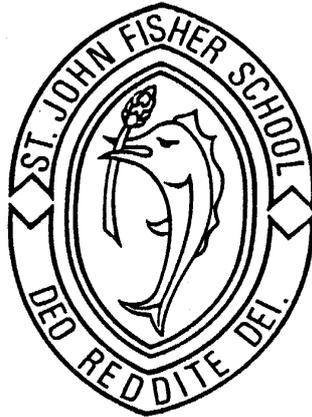


St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL



CURRICULUM POLICY

The Mission statement:

“St John Fisher School seeks to help and encourage pupils to develop individually, collectively and freely a way of life modelled on Christ, in accordance with the Faith of the Roman Catholic Church.”

Date of Policy: November 2018

Date of Ratification: Monday 3rd December 2018

Date of Review: November 2020

Owner: Ms V Walker

Curriculum Rationale

We aim to provide a broad and balanced education for tomorrow's world within the dynamic tradition of Catholic belief and practice. Our principled approach to the curriculum enables us to offer a rich programme of interconnected knowledge and skills for lifelong learning through excellent research based teaching and an extensive provision of extra-curricular activities that positively impact on the daily experience of our students. The curriculum intent is to create strong, confident, resilient and independent students who are equipped with the skillset to thrive outside of the School Community. This is underpinned by a curriculum that enables all of our students to make outstanding progress in every subject. We aim to celebrate the success of our students by developing confident, healthy individuals who contribute positively to society and change the world for the better.

At St John Fisher Catholic Comprehensive School, we aim to provide a curriculum which:

- Supports and promotes our distinctive Catholic school ethos.
- Motivates and engages learners, helping them to succeed.
- Ensures that our students gain the knowledge and skills of literacy, numeracy, oracy and ICT they need for education, employment and life.
- Ensures that our students gain the personal skills such as teamwork, communication, and resilience they need for excelling outside of the school community.
- Sets standards of excellence in teaching and learning.
- Provides a coherent learning experience across the key stages.
- Encourages students to become lifelong learners.

The Principles behind our curriculum intent are:

- To deliver a broad, balanced, relevant and differentiated Curriculum, which meets the current and future statutory requirements of the National Curriculum and beyond.
- To ensure that changes to the Education system do not impact the breadth and balance of the Curriculum.
- To facilitate the progress of students in knowing more so that they can learn more, in developing a network of inter-related ideas that learners draw on to make sense of the world they are living in.
- To continuously reflect on the impact our curriculum is having on students' knowledge, skills and understanding. This reflection also takes into account the lived daily experience of our students in classrooms.
- To ensure continuity and progression within the school and between phases of education.
- To adapt to students' individual learning needs at each stage of their learning rather than their age.
- To strive for our students to experience and demonstrate continuous progress and achievement.
- To provide a curriculum which is dynamic and flexible to changing needs.
- To ensure provision for equal opportunities, cultural diversity and Religious Education.

- To make provision for the individual learning needs of each pupil as identified initially by Educational Health Care Plans and then the Individual Education Plans.
- To create effective partnerships with carers, parents and other professionals.
- To provide opportunities for students to celebrate success and achievement.
- To prepare pupils to make informed and appropriate choices post 13 and 16.
- To meet the needs of the full range of abilities within the school.
- To provide appropriate and timely careers guidance.
- To provide viable vocational courses which meet students' needs and aspirations.
- To provide a comprehensive PSHRE programme which reflects the school's ethos and safeguarding aims.
- To provide an education which prepares students for the demands, opportunities and experiences of adult life.
- Our commitment to Social Justice ensures that the curriculum should meet the needs of every group from Disadvantaged Students, Young Carers, Looked After Students, EAL, SEND, Low, Middle and High Prior Attainers, disabled students and those who are LGBTQI. We are committed to making all aspects of school life accessible to all members of our school community including learners, staff and our wider stakeholders. This embraces both the physical environment and at all stages of a stakeholder's involvement with us - from admission, through the interview process, to curriculum support, use of special facilities, learning support from dedicated staff and special arrangements for taking examinations.

Managing the curriculum: Roles and Responsibilities

The Governors agree the Curriculum Policy and monitor its implementation through the School Monitoring and Improvement Committee.

