

APPROVED



st. Wilfrid's

Catholic High School and Sixth Form College, a Voluntary Academy

Curriculum Policy



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POLICY DOCUMENT	Curriculum Policy
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Lead Member of Staff	Headteacher/EMC
Lead Governor	
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CURRICULUM POLICY

Definition

It is recognised that the curriculum encompasses all that pupils experience as a result of being members of the school community. As such, the formal curriculum is complemented by the informal activities that take place on a voluntary basis. Underpinning all is the quality of relationships enjoyed by the members of the community.

Mission and Aims

The curriculum is the major vehicle by which the school seeks to fulfil its Mission Statement. As such the Headteacher, in liaison with the staff, draws up relevant management policies, procedures, programmes of study and schemes of work that allow this to happen.

We believe that each pupil has a right to access a varied and exciting curriculum. In its widest context the curriculum is everything related to the school including the normal school timetable, assemblies, liturgies and what happens during break and lunch times and in the wide range of extra-curricular activities on offer. Through the curriculum we aim to support the spiritual, moral, social, cultural, academic and physical development of all pupils.

Our curriculum is designed to provide an education where pupils can explore their own beliefs and values whilst appreciating those of others, heighten their spiritual awareness, develop high personal standards and take time to care for the feelings of others.

The curriculum at St Wilfrid's reflects our belief that individual talents should be celebrated and nurtured. Our curriculum aims to challenge and encourage every pupil to strive to achieve their full potential. We have flexibility within our curriculum that allows pupils to follow a pathway which is appropriate for them.

Religious Education is a core subject and accounts for 10% of curriculum time in Key Stage 3 and Key Stage 4.

Formal Curriculum

Key Stage 3

On entry to the school, pupils are placed in one of ten mixed ability forms. Pupils are organised into teaching groups, set in ability for English and for Maths. In Years 7 and 8, pupils follow a broad curriculum which gives a wide range of experiences. The curriculum is delivered over a 2-week cycle in 50 one hour lessons.

In Years 7 and 8 most pupils study a Modern Foreign Language – French or Spanish. Those pupils who do not study a Modern Foreign language follow a skills development programme to support them in accessing the curriculum to make progress.

Lessons over 2 weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50															
Year 7 & 8	En 6					Ma 6					Sc 6					RE 5					To 4					Pe 4					ML 5					Cs 2					Hi 3					Ge 3					Ar 2					Dr 2					Mu 2				

Key Stage 4

In Years 9, 10 and 11 pupils follow six core subjects and are guided to study up to four others from a wide variety of subjects that are accredited through GCSE and Technical Awards.

Lessons over 2 weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 9 2017	En 9					Ma 8					Sc 9					RE 5					PSCHE 1					Pe 2					Subject A-4					Subject B-4					Subject C-4					Subject D-4				

The six core subjects are GCSE **Religious Education, English Language, English Literature, Mathematics, Combined Science**, and non-accredited **PSCHE and Physical Education**. The programme for Personal, Social, Citizenship and Health Education supports pupils in developing appropriate study skills and techniques to achieve well and also provides impartial careers advice and guidance. In addition to the six core subjects, pupils are guided to study four other subjects according to their individual strengths and talents. Pupils are strongly encouraged to follow a broad curriculum and to choose a balanced programme which should include at least one other EBacc subject; a humanities subject and/or a modern foreign language. We also encourage pupils to consider the full EBacc programme of subjects, especially those in the high ability KS2 band.

The subjects are available for pupils to study in Key stage 4 include:

Modern Foreign Languages

GCSE French and Spanish

Humanities

GCSE geography and history

Arts/Performance/Creative Subjects

GCSE Art

GCSE Art Graphics

GCSE Dance

GCSE Media

GCSE Music

GCSE PE

BTEC Performing Arts

Technology/Science Subjects

GCSE Biology, Chemistry and Physics

GCSE or Technical Award in Business Studies

GCSE Computing

GCSE Engineering

GCSE Food Preparation and Nutrition

BTEC Health and Social Care and Child Development



Technical Award in ICT
GCSE or Technical Award in Technology
Key Stage 5

Students follow a programme of AS, A 'Level and Technical Awards. Level 2 courses are also available for study.

Students study each AS course and BTEC course in year 12 for 9 hours over the two week period and A 'Level and BTEC courses in year 13 for ten hours over the two week period.

Presently, AS and A 'Level courses are offered in Religious Studies, English Literature, English Language, Combined English, Maths, Further Maths, Core Maths, Physics, Chemistry, Biology, Sociology, Psychology, Media, Business, Art, Theatre Studies, History, Geography, French, Spanish, Physical Education and Photography.

Technical Awards are available in: ICT, Applied Science, Health and Social Care and Sports Studies.

Students also have the opportunity to complete a progress module that support them in preparing to progress onto their next destination, whether this be higher education or employment and also an Extended Project.

Level 2 courses that are available include: GCSE Maths and English Language and technical awards in ICT, Applied Science and Health and Social Care.

Cross Curricular Themes

To complement the above, pupils in all Key Stages follow courses in Careers Education, Sex and Relationships, Health Education, Citizenship and Study Skills. These courses are delivered via the PSCE programme.

Assessment, Recording and Reporting

Staff use a number of formal and informal assessment methods for a variety of purposes. Some of these assessments are recorded and all inform the reporting systems employed.

Each year parents receive a summative assessment report. This will indicate for each subject taken, the forecast grade/level and target grade level for the pupil. It also contains comments from staff on how pupils are progressing in all areas of school life together with specific targets that they need to work towards.

Home learning

Home learning is a vital aspect of the school's formal curriculum. It prepares pupils for lessons, reinforces what has been taught and it develops important self-management habits. As such, home learning is set in all subjects on a regular basis and timetables are

drawn up for KS3, guidelines are available for KS4 and KS5. These timetables and guidelines are distributed widely to aid communication.

Grouping

The policy is, where possible, that departments group pupils in a manner that best suits the individual cohort profile and subject. In practice, Year 7 and 8 pupils are taught mostly in mixed ability groups but in some subjects pupils are taught in sets drawn up according to ability. Seating arrangements are devised by teacher to support the engagement and learning of pupils.

Work Experience

During their time at the school pupils are expected to participate in a Work Experience Programme to help them prepare for the world of work. This usually takes place in Year 10 for the majority of pupils and is also available in year 12.

The Informal Curriculum

It is recognised that for the school Mission Statement to be fulfilled, pupils must be given the opportunity to participate in activities beyond the subject programmes of study. It is appreciated, however, that which might be on offer depends on the good will and interests of individual teachers.

Presently, the extra curricular provision includes:

- Performing Arts activities including individual and small group music/singing tuition
- Sports activities including training sessions and fixtures.
- Retreats, both day and residential
- Trips and exchanges, both day and residential
- Various other events and societies

Spiritual, Moral, Social and Cultural Development

The School creates opportunities to enrich the pupils' spiritual, moral, social and cultural development across subjects and in the wider life of the school. Further information is to be found in the appropriate policy statement and in departmental documentation.

Relationships

Key to what the school seeks to achieve through day-to-day life of the school. It is the responsibility of everyone to contribute to the creation of a friendly, happy and caring school.