



# **St Nicholas Catholic High School**

## **CURRICULUM POLICY 2019**

## Version Control

| Current version | Previous version | Summary of changes made   |
|-----------------|------------------|---|
| 2018            | 2019             | <p>IAG is now designated CEIAG (Careers Education Information Advice and Guidance)</p> <p>GCSE ICT at KS4 is now replaced with the Certificate In Digital Application</p> <p>External 'Changing Education' Careers Advice now available to students</p> <p>Updated KS5 qualifications</p> |
|                 |                  | Updated KS4 Information on Pathways and KS4 Qualifications  |
|                 |                  |   |
|                 |                  |   |
|                 |                  |   |

| Policy Impact Statement                  |                           |
|--|---------------------------|
| <b>Policy:</b>                           |                           |
| <b>This Policy has been implemented:</b> |                           |
| Fully                                    | ✓                         |
| Partially                                |                           |
| Occasionally                             |                           |
| Not at all (give reasons why)            |                           |
| <b>What revisions need to be made:</b>   |                           |
| To the Policy?                           | See Version Control Above |
| To its implementation?                   |                           |

# **St Nicholas Catholic High School**

## **Curriculum Policy**

### **Guiding Principles**

The St. Nicholas Catholic High School Curriculum Policy is rooted in the School Mission Statement which makes explicit the Christian Values on which the School is based and the sacredness and worth of each individual in the School community. It acknowledges that the right curriculum is a necessary condition for each student to make at least the progress of which they are capable.

We aspire to embrace the Gospel and its values, celebrating uniqueness and diversity. Our learning, within an enterprise culture, is based upon trust and respect which define our relationships within the world family. This means:

- All students are entitled to a broad, balanced, coherent, relevant and personalised curriculum which meets their individual needs and provides them with appropriate qualifications in the future.
- The learning process should be engaging, motivating, exciting and allow students to achieve, as well as developing lively, imaginative and enquiring minds.
- All students will be given the opportunity to be creative and take risks with their learning, in a supportive yet challenging environment.
- All students should have full access to the curriculum, irrespective of gender, SEN, ethnicity, academic ability, social or cultural background.
- The curriculum, through the school's approach to spiritual and moral education, should develop active citizens, both within St Nicholas Catholic High School and the wider community.
- Students should be well prepared for their future careers through the development of independence of thought, self-reliance and a questioning approach which challenges prejudice.
- The curriculum should encourage high expectations and aspirations.

### **Rationale**

The curriculum encapsulates students' whole learning experience during their time at St Nicholas Catholic High School. We ensure that curriculum development is on-going and that all stakeholders understand the principles which underpin decisions around the curriculum. The policy reflects the aims and values of St Nicholas Catholic High School and is based on the set of principles above.

What makes us distinctive as a Catholic school is that we care more about *who* a child becomes than just *what* she or he becomes. In this way, we seek to ensure that each student is not only prepared for society when they leave school but equipped to make a positive contribution for its betterment.

## **Responsibilities**

### **The Governing body:**

- To review regularly the curriculum and make amendments which reflect students' needs.
- To have an overview of local and national developments which affect the curriculum.
- To understand the necessity for strong progression routes. This should include effective transition from primary school and progression within Key Stages 3 to 4 and beyond.
- To have an understanding of the curriculum model and the impact this has on student progress and achievement, as well as staffing and the school budget.

### **The Headteacher and Senior Leadership Team**

- To review the curriculum annually making changes in response to any local or national initiatives that will maximise student learning and achievement.
- To keep abreast of local and national changes and apply these judiciously.
- To ensure the curriculum allows clear progression through all Key Stages.
- To monitor curriculum impact on achievement, learning and progress and adapt as necessary in order to maximise these.
- To have a board understanding of the curriculum in the subjects they line manage.
- To ensure that the curriculum model leads to a timetable which supports learning.

### **Subject Leaders**

- To monitor curriculum developments in their subject area and implement these in discussion with SLT line managers.
- To design and implement a curriculum that ensure students' progression within the subject and meets the principles set out in this policy.
- To monitor the impact of the curriculum on standards of student learning and progress.
- To keep abreast of changes which impact on the curriculum at a local and national level.
- To support the devising of the timetable within their subject.

### **Teaching Staff**

- To differentiate and personalise the curriculum to allow all students, through choice and/or appropriately levelled work, to access the learning at the appropriate level.
- To plan and deliver lessons which ensure students make at least expected progress.

### **Support Staff**

- To develop a working understanding of the curriculum in which they support students.
- To use their individual skills to assist the teacher in the effective differentiation of the curriculum for the students they support.

## Curriculum Design at St Nicholas Catholic High School

### **Status of Religious Education**

As a Voluntary-Aided Catholic secondary school, the status of Religious Education within our school curriculum is of crucial importance. To this end, Religious Education is allocated 10% of curriculum time within each Year Group in Key Stages 3 and 4, with 5% allocated during Year 12 and Year 13. Additionally, staff and students undertake a daily act of worship during morning registration time.

### **Key Stage 3**

Within Key Stage 3, students study a broad and balanced curriculum based upon the National Curriculum for England. To this end, students study:

- **(Core)** English, Mathematics and Science
- **(Foundation)** Art and Design, Citizenship, Computing, Design and Technology, Geography, History, Languages (Spanish and in Year 9 French is taught as an additional language), Music and Physical Education
- **(Statutory)** Religious Education and Relationship and Sex Education (RSE)
- **(Non-Statutory)** Drama

All subjects follow the National Curriculum for three years (except Computing which is only studied in Year 7 and 8)

In the creation of a personalised curriculum package, some students may be withdrawn from some non-core subjects to receive additional learning support.

