



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

CURRICULUM POLICY

To be read alongside the Teaching and Learning Policy
and Feedback and Assessment Policy

The Mission Statement:

'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally, forming them through Faith so they can achieve their aspirations and contribute to their community.'

Date of Policy: March 2021

Date of Ratification: 22nd March 2021

Date of Review: March 2023

Owner: Ms V Walker

Curriculum Intent

The curriculum at St. John Fisher Catholic Comprehensive School is intended to fulfil our mission statement. The curriculum supports students in achieving their aspirations, whether in further education or a high-quality apprenticeship. We want our students to do and be better, as Jesus would want them to, for themselves, for their family and for the community, and our curriculum shows them the way.

Our curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in later life. We have high expectations of all learners; for example, all students begin studying two languages in Year 7; students in Key Stage 4 usually complete nine GCSEs or their equivalent. We recognise that, at the beginning of our school career, many of our students have a limited experience beyond the Medway towns. Our rich extracurricular offer ensures that students experience a wide range of opportunities outside the classroom so that they are prepared for their next steps and their horizons are broadened.

Our curriculum is coherently planned and sequenced towards building up students' knowledge and skills for future learning and employment. As a truly comprehensive school, teaching pupils of all abilities, our curriculum considers the full breadth of starting points, from the most to the least able. Curriculum Leaders sequence the learning to provide a coherent learning experience across the key stages, ensuring that students are appropriately prepared for their next steps, whether this is a Russell Group university or a high-quality apprenticeship. School leaders take a holistic view of the curriculum and consider how knowledge, skills and experiences develop across the entirety of a child's school journey from ages 11-19. Excellent, evidence-informed teaching and learning practice ensures that students master knowledge appropriately before moving on.

Implementation

The curriculum is the totality of the learning experience and therefore needs to be broad, balanced and relevant to our comprehensive intake of students. The offer is planned to allow students and teachers an insight into why the curriculum is sequenced in the way it is, with an increasing understanding of how these many pieces fit together to aid understanding, knowledge acquisition and skill development. The curriculum needs to provide students with increasing challenge which then builds knowledge and skills with increasing complexity.

The opportunity to study and learn beyond the classroom in a wide range of different contexts adds further value to the curriculum. The curriculum offer, whilst true to the National Curriculum and any other programmes of study, is more than just the sum of the parts and provides students with a memorable learning experience. It also allows staff to work with specialists outside of school where access to resources and CPD strengthens what we do internally.

Key Stage 3 and Key Stage 4

Due to the limitations of our current split-site provision, the school follows a two year KS3 and a three year KS4 curriculum model. We expect this to change from September 2023 when we have transitioned into our new single-site build.

The two year KS3 (with no narrowing) allows all learners (including SEN and disadvantaged) the opportunity to develop the expected level of knowledge and develop the necessary skills before they move to KS4. At Key Stage 4, we have a broad core suite of subjects (English Language, English Literature, Combined Science, Religious Studies and Citizenship) which all students study for GCSE in addition to their Options choices.

Co-Curricular Offer

Strong extracurricular activities add depth and breadth to the curriculum offer as well as providing memorable learning experiences. Extended learning forms a key part of this. Besides furthering students' knowledge, extended learning is about showing students the relevance of what they learn in the classroom setting and motivating them to be lifelong learners. We offer a variety of activities outside of the classroom to enrich our students' learning and experiences, including the following:

- Participation in Chaplaincy activities, showing the relevance of faith in the 21st century
- Access to a wide range of extra-curricular activities, including sporting activities, which help students to understand the value of team work, commitment and resilience.
- Access to our growing Duke of Edinburgh programme, which encourages students to overcome new challenges and experiences.
- An engaging careers programme which supports students in achieving their career aspirations, whether it be through university applications, apprenticeship courses or other routes. We consistently enable our students to achieve successful UCAS applications to Russell Group Universities.

We invest in opportunities beyond the classroom where valuable learning takes place to ensure that we develop the whole person for life in the twenty first century. We ensure that every student, regardless of background, can participate.

Assessment

Assessment, both formative and summative, has a key role in the learning process in demonstrating the impact of our curriculum by showing that students have acquired the appropriate level of knowledge and understanding. All students have aspirational targets which the school use to benchmark progress as they move through a key stage. Where a student is not making the expected level of progress, different interventions are put in place. Half-termly assessments in each subject provide staff, students and parents with a clear indication of where each learner is in relation to their flight path and expected outcome. Formative assessments and our purple pen marking strategy provides frequent and insightful feedback around where a student needs to improve and this, along with frequent low stakes testing, means that students are constantly receiving feedback on how to do better.

Impact

There are several key questions and documents that we use to evaluate the impact of the curriculum:

- How do you know that the curriculum is having an impact and how do you develop it in light of your evaluations?
- How does your curriculum contribute to our school leaver profile and the aims and values of the school?
- Standards and outcomes - are your outcomes consistent with the school data and other similar schools nationally (attainment and progress)?
- Are students able to explain what they are learning and articulate the relevance of this to the bigger picture?
- Can students make links with what they have learnt before and what they are moving on to next?
- Is the progress of different groups consistent with department and whole school data?
- Is there a consistent approach to the development of knowledge and skills across the curriculum and for all groups (SEND)
- Quality of work - have these results been achieved due to a narrowing of the curriculum, and what is the evidence for a broad and creative curriculum offer?
- Is what you observe consistent with what pupils tell you and what you see in books (triangulation of evidence)?
- How does your curriculum allow students to make informed choices about the next stage of their education?
- How does your curriculum provide pupils with information and guidance around different pathways e.g. vocational, apprenticeships, etc.?