Senior Leadership Team: Deputy Headteacher

- 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.
- Monitors and reviews the implementation of the curriculum plan.
- Works with the Assistant Headteacher (Teaching and Learning) to provide training and support for curriculum innovation.
- 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.
- Conducts departmental reviews.
- Consults on agreed organisational matters relating to curriculum e.g. timetabling, format of Schemes of Learning, courses, subject specialisms at GCSE and Post 16 etc.
- Creates and maintain effective partnerships with other institutions e.g. feeder schools at KS3.
- Ensures that statutory curriculum requirements are met.

Heads of Faculty and Department:

- Ensure that the curriculum meets the needs of all learners in their subject/s.
- Provide strategic overview for their subjects/s, linked to the School Improvement Plan.
- 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, quality assured and delivered appropriately by teaching staff.
- Monitor the standard and quality of teaching and learning in their areas.
- Develop and review annually a cohesive curriculum plan for their subject/s that is challenging, inspiring and accessible to all students.

Heads of Year:

- Ensures that the curriculum meets the needs of all learners in their year group.
- Evaluates the impact of strategies used to support teaching and learning
- Monitors the impact of the curriculum on the progress of individuals and specific groups through report cards, interviews, work samples etc.
- Liaises with HODS/HOFS as necessary in supporting individual students and specific groups.
- Works with AHTs to ensure that students make informed choices about options, courses and Pathways.
- Liaises with parents/guardians where students need support across subjects.
- Ensures that external providers meet the needs of our students.

Tutors:

- Monitor the progress of students in their tutor group.
- Work with HOY to ensure that students make informed choices about options, courses and pathways.
- Liaises with parents/guardians where students need support across subjects.

So that students have:

- Confidence in their ability to succeed.
- A feeling of being safe, valued, trusted and respected.
- Opportunities to learn through social interaction.
- A stimulating, supportive, healthy environment and life style at school.
- Opportunities to apply their own strategies and to evaluate their own progress and Achievement.
- Learning that they perceive to be relevant, worthwhile, enjoyable and fulfilling. ☑
Opportunities for challenge, innovation and adventure.

- Opportunities to apply their knowledge to a wide variety of applications in the context of the wider world.

The curriculum and extra-curricular activities

In the classroom, we provide students with the opportunities to;

- Develop the capacity to think critically, questioning what they see and experience. ☒
Become independent and resilient learners.
- Work through secondary sources and concrete experiences.
- Reflect on their experiences in different ways to deepen and enrich their understanding.
- Learn through practical, exploratory and multi-sensory experiences.
- Assess their achievement and understand how to take the necessary steps to improve.
- Consolidate learning through repetition, reflection, interweaving and application.
- Engage with a rich and broad curriculum that enables them to show their potential in a variety of different ways.

Outside of the classroom, we provide students with the opportunities to;

- Participate in Chaplaincy activities, showing the relevance of faith in the 21st century
- Challenge themselves in a wide range of extra-curricular activities from our Stretch and Challenge programme, choir concerts, School Drama Productions, Science Clubs etc. to ensure we take a holistic approach to our students' growth and development.
- Through our provision of extra-curricular sporting activities, we enable our students to understand the value of team work, commitment and resilience.
- We strive to achieve great success with our Duke of Edinburgh programme and enable students to overcome new challenges and experiences.
- Our Student Prefect strategy aims to give students responsibilities across a wide range of subjects and areas of school life that develop their communication and team work skills, encouraging their ability to be proactive and responsible for others and themselves.
- We aim to support 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. Examples of this include charity events, retreats and student leadership opportunities designed to create confident, resourceful and successful leaders. We ensure that every student, regardless of background, is able to participate.

Student Voice

We value the views and ideas of our students. Peer learning and assessment are vital ingredients of our work in Assessment for Learning. Similarly, students inform our work in the

classroom, through their work as Subject Ambassadors. The Student Council is active in engaging with these processes, keeping us up to date with current student views.

Using ICT to Transform Learning

We utilise the most up to date technology to engage learners and equip them for the world of further education and employment. We use our Virtual Learning Environment to ensure that every student has access to the curriculum at all times.

Monitoring, review and evaluation

The curriculum delivery is subject to internal reviews at subject level by HOF/HOD and AHT / DHT responsible for Teaching and Learning/Curriculum on a yearly basis to meet the needs of the present students. Findings and recommendations are presented to Governors and SLT.