





# St Augustine's Catholic High School and Sixth Form

## Curriculum Policy

Approved		Date
Chair, Governors B Stokes		14.12.22
Principal G T O'Connor		14.12.22
Committee Meeting: Full Board Meeting:	Standards & Performance Ratification	Dec-22 Dec-22
Cycle of Review:	Annual	
Next Review Date:	Nov-23	



# ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

## DEVELOPING THE WHOLE PERSON

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### Curriculum Policy 2022 - 2023

#### Introduction

The school believes that the term curriculum encompasses all experiences and opportunities we deliver to students. The policy is organised by considering the intent, implementation and how it is assessed.

#### Our Vision

St Augustine's Catholic High School Curriculum equips students for their lives today and prepares them for the future. It is personalised to be academically challenging for all with pathways to enhance final positive destinations including the best universities, apprenticeships and vocational courses. It promotes and develops the qualities of Respect, Integrity, Service and Excellence, developing each pupil's unique God-given talents and gifts.

#### 1. Curriculum Intent

To provide the highest standards of Catholic Secondary Education placing the worship of God, **the Gospel** Values and Prayer at the centre of school life instilling fundamental British values with a deep understanding of equality to become confident and responsible citizens of the future.

To engage students with an ambitious, innovative, stimulating and wide curriculum that prioritises student choice with the English Baccalaureate at its heart. We seek to ensure that their learning is continually built upon, knowledge is deepened, skills and understanding are developed enabling them to appreciate the world they live in, the vocational choices they have so that they participate actively and positively in wider society.

To enable all students to leave school with enhanced attainment and achievement which best support them with their future aspirations.

To promote a love of learning, encouraging students to develop strength of character to become empathetic, resilient and independent through a wide range of memorable curricular and extra-curricular activities to discover and develop lifelong interests and talents.

#### 2. Curriculum Implementation

##### Curriculum

The curriculum is delivered via several means:

- Taught curriculum
- Enrichment
- Catholic life

##### The Taught Curriculum

As students transition into Y9, they will cover aspects of the Key Stage 3 Curriculum that were incomplete during their time in middle school and will begin to develop the key skills required for Key Stage 4 courses through the teaching of their timetabled subjects. The continued broad range of experiences gained through a variety of subjects during Key Stage 3 progress through to the Y9 Curriculum.

## The Timetable

The school operates a two week 40 period timetable. Each day consists of

- 5 minute morning registrations
- 20 min morning collective worship slot
- Four 75 min lessons

Subject	Y9	Current Y10	After Y11	Y9 Sep-23
English	6	7	7	6
Maths	6	7	7	6
Science	6	7	8	6
RE (inc RSHE, PSHE and SMSVC)	4	4	4	4
PE	3	2	1	3
Option 1	4	3	4	3
Option 2	4	3	3	3
Option 3	4	3	3	3
Option 4	3	4	3	3
Option 5				3

## Key Stage 4

The Key Stage 4 Core curriculum: All students will study English, Mathematics, Science (Separate or Combined), PE, RE (which includes RSE, PSHE and SMSVC). These are known as Core subjects. Some students will study separate Sciences as part of their core curriculum if appropriate. In line with the Government's aspirations, we aim to place the EBacc at the core of our curriculum, as this provides a rigorous and ambitious curriculum, enabling students to progress to further study. We aim to have 75% of students to study the EBacc combination by 2022, with a view to guided options by the end of December of Y9. This guided option process gives the opportunity for Y9 to review option choices and potentially to start another option if it is agreed that a MFL is not an appropriate pathway.

In addition to the core curriculum all students will choose up to four option subjects. We believe that increasing the number of option subjects studied gives students the opportunity to study a variety of subjects including the arts, modern foreign languages and technology subjects without limitation. At St Augustine's we are pleased to be able to offer a wide range of Key Stage 4 courses and are confident that students can choose combinations of courses on which they are most able to succeed. We feel that students should follow a curriculum which suits their preferred way of working, interests, ability and future aspirations. Students are entered into exams at the time when the school deems the child is ready, at a time when it is in the best interest of the child and at an appropriate point over the programme of study. Generally this is at the end of Y11 – we do not pursue a policy of early entry.

