, Work Shadowing, engagement programmes, university outreach and summer programmes. This support extends beyond post 18 where students at risk of being NEET are actively followed up and engaged with, ensuring suitable employment is secured.

Learning takes place in a wide range of environments both inside and outside the classroom. The school has an extensive well used site to support outside learning. Students have many opportunities to participate in trips and visits both in Britain and around the world. The experiences include those which provide greater knowledge and understanding, those which develop the individual, leadership opportunities, community service or local and global partnerships. All students are encouraged to the numerous co-curricular opportunities offered either during or after school, which we believe enhances their skills and experiences. (see also Educational Trips and Visits Policy.)

Entrance to examinations at all levels; course choice and tier of entry are at the discretion of the school. These judgements are made based on evidence of prior learning, current performance and appropriateness of the qualification for each student. (see also Examinations Policy.)

The school has a daily act of worship for all students. This forms part of a planned worship programme, which supports students' development as individuals and as citizens. (See also Worship Policy.)

## 5. THE ROLE OF THE SUBJECT LEADER

- provide a strategic lead, vision and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor and evaluate student progress in that subject area;
- monitor the quality of teaching and learning;
- liaise with all stakeholders on student progress and
- provide effective resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the knowledge taught in the subject and the methodology for delivery; planning for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum. They plan long-term progression, annual subject coverage and direct the preparation of short term planning. They develop curriculum models within their subjects, which include all relevant aspects of curriculum delivery. Assessment models and practices are integrated into the planning so that students, teachers and parents understand what has been learnt and what needs to be done in order to develop knowledge skills and understanding.

## 6. MONITORING AND EVALUATION

- The Aquinas Advisory Council provide support and advice with the strategic plans of the school.
- The Trust Improvement Director, in partnership with the Headteacher, is responsible for monitoring the way the school curriculum is implemented. Termly visits ensure that reflection towards the school improvement plan occur and recommendations are acted upon.
- Through Performance management and annual departmental reviews, the Headteacher can ensure the maintenance of a good quality curriculum.
- The Deputy Head Teacher is responsible for the day-to-day organisation of the curriculum and periodically meets with Subject Leaders.
- The Assistant Head teacher in charge of Teaching and Learning ensures there is a rigorous Quality Assurance programme in place to monitor lessons, feedback and reports.
- Subject leaders monitor and evaluate the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.