



*Have faith...believe you can!*

# **Curriculum Policy**

Policy Updated: March 2022

Date of Next Review: March 2023

## **Our Vision for Learning**

### **At SJB...**

#### **We want our students to:**

- Deepen their relationship with God
- Love learning
- Achieve their academic potential
- Have a wide range of experiences both in and out of the classroom
- Grow into happy, confident, resilient and articulate young people
- Leave SJB equipped to lead fulfilling lives and make a positive contribution to society

#### **Our curriculum:**

- Is underpinned by our motto “Have Faith...Believe you can!” and supports the students in growing their faith: in God; in themselves; and in each other.
- Raises students’ aspirations, challenges and equips them with the knowledge and skills to flourish in their future careers.
- Is *inclusive*, well designed and coherently sequenced in order to establish a strong foundation for *all* students.
- Is rich, inspiring and as broad as possible.
- Provides students with opportunities to take the curriculum beyond the classroom to develop independence, creativity and a love of learning.
- Offers a wide range of opportunities for students to take ownership of and personalise their curriculum in order to develop existing talents and interests as well as discover new ones.
- Fosters the development of character, communication skills, health and wellbeing in order to thrive beyond SJB.

#### **Delivery of our curriculum:**

- Embraces the concepts of ‘teaching for mastery’ and ‘quality first teaching’.
- Focuses on building both knowledge and skills over time.
- Engenders high expectations of all students.
- Strives to build students’ resilience, confidence and self-belief.
- Is delivered by subject experts and underpinned by evidence-based practice.
- Actively encourages making mistakes as part of learning.
- Uses assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensures feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Utilises the latest technology to support learning and ensure all students develop their digital literacy.
- Develops students’ literacy skills.

## Organisation of the Curriculum – from September 2021

There are three points in the seven-year journey that students make subject choices: From Year 7 into 8 (MFL only); from Year 9 into 10 and from Year 11 into 12.

Whilst for pastoral and logistical reasons we still refer to the three key stages separately, when it comes to the curriculum, we have moved away from thinking about it in separate chunks, instead subjects are mapped across the entire seven years (or shorter where relevant for example some subjects only offered at GCSE and A Level).

### Key Stage 3

The students study a 3-year Key Stage 3 curriculum that follows the National Curriculum. There is a total of sixty, 50-minute periods over a two-week timetable which is organised as follows:

Subject	Year 7	Year 8	Year 9
English	8	8	8
Mathematics	7	8	8
Science	6	7	7
Art	3	3	3
Drama	2	2	2
Geography	4	4	3
History	4	4	3
Computer Science	3	3	3
Music	3	3	3
Physical Education	4	4	4
MFL	6	4	6
Religious Education	4	4	4
Food & DT	4	4	4
PSHE	2	2	2
	<b>60</b>	<b>60</b>	<b>60</b>

- We provide all students with the opportunity to study a carousel of three Modern Foreign Languages in Year 7. They are then supported in making a decision as to which language they wish to continue into Year 8.
- A very small proportion of students (less than 3%) are disapplied from languages. In Year 7 and 8 these students follow a bespoke scheme aimed at improving literacy levels (Lexia PowerUp Literacy Programme) whilst also providing them with a better understanding of other cultures; the lessons are delivered by MFL teachers. In Year 9 these students are either follow the Lexia PowerUp Literacy

Programme or are provided with additional English, Maths and Science delivered by specialist teachers depending on the needs of the cohort.

- Each subject has created an 'Assessment Framework' for their subject which staff and students use actively to support delivery of the curriculum, assessment, and feedback. These are reviewed annually.
- Homework supports the development of literacy across the curriculum with a specific focus on the development of subject specific vocabulary, reading and comprehension.

## Key Stage 4 – from September 2021

At the start of Year 10 the students begin studying for the Level 2 qualifications that they will sit at the end of Year 11. There are two pathways; pathway 1 is followed by 90+% of the students; pathway 2 is followed by the remainder.

Pathway 1 is organised as follows:

	Subject	Number of lessons
GCSE	English Lang & Lit	9
	Mathematics	7
	Science (combined/triple)	12
	MFL	5
	Religious Education	6
	Humanity	5
GCSE/BTEC	Elective 1	5
	Elective 2	5
Non-examined	Physical Education	4
	PSHE	2
		<b>60</b>

Pathway 2 is organised as follows:

	Subject	Number of lessons
GCSE	English Lang & Lit	9
	Mathematics	7
	Science (combined/triple)	12
	<i>MFL / Curriculum Support</i>	5
	Religious Education	6
	<i>Humanity / Curriculum Support</i>	5
GCSE/BTEC	Elective 1	5
	Elective 2	5
Non-examined	Physical Education	4
	PSHE	2
		<b>60</b>

Elective courses are reviewed every year to ensure that the courses offered continue to meet the needs of the cohort. They currently include:

### GCSE qualifications

- Art and Design
- Business
- Computer Science
- Design Technology with Resistant Materials
- Design Technology with Graphics
- Drama
- Food Preparation & Nutrition

