



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Curriculum Policy

Version 6.0 March 2022

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

### Success Criteria:

To ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves, respect others, respect the environment and to aspire for excellence in all that we do for the sake of the gospel.

To provide a curriculum that is broad, balanced, flexible, relevant and inclusive, matching the needs of the individual irrespective of gender, race, religion, sexuality or social background.

### Monitoring Procedures:

<b>By Whom:</b> Deputy Head teacher and/or DoL's and the Governors of the Academic Committee	<b>When:</b> Annually	<b>How:</b> Deputy Head teacher will meet with governors to discuss any need to update or change items in the Policy.
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### Evaluation:

<b>By Whom:</b> Deputy Head teacher and/or DoL's	<b>When:</b> Annually	<b>How:</b> Constant discussions at SLT meetings, analysis on SEF and examination results presentation (annually) to Governors
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### Revision History:

<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional Notes</b>
V 6.0	March 2022	March 2024	Complete re-write
V 5.0	November 2017	November 2019	Re-write
V 4.0	June 2015	June 2016	Complete re-write
V 3.3	March 2012	March 2013	None
V 3.2	15 <sup>th</sup> March 2010	March 2011	None
V 3.1	16 <sup>th</sup> March 2009	March 2010	None
V 3.0	7 <sup>th</sup> March 2008	March 2009	None
V 2.0	14 <sup>th</sup> March 2007	March 2008	None
V 1.0	17 <sup>th</sup> June 2004	June 2005	None

## Vision Statement:

St Joseph's is a co-educational, 11–16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

## Other SJCS Policies that relate to this Policy:

Teaching, Learning and Assessment Policy

Special Educational Needs Policy

Work Related Learning Policy

Complaints Procedure

Safeguarding & Child Protection Policy

## Legislation and Guidance:

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## Roles and Responsibilities

### **The Governing body will:**

- regularly review the school curriculum and make amendments which reflect pupils' needs.
- have an overview of local and national developments which affect the curriculum.
- understand the necessity for strong progression routes. This should include effective transition from primary school and progression within Key Stages 3 to 4 and beyond.
- have an understanding of the curriculum model and the impact this has on student progress and achievement, as well as staffing and the school budget.

### **The Head teacher and Senior Leadership Team will ensure:**

- 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.
- 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 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 curriculum annually making changes in response to any local or national initiatives that will maximise student learning and achievement.
- the curriculum allows clear progression through all key stages.
- monitor curriculum impact on achievement (P&A) and adapt as necessary in order to maximise these.
- that the curriculum model leads to a timetable which supports learning.

### **Heads of Faculty/Department/Subject Leaders:**

- To monitor curriculum developments in their subject area and implement these in discussion with SLT line managers.
- To design and implement a curriculum that ensures pupils' progression within the subject and meets the aims set out in this policy.
- To monitor the impact of the curriculum on standards of pupil learning and progress.
- To keep abreast of changes which impact on the curriculum at a local and national level.
- To support the devising of the timetable within their subject.
- To ensure that the Departmental Handbook and the Teaching and Learning policy is adhered to in lessons.

- To communicate with parent(s)/guardian(s), as required, about the progress and attainment of pupils in their faculty/department/subject area.
- To ensure the target setting, assessment and monitoring cycles are followed by all within their teams.

### **Teaching Staff:**

- To deliver the curriculum in line with the Teaching and Learning Policy and their relevant Department Handbook.
- To differentiate and personalise the curriculum to allow all pupils, through choice and/or appropriately levelled work, to access the learning at the appropriate level.
- To plan lessons which ensure pupils make progress.
- To communicate with parent(s)/guardian(s), as required, about progress and attainment of pupils they teach or tutor.
- To ensure the target setting, assessment and monitoring cycles are followed for classes they teach.

### **Pupils will:**

- 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 get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

### **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.
- Be informed of any decisions to change the setting of their children.

## **Curriculum Rationale**

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced 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. St Joseph's Catholic School aims to:

- Put students at the centre of curriculum decisions, putting their needs above that of the school.
- Provide an educational experiences and accreditation to meet the needs of our students and our local area

- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students the next stage of their education and for a successful adult and working life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background
- Offer a broad and balanced entitlement to all students
- Prepare students for further study, the world of work and to become active citizens
- Develop positive personal and social values
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students
- Provide continuity and progression from the point of transfer to the time of leaving school.
- Embed in students Fundamental British Values and Social, Moral, Spiritual and Moral purpose.

