

St. Mary's College

Secondary Curriculum Policy

Contents:

Statement of intent

1. Curriculum intent
2. Curriculum aims
3. Legal framework
4. Roles and responsibilities
5. Organisation and planning
6. Curriculum content
7. PSHE
8. Careers education
9. Reporting and assessment
10. Equal opportunities
11. Supporting pupils with SEND
12. Extra-curricular activities
13. Monitoring and review

Statement of intent

St. Mary's College recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich pupils' experiences of their lives and education.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

1. Curriculum intent

What the curriculum is designed to do

Our curriculum is designed with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

How we intend to deliver the curriculum

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to teach core content. One-to-one teaching sessions are carried out for pupils who require additional support.
- **Extra-curricular activities:** we provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities we offer can be found in [section 12](#).

A full list of subjects available to pupils in each year can be found in [section 6](#).

How we involve stakeholders in curriculum planning and delivery

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils receive a well-rounded education if everyone is involved in shaping it.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the ways outlined in [2.2](#).

2. Curriculum aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.

- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others and to be able to live and work cooperatively with others.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

3.2. This policy operates in conjunction with the following school policies:

- [Marking and Feedback Policy](#)
- [Pupil Remote Learning Policy](#)
- [Equal Opportunities Policy](#)
- [PSHE Policy](#)
- [RSE and Health Education Policy](#)
- [SEND Policy](#)

4. Roles and responsibilities

4.1. The [governing board](#) is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the [Principal](#), Vice Principal, subject leaders and teachers with regards to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The [principal](#) is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with [subject leaders](#), teachers and other members of the SLT.
- Communicating the agreed curriculum to the [governing board](#) on an [annual](#) basis.

- Producing an **annual** report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

4.3. The **subject leaders** are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the **Principal and Vice Principal**.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

4.4. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.

- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the **Principal**.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the **Principal** and the **SENCO** to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the **SENCO** and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the **SENCO** and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the **Principal**.
- Working to close the attainment gap between academically more and less able pupils.

4.5. The **SENCO** is responsible for:

- Collaborating with the **Principal** and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

- 5.1. The school's curriculum will be delivered over the academic year and equally throughout the school week.
- 5.2. Each school day will be split into two sessions and pupils will receive at least one lunch break and two comfort breaks.
- 5.3. In collaboration with **subject leaders**, teachers and other members of the SLT, the **Principal** will devise the following plans:
 - **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages.

- **Medium-term plans** that deal with the activities within units of work that are set out **termly/ half termly**.
 - **Short-term plans** that are concerned with individual lessons or sessions on a **weekly** and address issues of curriculum differentiation and access for individual pupils.
- 5.4. Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another.
 - 5.5. Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
 - 5.6. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
 - 5.7. A full list of subjects covered in school can be found in [section 6](#) of this policy.
 - 5.8. Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.
 - 5.9. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
 - 5.10. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
 - 5.11. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
 - 5.12. Any difficulties identified will be addressed once curriculum planning has commenced.
 - 5.13. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

6. Curriculum content

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will ensure every pupil has access to the following core subjects:
 - English
 - Mathematics
 - Science
 - RE

- Relationships and sex education (RSE)
- 6.3. The school will ensure pupils also have access to the following foundation subjects:
- Art and Design – compulsory at KS3
 - Classics – compulsory in Y8 and Y9
 - Computing/ ICT – compulsory at KS3
 - Design and technology – compulsory at KS3
 - Languages – compulsory at KS3
 - Geography – compulsory at KS3
 - History – compulsory at KS3
 - Music – compulsory at KS3
 - PE – compulsory at KS3
- 6.4. Pupils will choose their subjects for their GCSEs at KS4 in [the second half of Year 9](#).
- 6.5. Pupils will choose their subjects for KS5 in [the second half of Year 11](#).
- 6.6. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

7. PSHE

- 7.1. As part of the curriculum, the school will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. PSHE is delivered through form periods and designated days at KS3 and through designated days only at KS4.
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's [PSHE Policy](#).

8. Careers education

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the [Careers Policy](#).
- 8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 8.3. The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.

8.4. The school will host careers talks throughout the academic year.

9. Reporting and assessment

- 9.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 9.2. Homework will be set on a weekly basis in accordance with the school's homework timetables.
- 9.3. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.
- 9.4. Individual pupil performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the Principal, pupils and pupils' parents.
- 9.5. Pupils will also complete national assessments at GCSE and A level. The results of these assessments will be reported back to the Principal, pupils and their parents.
- 9.6. Evaluations and assessments feed back into future or modified curriculum plans.
- 9.7. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.
- 9.8. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 9.9. All reporting and assessments will be conducted in line with the school's Assessment and Reporting Dates document.

10. Equal opportunities

- 10.1. There are nine protected characteristics within the Equality Act 2010, these are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex

- Sexual orientation
- 10.2. Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.
 - 10.3. The school's curriculum will celebrate diversity and the [SLT](#) has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.
 - 10.4. When planning and implementing the curriculum, the school will have due regard to the [Equal Opportunities Policy](#) at all times.