- Geography
- History
- Media Studies
- Music
- Physical Education

#### **BTEC qualifications**

- Level 2 BTEC Creative Digital Media
  - Level 2 BTEC Tech award in Enterprise (Business Studies)
  - Level 1/2 BTEC Public Services
- Students and parents are supported in making appropriate choices. Usually this is made from within pre-determined blocks. When making significant changes to the courses on offer we may look to offering free choice so that we can find the 'best fit' model. These vary year on year depending on the needs of the cohort as well as staffing.
  - Subject options will only run if there is sufficient interest to make the student groups viable. When offering free choice we ask all students to rank their four preferences from highest (1) to lowest (4). When offering electives in pre-determined blocks we ask students to rank their three preferences from highest (1) to lowest (3). Should it prove impossible places will be allocated by lottery.
  - Selection by ability forms no part of the elective placement process at Key Stage 4. However, to ensure that individuals are on the most appropriate courses, guidance around which pathway is most suitable for students is made in consultation with staff and parents and is based on a student's achievement in that subject area; pathway 2 is invite only.
  - In a small number of cases where we feel a student would benefit significantly from additional English, Maths and Science support they may be withdrawn from studying a modern foreign language and/or a humanity and instead will do "Curriculum Support" lessons. These lessons are delivered by specialist English, Maths and Science teachers.
  - Each year we have a very small number of students (average of 2-3) who do Functional Skills English instead of GCSE English Language and Literature. Students are invited to participate in this programme.

## Key Stage 5

At Key Stage 5 students generally follow three courses leading to Level 3 qualifications at the end of Year 13. There is flexibility for individuals to study four courses if they wish. The curriculum is currently organised as follows:

	Subject	Number of lessons
A-Level / BTEC	Subject1	12
	Subject 2	12
	Subject 3	12
	Subject 4 or supervised study	12
Non-examined	Spiritual Development	2
	Key Skills	6
		<b>56</b>

- Subject options will only run if there is sufficient interest to make the student groups viable.
- The curriculum is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students. Details of the subjects on offer can be found [here](#).
- Entry to the Sixth Form is dependent on students meeting the entry criteria as outlined on our [website](#).
- The core curriculum of 3 or 4 A-Level/BTEC qualifications is complemented with a compulsory Spiritual Development and Key Skills programme as well as a wealth of enrichment courses including the opportunity to complete an EPQ.

## Alternative Curriculum

When necessary we will make adjustments to an individual's curriculum in order to ensure that they can achieve their full potential. Any adjustments made are always in consultation with the student and their parents. The alternative provision will always be delivered by expert practitioners.

Examples include:

- A child with extremely low literacy levels being withdrawn from modern foreign languages to receive additional literacy support.
- Studying at college or another provider on a full or part time basis.
- A student who would benefit significantly from additional English, Maths and Science support may be withdrawn from studying a modern foreign language at Key Stage 4 and instead participate in "Curriculum Support" lessons delivered by specialist English, Maths and Science teachers.

## **Extra-curricular Opportunities**

- Extra-curricular activities and trips are a fundamental part of our curriculum offer at SJB. All children are actively encouraged to take part in the huge wealth of activities and trips on offer.
- Where trips are related to the core curriculum studied by a cohort, they will usually be scheduled during term time, other trips, such as the ski trip or World Challenge will largely take place during school holidays.
- The timetable of extra-curricular activities is published on the our website and emailed to parents and students. All sign up is done on online and registers are taking enabling us to track attendance.
- We will endeavour to support disadvantaged students in accessing extra-curricular activities and trips that happen during term time.
- A member of the SLT is responsible for the delivery, monitoring and evaluation of all extra-curricular provision.
- We continually review what is on offer to ensure that it is meeting the needs of all children.

## **Leadership of the Curriculum**

- Specified members of the SLT have responsibility for oversight of the curriculum including: organisation of the timetable; placement of students; alternative curriculum; delivery of Careers Education and Guidance; Careers; PSHE; extra-curricular activities, trips, viability of courses and making recommendations as to new courses.
- Heads of Department (HODs) have responsibility for strategic leadership and direction of specific subject areas. Each is line managed by a member of the SLT. With regard to the curriculum their responsibilities include:
  - ensuring that their subject curriculum supports the school in realising its 'vision for learning' (see page 2);
  - organisation and regular review of schemes of learning;
  - monitoring and evaluating work within their subject area;
  - providing efficient resource management;
  - coordinating extra-curricular activities and/or trips;
  - ensuring relevant aspects of Careers Education are integrated within schemes of learning;
  - ensuring there are opportunities for cross-curricular learning where relevant.

## **Grouping arrangements**

- SJB believes that individual subjects should be free to choose their grouping arrangements so long as all students' progressing in their learning is a priority and that the whole school 'vision for learning' is at the heart of any decisions they make.

- The majority of subjects are taught in mixed ability groups. Where subjects employ some grouping by ability, for example in English, Maths, MFL and Science; subjects must have clear procedures for placing students in different groups and must review student placement at least termly.
- Selection of groups is based on a variety of sources including:
  - Prior and current attainment
  - External exams and achievement data
  - Teacher assessments
- Student behaviour is not a criterion for selection. Requests for students to be moved either “up” or “down” groups should be thoroughly discussed with the relevant parties and focus on the impact on the student’s motivation and learning. All teaching groups must be designed to maximise learning outcomes for all.
- All stakeholders (students, teachers and LSAs) should be involved in determining effective groupings.
- Where possible we will not attach numerical codes to groups that correspond to the hierarchy of the groups.
- “Higher” sets should always have space for students to move up into them. These groups will invariably have larger numbers of students than the “lower” sets.

## **Monitoring the effectiveness of the curriculum**

- The Deputy Head i/c curriculum is responsible for monitoring how the curriculum is implemented across the school.
- The SLT subject line manager is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible.
- The Assistant Head i/c extra-curricular activities is responsible for ensuring our offer is well rounded and there is ‘something for everyone’ as well as monitoring student engagement and participation; particularly focusing on the disadvantaged students.
- Monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, work scrutiny and department reviews.
- The Curriculum and Staffing Committee of the Governing Body monitors the effectiveness of the curriculum annually.