The school is committed to constantly reviewing the impact of the whole Curriculum through a variety of channels. These include the monitoring of:

1. Academic Outcomes: Through internal and external attainment and progress data throughout KS3 - KS5 e.g. Attainment and Progress 8 Data and Ebacc entries. This data will include analysis of different groups including High, Medium and Low Prior attainers, SEND and Pupil Premium students
2. Extra-curricular participation: Through attendance at extracurricular activities and participation in whole school events such as liturgical celebrations, sporting, music and other activities.
3. Students' readiness to make the next step in education: Destinations of Leavers, UCAS destinations
4. Student Voice: through School Council and questionnaire data
5. Parental Voice: through Ofsted-style and Section 48-style questionnaires distributed at events such as Parents' Evenings
6. Staff Feedback: through Curriculum Leader meetings, line management meetings, and exam analysis meetings.

	Responsibilities for curriculum intent	Responsibilities for Curriculum Implementation	Responsibilities for Monitoring Curriculum Impact
Governors		<ul style="list-style-type: none"> • Agree the Curriculum Policy 	<ul style="list-style-type: none"> • Monitor the impact of the curriculum via the School Improvement and Monitoring Committee through reports submitted
Deputy Headteacher	<ul style="list-style-type: none"> • Responsible for the development of the school's overall curriculum intent • Works with the relevant Heads of Faculty / Department to ensure the effective introduction of the Curriculum Intents across all subject areas. This will include ensuring that all members of each department can articulate the Curriculum Intent for their subject area. 	<ul style="list-style-type: none"> • Works with the Assistant Headteacher (KS3) and the Assistant Headteacher (KS5) to ensure that the curriculum meets the needs of all learners in KS3, 4 and 5. • Works with the Associate Assistant Headteacher to ensure that there is a broad extracurricular offer open to all students. • Works with the Assistant Headteacher (Teaching and Learning) to provide training and support for curriculum innovation and ensure that there is appropriate assessment of students' understanding • Sets the overall direction for, monitors and reviews the implementation of the curriculum plan. • Provides clear expectations of curriculum standards and delivery. • Receives and investigates parental complaints relating to curriculum provision. • Ensures that the curriculum is reviewed using Ofsted criteria. • Consults on agreed organisational matters relating to curriculum e.g. timetabling, format of 	<ul style="list-style-type: none"> • Monitor the impact of the curriculum via student voice exercises, data analysis and raising standards meetings, and mini subject deep-dives

		<p>Schemes of Learning, courses, subject specialisms at GCSE and Post 16 etc.</p> <ul style="list-style-type: none"> • Creates and maintain effective partnerships with other institutions e.g. feeder schools at KS3. • Ensures that statutory curriculum requirements are met. • Conducts departmental reviews alongside other members of the senior team as appropriate 	
Heads of Faculty and Department	<ul style="list-style-type: none"> • Ensure that the curriculum meets the needs of all learners in their subject/s and reflects the school's values and curriculum intent. • Ensure that all members of staff can articulate their departmental curriculum intent. 	<ul style="list-style-type: none"> • Develop and annually review a curriculum for their subject which covers an appropriate range of knowledge and skills, meets the needs of all learners and is clearly sequenced to promote cumulative learning • Review and consult on choice of syllabus at GCSE and Post 16 for their subject. • Manage, coach and lead their key stage co-ordinators as appropriate. • Keep abreast of developments in their subject/s, updating SLT as needed, by attending relevant CPD and ensuring that all staff within the Faculty undergo relevant CPD as required. • Ensure that Schemes of Learning are reviewed, revised as needed, quality assured and delivered appropriately by teaching staff. • Monitor the standard and quality of teaching and learning in their areas. 	<ul style="list-style-type: none"> • Monitor the impact of the curriculum via student voice exercises, data analysis and observations / book looks
Teachers:	<ul style="list-style-type: none"> • Articulate the Departmental Curriculum Intent • Plan lessons in light of the school's values and context 	<ul style="list-style-type: none"> • Deliver engaging lessons and activities that contribute to the process of long-term learning • Promote reading in their subject and beyond • Appropriately assess students' learning and act on those assessments to close any gaps 	<ul style="list-style-type: none"> • Accurately assess students' depth of understanding of the subject curriculum

			<ul style="list-style-type: none"> Utilise assessments to improve learning and contribute to modification of the departmental curriculum where necessary
Heads of Year:		<ul style="list-style-type: none"> Ensure that the curriculum meets the needs of all learners in their year group, including casual admissions Liaise with HODS/HOFS as necessary in supporting individual students and specific groups. Work with AHTs to ensure that students make informed choices about options, courses and Pathways. Liaise with parents/guardians where students need support across subjects. Ensure that external providers meet the needs of our students. 	<ul style="list-style-type: none"> Monitor the impact of the curriculum on the progress of individuals and specific groups through report cards, interviews, work samples etc.
Tutors:		<ul style="list-style-type: none"> Work with HOY to ensure that students make informed choices about options, courses and pathways. Liaise with parents/guardians where students need support across subjects. 	<ul style="list-style-type: none"> Monitor the impact of the curriculum by looking at the progress of individual students in their tutor group