11. Supporting pupils with SEND

- 11.1. The curriculum is designed to provide access and opportunity for all pupils who attend the school.
- 11.2. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's [SEND Policy](#).
- 11.3. Pupils with SEND will not be discriminated against in any way.
- 11.4. The progress of pupils with SEND will be monitored by teachers and reported to the [SENCO](#).
- 11.5. The [SENCO](#) will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Extra-curricular activities

- 12.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 12.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 12.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

The following table details the extra-curricular activities that are available each week:

Day	Activity	Time (1 st or 2 nd lunch, after school)	Year Groups	Member of Staff
Monday	Cookery	All lunch	Yr 9	LCL/SBA
Monday	Lower School Choir	1 st lunch	Yr 7 - 9	CJO
Monday	Drama	1 st lunch	Yr 7 - 9	ASM
Monday	Gym (mixed)	1 st lunch	Yr 7	PE Staff
Monday	Meditation and Mindfulness	1 st lunch	Yr 7 - 11	KGA / GWH
Monday	Social Cultural Club	2 nd lunch	Yr 7 - 9	NMO
Monday	Girls – Self defence	2 nd lunch	Yr 10 & 11	PE Staff
Monday	Sportshall (mixed)	2 nd lunch	Yr 10 & 11	PE Staff
Monday	ICT	2 nd lunch	All Years	NVA
Monday	Maths Clinic	2 nd lunch	Yr 10 & 11	MSU
Monday	Art	All lunch	Yr 11	MWR
Monday	Board Games / Reading Catch Up	All lunch	Yr 7 - 9	SHA
Tuesday	KS3 Geography Club	1 st lunch	Yr 7 - 9	JSA/CSW
Tuesday	Music Theory	1 st lunch	All Years	Music Staff
Tuesday	Greek Club	1 st lunch	Yr 8	ICO
Tuesday	Gym (mixed)	1 st lunch	Yr 8	PE Staff
Tuesday	Sportshall (mixed)	2 nd lunch	Yr 7 - 9	PE Staff
Tuesday	Reading Club	2 nd lunch	Yr 7 - 9	WST/CHO
Tuesday	Maths Clinic	2 nd lunch	Yr 9	AGI
Tuesday	ICT	2 nd lunch	All Years	IRH
Tuesday	Lego Robotics	All lunch (collect sandwich)	Yr 7 - 9	BSW
Tuesday	Art	All lunch	Yr 11	MWR
Wednesday	Gym (mixed)	1 st lunch	Yr 9	PE Staff
Wednesday	Student Council	1 st lunch	All Years	ABY
Wednesday	Science Club	1 st lunch	Yr 7 & 8	NAD/EGA/AMC
Wednesday	RE Club	1 st lunch	Yr 10 & 11	KGA
Wednesday	Drama	2 nd lunch	Yr 10 - 13	HOR
Wednesday	Sportshall (mixed)	2 nd lunch	Yr 7 - 9	PE Staff
Wednesday	Puzzle Club	2 nd lunch	Yr 7 - 9	MSU
Wednesday	Art	All lunch	Yr 10	MWR
Thursday	Gym (mixed)	1 st lunch	Yr 10	PE Staff
Thursday	Sportshall (mixed)	2 nd lunch	Yr 10 & 11	PE Staff
Thursday	Business and Finance	1 st lunch	Yr 10 - 13	MSH
Thursday	ERI	2 nd lunch	Yr 10 - 13	RLE
Thursday	Art	All lunch	Yr 10	MWR

Friday	Music Theory	1 st lunch	All Years	Music Staff
Friday	MFL	1 st lunch	All Years	AMU
Friday	Spanish	1 st lunch	Yr 9	LNE
Friday	Senior lineouts	1 st lunch	Yr 11 - 13	PE Staff
Friday	Show Choir	1 st lunch	Yr 12 - 13	CJO
Friday	KS4 Geography	2 nd lunch	Yr 10 - 11	JSA
Friday	ICT	2 nd lunch	All Years	NVA/IRH
Friday	Art Club	2 nd lunch	Yr 7 - 9	MW /JSI/DHO
Friday	Sportshall (mixed)	2 nd lunch	Yr 7 - 9	PE Staff
Friday	Boxing (mixed)	2 nd lunch	Yr 7 - 9	PE Staff
Friday	Yr 10 Lineouts	2 nd lunch	Yr 10	PE Staff
Friday	Debating	2 nd lunch	Yr 10 - 13	NRO
Friday	KS5 Chess Club and any younger experts	2 nd lunch	Yr 12 - 13	ICO
Friday	Maths Clinic	2 nd lunch	Yr 7 & 8	MSH
Friday	Dr Who Club	All lunch	All Years	PRA

12.4. All extra-curricular activities and trips will be planned and executed in accordance with the school's [Educational Visits Policy](#).

13. Monitoring and review

13.1. This policy is reviewed [annually](#) by the [Vice Principal](#).

13.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

13.3. The scheduled review date for this policy is [September 2022](#).