We recognise that every person is created in God's image, and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged, and supported to the highest levels of educational achievement.

## Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced 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 expectations to narrow the gap and catch up with their peers.
- have and be able to use high quality functional skills, including key literacy, numeracy and computing 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 to the taught curriculum.

## Curriculum Outcomes

Our curriculum will:

- lead to qualifications that hold currency for employers and for entry to higher education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities.
- 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.
- have developed a love of learning that will last for the rest of their lives
- enable students to be adaptable enough to react to the needs of a fast-changing world
- enable students to be confident in their dealings with people and to develop good working relationships with others
- enable students to be aware of how faith guides their decision making
- enable students to be aware of the needs of the community and be prepared to contribute to it
- enable students to have knowledge of a wide range of cultures and faiths and through this come to respect the rights and needs of others
- enable students to be able to make good moral judgements
- enable students to have well developed skills to show empathy for others

Ultimately, all these strands combine to give each individual the best life chances and allow them to make choices about their contribution to our community, our nation and the wider world, as this is the basis for a happy and successful life.

## Curriculum Structure

### Timings

The school day is arranged into 6 50-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Teaching Assistants along with qualified teachers deployed as Teaching Assistants.

### Teaching Groups, Class Sizes and Ability Grouping

On entry to the school, pupils are set by ability based upon data derived from Cognitive Ability Testing and a review of their KS2 data. Subsequently, teaching groups are reviewed and modified in December and July of each academic year, for every year group, to ensure the best learning opportunities for every individual.

Pupils are taught in sets for all subjects at KS3 and for the subjects of English, Mathematics, Sciences and RE at KS4. Subjects in the option blocks and PSHE are taught in mixed ability groups. Extra support sessions at KS4 are available as an option for pupils with additional learning needs. The responsibility for placing pupils into the correct sets lies with the subject leaders. Often, two or more subjects are grouped together when we design the timetable, meaning they have to operate the same setting arrangements.

Where a pupil is significantly more able in one subject (within a cluster) than in another we aim to place the student in the higher of the two sets. However, set changes can take place at any point in the academic year and parents/guardians will be made aware of this via a letter home from the relevant Head of Department. Parents/Guardians wishing to appeal against the placement of their child into a particular set should do so in writing to the subject leader in the first instance. If they are not satisfied with the response, they should then write to the relevant Assistant Head teacher responsible for their child's Key stage.

At KS3, the cohort is divided by ability as detailed below:

Class	Approximate size	Description
xx-HA	30	Dedicated higher ability class
xx-BX	26	Parallel high/middle ability classes
xx-BY	26	
xx-C	22	Middle/Lower ability class
xx-D	16	Lower ability class

At KS4, the cohort is divided into 5 sets labelled 1-5 (1 high) across core subjects. Within options subjects there is no setting.



## **3-Year Key Stage 4**

At St Joseph's a process of research and consultation led to the change to a 3-Year KS4. The drive behind this change was to balance the needs of governmental policy in terms of EBacc entries with the local needs.

A significant number of pupils in our destinations data and feedback were requesting options choices that best fitted their future plans, often for more vocational studies at KS5. This was creating a concern given the pupils only had three options choices and often this led to low EBacc take up.

The solution was to increase our Options choices to 4 with one having to be a compulsory EBacc option, leaving pupils with their existing 3 open choices. It has allowed our EBacc take up to increase significantly whilst still retaining pupil's freedom of choice to best target their chosen, preferred subjects. This takes place within the existing curriculum time.

## **Citizenship Education**

Citizenship is primarily delivered through the school's PHSE program that is delivered by tutors during one lesson per fortnight. At subject level it is incorporated into all aspects of planning where applicable. (Please see PHSE Policy)

## **Sex & Relationship Education**

SRE is primarily delivered through the school's PHSE program that is delivered by tutors during one lesson per fortnight. At subject level it is incorporated into all aspects of planning where applicable. (Please see PHSE Policy)

## **British Values**

At the heart of our curriculum in this Catholic Christian school is the promotion of British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum develops skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

British Values are primarily delivered through the school's PHSE program that is delivered by tutors during one lesson per fortnight. At subject level it is incorporated into all aspects of planning where applicable. (Please see PHSE Policy)

## **Computing**

All students in KS3 receive ICT/Computing lessons and then progress to Key Stage 4 options in GCSE Computer Science or BTEC in Interactive Media.