Reading is at the heart of any curriculum and as such we support all our pupils to benefit from a love of reading. This is also reflected through the allocation of one period a fortnight within the English Y9 curriculum to a structured reading programme. Through the school's wider extensive reading programme we aim to ensure the following:-

- All students to be reading at their chronological reading age by the end of Y9 and Y10.
- An established reading culture within and outside of lessons created whereby all students are reading high quality texts regularly in class and there are opportunities to read outside of the classroom.
- A reading team of staff and students established to create ongoing culture.
- Appropriate interventions with students below chronological age (wave 1) and below reading age 11 (wave 2).
- Wave 1 Quality First Teaching increases the frequency and quality of reading within the wider curriculum and increases opportunities for students to develop their reading fluency.
- Use Bedrock to address the vocabulary gap by:-
  - Tier 2 vocabulary taught
  - Regular reading, retrieval and testing of new complex vocabulary in fiction and non-fiction texts tailored to their ability level

- Reading for pleasure activities and events set up with the Student Council and Y10 Citizenship action group

### Key Stage 5 (Sixth Form)

We currently offer a wide range of courses at St Augustine's and are confident that students can choose combinations of courses on which they are most able to succeed and lead them onto their next area of study, employment or experience. For full details of the courses offered and pathways within the Sixth Form, please visit the 'Sixth Form' link on our website. Students are entered into exams at the time when the school deems the child is ready, at a time when it is in the best interest of the child and at an appropriate point over the programme of study.

Taught Curriculum – taught in four option blocks		
A Levels		Vocational
Accounting		BTEC Art
Biology		BTEC Business Studies
Chemistry		BTEC Child's Play
Economics		BTEC Engineering
English Language/Literature		BTEC Health/Social Care
English Literature		BTEC Performing Arts
Geography		BTEC Applied Science
French		BTEC Sport
History		Cambridge National Digital media
Mathematics		
Further Mathematics		
Film Studies		
Music		
P.E.		
Physics		
Psychology		
Theology		
Sociology		
Additional Curriculum		
EPO	General R.E.	Enrichment experience as detailed on the website

### The Enrichment Curriculum

The taught curriculum is enriched in numerous ways:

- High quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. The learners are prepared for the next stage of their education, employment, self-employment or training through individual interviews, targeted visits, work experience and careers based activities within school. These include careers fairs, curriculum links, tutor based activities and assemblies;
- Through cross-curricular links, educational visits both day and residential, foreign exchanges and cultural visits, and links with industry and the community;
- There are the more day-to-day forms of enrichment, built into each subject through personalisation and differentiation, and available through extra-curricular clubs and activities;
- Extensive careers programme – see Careers Policy
- All students in Y9 are offered the opportunity to participate in the Duke of Edinburgh Bronze Award. We believe this is a valuable experience and shouldn't be limited so each place is funded by the school.
- The sixth form curriculum includes timetabled curriculum enrichment where students specifically:
  - take a variety of enrichment opportunities, which will include Work Experience and community enrichment activities
  - Study General R.E which focuses on British Values, World religions, human rights and living out the Catholic ethos in a practical way.

- Have opportunities for reflection and giving back
- Participate in an enrichment program which includes Duke of Edinburgh, Barclays Life Skills, Young Enterprise, Sport, Performing Arts, Wellbeing and Engineering run on a Wednesday afternoon

### **The Catholic Life Curriculum**

There are also many other opportunities available for students to develop within the less formal or hidden curriculum such as:

- Collective worship such as masses and services
- Charity events
- Student leadership
- Mentoring younger students
- Committees
- School Council membership
- Student Services duties
- Supporting students in first and middle schools.

At St Augustine's, the curriculum forms only part of the Saints 'Journey'. The whole experience enables the holistic development of a young person to a responsible young adult that is ready for the challenges of a demanding world.

### **Individual Needs and Equal Opportunities**

The school aims to provide a caring, challenging community, we value the individual and seek to enable each learner to develop and maximise their full potential. This means catering for the full range of abilities within the school. We have a dedicated SENDCo (see SEN Policy), who with her line manager co-ordinates the work within school and also liaises as necessary with outside agencies including but not limited to Children Services and the Educational Psychologist. The Principal has overall responsibility for the progress of all learners and the school has a policy of promoting equality of opportunity, and eliminating unlawful discrimination, for all members of the school community. This especially covers those children who are disadvantaged and for whom the school is in receipt of additional Pupil Premium funding (see separate policy and strategy). Any requests for adapting the curriculum for individual needs should be made in writing, the Principal will then make the final decision relating to any changes including the number of subjects studied and qualifications entered for.

### **3. Curriculum Impact**

The impact of the curriculum is measured by considering:

- External examination results at both GCSE, BTEC and A Level
- The range and variety of extra-curricular and enrichment activities and students' participation in them
- The retention of students from Year 11 into the Sixth Form, especially more vulnerable pupils (disadvantaged or SEND).
- The numbers of students applying to join the School in Year 9 and Year 12.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.

If parents require any further information about the curriculum they should contact the Deputy Principal.

### **Complaints Procedure**

If a parent feels that the School is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint. For additional information refer to the School Complaints Policy.