### **Key Stage 4**

St Nicholas believes that at the heart of an effective KS4 curriculum is a strong academic core. This reflects the Department for Education's ambition for all students across the country to engage with a broad, balanced and ambitious curriculum.

The curriculum provision at Key Stage 4 is governed by the fundamental aim of equipping students with the learning and qualifications necessary to fulfil their potential. To this end, the design of the Key Stage 4 curriculum promotes meaningful progression pathways for students of all abilities.

We offer three distinctive pathways in our Curriculum and we use an array of data, information and knowledge to place the student in the correct pathway that they will be required to follow at GCSE.

In the Yellow pathway all students follow the EBACC Curriculum in addition to the core subjects above. These students have shown an aptitude for Languages and they study a Language (French or Spanish), Geography or History and one further option from the list below.

The Blue Pathway offers students one EBACC subject (French, Spanish, History, Geography or Computer science) and two further subjects from the list below.

The Purple Pathway offers students one EBACC subject (French, Spanish, History, Geography or Computer science) and one further subject from the list below. In addition they receive lessons on Functional Skills (English and Maths).

The core curriculum at Key Stage 4 consists of the following subjects:

- GCSE Religious Education
- GCSE English
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (including Core, Additional, Separate)
- PE
- Citizenship

The Key Stage 4 Curriculum Choices process allows students to choose from a variety of academic and/or vocational subjects based upon individual ability, aptitude, interests and aspirations.

The provision is regularly reviewed to ensure responsiveness to school, local, and national demands.

### **Key Stage 5**

St Nicholas Catholic High School's Sixth Form provision offers an A-Level pathway for Key Stage 5 students, who can choose to study a range of traditional and modern A Level qualifications. In addition, all students in the Sixth Form will follow a Spiritual and Moral Education programme designed to assist the development of the whole-person.

All students are expected to meet the minimum entry requirements as set out annually in the Sixth Form Prospectus.

In addition to the wide range of courses that are available, there are also opportunities to gain qualifications and skills in other areas such as:

- the Extended Project Qualification
- Duke of Edinburgh Award
- Coaching and mentoring skills
- Enrichment and Work Experience
- Future Learn Courses
- Personal Development Days

### **Staff Development**

In-house CPD is delivered annually in order to ensure curriculum teams are kept abreast of changes and to improve standards of teaching and learning. Performance Management is used strategically to identify and address training needs. Initiatives in curriculum development are monitored and accessed to ensure teachers are well-equipped to deliver the curriculum effectively.

## **Enrichment Activities**

St Nicholas Catholic High School offers a wide and inclusive programme of enrichment activities which take place outside of the formal curriculum. The fundamental aim of such activities is to promote the enjoyment of learning and development of the whole-person.

## **Citizenship and PSHEE**

Citizenship is delivered over three designated days within each academic year. Additional 'off-timetable' sessions are also used to support the delivery of the sex and relationships strand (SRE) and, on occasions, to enable contributions from visiting speakers. PSHEE is overseen by Year Leaders and delivered through Form Tutor sessions.

## **Careers Education Information, Advice and Guidance (CEIAG)**

All students benefit from a programme of CEIAG. CEIAG is a cumulative, active process during a student's time at St Nicholas Catholic High School and is delivered through a range of means, including information evenings for students and parents; individual tutor time; design of curriculum; production of individual action plans; sign-posting to further sources of information; provision of relevant outside speakers to engage, enthuse and highlight opportunities for students. Independent CEIAG is delivered in through an external partnership with Changing Education. The TLR Holder for CEIAG has responsibility for the delivery, monitoring and evaluation of the school Strategic CEIAG plan in working towards the Inspiring IAG Award to deliver The Quality in Career Standard.

## **British Values**

In the 'Prevent Strategy' (2011), the government defined British values as encompassing democracy, rule of law, individual liberty, mutual respect and tolerance of those different faiths and beliefs.

Such values lie at the heart of Catholic education and are, indeed, deepened through the addition of such Gospel values as humility, reconciliation and mercy. British values permeate through the curriculum delivered at St Nicholas Catholic High School and can be summed up in our Mission Statement:

We aspire to embrace the Gospel and its values,  
celebrating uniqueness and diversity.  
Our learning, within an enterprise culture,  
is based upon trust and respect which define  
our relationships within the world family.  
Everyone Matters.

The mapping document for the delivery of British Values at St Nicholas is available separately.

## Quality Assurance

St Nicholas Catholic High School is committed to a robust system of quality assuring its curriculum. To this end, the following approaches operate:

- The Governing Body regularly reviews the curriculum
- The Headteacher and Senior Leadership Team reviews the curriculum on an annual basis and reports to the Governing Body
- Annual analysis of student performance within all subject areas is undertaken with the Headteacher and Senior Leadership Team link person to ensure the needs of all students are met against the curriculum model
- Subject Leaders formulate middle and long-term development plans in response to emerging curriculum needs
- Subject Leaders undertake a regular analysis meetings with their Senior Leadership Team link person in line with the school SEQA Calendar
- Delivery of the curriculum by teachers is assessed within the formal system of lesson observations and learning walks

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|---|--------------------------------------|
| Reviewed by: Student Welfare & Progress Committee | Date: 14 <sup>th</sup> November 2019 |
| To be ratified by Governing Body                  | Date: 12 <sup>th</sup> December 2019 |
| Review of Policy Due By                           | Date: October 2020                   |