## Key Stage 3

Within Key Stage 3 pupils follow a broad and balanced curriculum based on the National Curriculum for England. The following subjects are in Key Stage 3:

- English
- Mathematics
- Science
- Religious Education
- Physical Education
- Geography
- History
- ICT
- Art and Design
- Food Technology
- Product Design
- Music
- Drama
- Modern Foreign Languages (either French or Spanish)
- Literacy/Numeracy

In addition to these subjects:

- all pupils follow out PHSE program
- pupils also undertake specific Numeracy and Literacy sessions in form tutor sessions. This enables all pupils to access the statutory National Curriculum for England during their education.
- pupils with difficulties in literacy will follow an increased number of literacy-based lessons and a reduced number of lessons in Modern Foreign Languages.

It should be noted that in relation to Religious Education and Sex Education the school's curriculum will be established in line with the teachings of the Catholic Church.

## Curriculum Model

Year 7 Model

Year 8 Model

## Transition from KS3 to KS4

In order to ensure that the school is best meeting the individual needs of learners a comprehensive program is carried out to personalise the curriculum for each pupil. This process is:

- The options process commences with pupils completing questionnaires indicating which subjects they would most like to study at KS4 (Student Voice). These forms are then scrutinised in order to tailor the curriculum to the needs of each new cohort entering Key Stage 4 whilst also taking into account current governmental directives.
- Once the curriculum is designed an information book is published containing information on the curriculum for that year.
- Pupils and parents are invited to attend a formal curriculum evening where they are informed about current educational developments and the logistical process of each child choosing their personalised curriculum for KS4.
- Following the personalised curriculum evening, each pupil, along with their parent(s)/ guardian(s), is invited to a meeting with a member of the Senior Leadership Team to discuss and decide their curriculum choices at KS4.
- In addition to this interview, as a Career Mark 'Gold Award' school, each pupil is also given the opportunity of attending a meeting with the school's career officer to further discuss their subject choices for KS4.
- Where there is not a minimum demand for specific subjects, the school reserves the right to withdraw these from the curriculum.

## Key Stage 4

The core curriculum of English, Mathematics, Science (All pupils cover Biology, Chemistry & Physics over 2 or 3 Science GCSE qualifications (Double Award or Triple Science)), Religious Education, PE and PSHE.

Option Subjects change dependent on the needs of each cohort but the pupils are encouraged to take subjects which lead to the attainment of the English Baccalaureate where appropriate to their ability.

Option Subjects are currently: Art and Design, Certificate in Digital Applications (CiDA) or V-Cert Levels 1 & 2 – Technical Award in Interactive Media, Computer Science, Dance, Drama, Food Technology, French, Geography, History, Music, PE GCSE, V-Cert in Health & Fitness, Sociology, Spanish, Triple Science (Biology, Chemistry & Physics).

Additional subjects can be woven into these option choices. These vary year on year depending on the needs of the pupils in Year 9. These are likely to be based around: ASDAN courses, relevant language qualifications for EAL pupils, extra support sessions and subjects provided by alternative providers.

## Curriculum Model

Year 9 Model

Year 10 Model

Year 11 Model

## In Year Admissions

When accepting 'In year' admissions we will make every reasonable effort to match the curriculum which the student has studied in their previous school. Any inability to do so will only occur if we do not run a specific course (or subject), all of the classes for a subject have reached a limit based on safety or if we have strong pastoral concerns about interactions with specific pupils.

When deciding on the pupil's sets we will take into account information from their previous school and from tests conducted on entry to our school. We cannot guarantee to match their previous set if some classes are already full, but every effort will be made to ensure that their curriculum meets their needs.

## Target Setting

Every pupil is set academic targets for their subjects based on their prior attainment at Key Stage 2 or, if a pupil has no Key Stage 2 data, a mixture of Cognitive Ability Testing and teacher assessment. Four performance reviews are sent home each academic year, indicating whether a student is performing well enough to achieve or exceed their target levels/grades.

## Assessment and Monitoring

In all Key Stages, pupils complete regular in-class assessments throughout the year and these are used alongside homework and classwork to form an overall assessment of progress and attainment. Additionally, all pupils take end of year exams in Years 7 to 10 in order to adequately prepare them for the pressures of national examinations in Year 11.

Assessment performance is analysed at both Key Stage 3 and 4 by Subject Teachers, Heads of Faculty/Department and the Senior Leadership team, ensuring timely and effective intervention is put in place where necessary. Intervention is also monitored for impact during the assessment cycle.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.