



st. Wilfrid's

Catholic High School and Sixth Form College, a Voluntary Academy



Curriculum Policy



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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.

Curriculum Intent

At St Wilfrid's the curriculum is designed to meet the needs of pupils of all abilities including those with learning difficulties and the disadvantaged. The curriculum will support the spiritual, moral, social, cultural, academic and physical development of all pupils in order that they are able to make a positive contribution to society and achieve the qualifications required to support their future learning and employment. The curriculum will ensure pupils know how to keep themselves safe and manage their wellbeing. It will reinforce the core values of the school that are captured in the mnemonic HEART; Hard work; Excellence; Aspire and Achieve; Respect and Thrive.

“The Lord does not look at the things humans look at. Humans look at outward appearance, but the Lord God looks at the HEART.” (1 Sam 16:7)

The curriculum will support pupils in setting their hearts on things that are pure and pleasing to God: To be hardworking; to reach excellence; to aspire and to achieve everything they set their hearts upon; to show respect for themselves, to others and to the environment; and to thrive way beyond the walls and gates of this school. Pupils will be encouraged to strive to be the best version of themselves by being a genuine human being, looking for ways to excel and take on new challenges head on, looking for ways to grow, so that they can build a bigger and brighter future.

The curriculum:

- is developed to enable pupils to progressively gain knowledge, skills and understanding through well planned schemes of learning
- provides broad experiences that provide challenge for all
- has a central focus on personal and character development and student welfare
- promote pupils' understanding of British values
- provides a rich, ambitious and challenging environment
- is rich in literacy and numeracy
- has a key focus on developing reading, extended writing and vocabulary



The curriculum is the major vehicle by which the school seeks to fulfil its Mission Statement. As such management policies, procedures, programmes of study and schemes of work are devised to 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.

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.

Curriculum Implementation and Organisation

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

Key Stage 3

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. 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.

Year 7	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	So	So	So	So	So	So	So	RE	RE	RE	RE	RE	To	To	To	To	Pe	Pe	Pe	Pe	ML	ML	ML	ML	Cs	Cs	Hi	Hi	Hi	Hi	Ge	Ge	Ge	Ar	Ar	Pd	Dr	Mu	Mu
Year 8	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	So	So	So	So	So	So	So	RE	RE	RE	RE	RE	To	To	To	To	Pe	Pe	Pe	Pd	ML	ML	ML	ML	Cs	Cs	Hi	Hi	Hi	Hi	Ge	Ge	Ge	Ar	Ar	Dr	Dr	Mu	Mu

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. In year 7 pupils have 1 lesson for personal development.

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.

Year 9 2019	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	So	So	So	So	So	So	So	RE	RE	RE	RE	RE	Pd	Pe	Pe	Block A-4	Block B-4	Block C-4	Block D-4
Year 10 2019	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	So	So	So	So	So	So	So	RE	RE	RE	RE	RE	Pe	Pe	Block A-4	Block B-4	Block C-4	Block D-4	
Year 11 2019	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	So	So	So	So	So	So	So	RE	RE	RE	RE	RE	Pd	Pe	Pe	Block A-4	Block B-4	Block C-4	Block 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. Pupils are also encouraged to consider the full EBacc programme of subjects.

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 Drama

GCSE Media

GCSE Music

GCSE PE

BTEC Performing Arts

Technology/Science Subjects

GCSE Biology, Chemistry and Physics

GCSE or BTEC Technical Award in Business Studies

GCSE Computing

GCSE Food Preparation and Nutrition

BTEC Health and Social Care and Child Development

Technical Award in ICT and Creative Media

GCSE Technology



Key Stage 5

Students follow a programme of A 'Level and Technical Awards.

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

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

Technical Awards are available in: Applied Science and Health and Social Care.

Students also have the opportunity to complete a progression module in year 12 and a personal development programme that supports them in preparing to progress onto their next destination, whether this be higher education or employment. Students in year 13 have the opportunity to complete the Extended Project qualification. In both year groups tutorials are offered to support students' in progressing in their subjects.

Students are also able to study to resit GCSE Level 2 English Language and maths.

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 PSHCE programme delivered in 30 minutes one morning each week and in the single lesson in years 7, 8, 9 and 11.

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 current grade/level and the expected end of course grade/level for the pupil. It also contains comments from tutors 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.



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.

Extra-Curricular provision

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.

Schemes of Learning

Details of how the curriculum is implemented in each subject is detailed in schemes of learning. The schemes of learning provide a sequenced curriculum that is highly ambitious for all children. The schemes indicate how knowledge and skills are developed to support future learning and employment. In Key Stage 3, schemes are devised to ensure that the knowledge that pupils need to successfully progress into Key stage 4 is considered. Learning is sequenced so that students master fundamental basics and underpinning information so that they can build a structure of knowledge that gives them the capacity to engage in more complex tasks and acquire more detailed knowledge and skills to achieve. The schemes

provide opportunities for students to read widely and often, with fluency and comprehension and address the vocabulary essential for progressing in learning.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessary elaborate or differentiated approaches. Teachers create an environment that allows the learner to focus on learning and develop their long term memory.

The resources and materials that teachers select reflect our ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Learning activities provide opportunities for pupils to develop skills and to use their creativity, to evaluate and to solve problems.

Impact

Through the curriculum, learners develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the qualifications that students achieve and in students being ready for the next stage of education, employment or training. Students will gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study and know how to keep themselves safe and manage their well-being.