



CARDINAL NEWMAN
CATHOLIC SCHOOL

November 2017

Reviewed: *Achievement &
Standards Committee*

Date of Next Review:
November 2018

Curriculum Policy

CURRICULUM POLICY

Curriculum = All planned learning experiences at or by the school.

“In your Catholic schools, there is always a bigger picture over and above the individual subjects you study, the different skills you learn. All the work you do is placed in the context of growing in friendship with God, and all that flows from that friendship. So you learn not just to be good students, but good citizens, good people. As you move higher up the school, you have to make choices regarding the subjects you study; you begin to specialise with a view to what you are going to do later on in life. That is right and proper. But always remember that every subject you study is part of a bigger picture.”
(Pope Benedict XVI address to students at “The Big Assembly” on Friday 17th September 2010)

Aims of the Policy

The purpose of the curriculum is to help students to:

- develop lively, imaginative and enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- have sound mathematical (numeracy) and literacy - (RWCM) Reading, Writing and Communication skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens
- achieve their full potential

Principles

- The curriculum should have the following characteristics: breadth, balance, relevance, differentiation; progression and continuity; coherence; challenge, rigour and choice.
- The curriculum should promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes.
- Equality of access for all students to academic experiences.
- The school should provide appropriate tasks, teaching techniques and learning strategies to support high expectations and appropriate challenges.
- Parents/carers should be provided with curriculum information relevant to their child.
- The curriculum should be subject to planned evaluation and review.

Outcomes

The curriculum should:

- deliver the current and future statutory requirements
- be broad, balanced, relevant and differentiated
- enable students to fulfil their potential
- prepare students to make informed and appropriate choices at 14 and post-16
- meet the needs of the full range of abilities within the school

- ensure continuity and progression within the school and between phases of education
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- help students develop lively, enquiring minds, an ability to question and argue rationally, become leaders of learning and an ability to apply themselves to tasks and physical skills
- help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world. These skills include personal, learning and thinking skills (PLTS) which are fully integrated into Key Stage 3 schemes of work
- help students to use language, number and computing skills effectively (functional skills)
- help students develop personal moral values, a knowledge and understanding of the Catholic faith and respect for religious values alongside tolerance of other races, religions and ways of life
- help students understand and be active citizens in the world in which they live
- help students to appreciate human achievements and aspirations

Policy Review

The Curriculum Policy will be reviewed annually.

As a Catholic establishment, Cardinal Newman Catholic School wishes to assist young people in their journey of faith. We share with all our students the Catholic vision of life through a structured programme of religious education. The aim is to help students know and understand this tradition in a clear and more comprehensive way. The Religious Education syllabus supports and helps strengthen the general ethos of the school, and the partnership between family, parish and school. We are committed to delivering religious education "in accordance with the teachings, doctrines, discipline, general and particular norms of the Catholic Church, and teaching it as a core subject which is well resourced and integrated clearly into other curriculum areas." (Christ at the Centre p11 a7.6)

Each area of the curriculum is allotted sufficient time to make its specific contribution, but not so much that it squeezes out other essential areas. There are 50 one hour lessons in a two week (10 day) timetable. We use Period 6 in Newman College and for extra-curricular classes.

As far as possible provision is made within the school for all students with special needs. Additional support is provided for students within the classroom and within the Learning Support Department's own facilities. The provision of up to three Modern Foreign Languages and the three separate GCSE Science subjects, along with the progressive introduction of setting, stretches the more able children and enables them to take up to 10 GCSEs in Year 11.

Years 7, 8 and 9

All students in the first three years meet the requirements of the National Curriculum, studying Religious Education, Mathematics, English, Science, French, Spanish or German, History, Geography, Technology, Computing, Art, Music, Physical Education and PSHEE.

In Year 7, students are set for Mathematics only. In Year 8 they are set for Mathematics and English; in Year 9 students are also set for Science and Modern Foreign Languages.

Years 10 and 11

Students continue to follow the requirements of the National Curriculum, whilst embarking on public examination courses leading to GCSE, BTEC and other qualifications. All students study Religious Education, English Language and English Literature, Mathematics, Science, Physical Education and PSHEE.

Students can also choose up to four options. We strongly recommend that these include a Modern Foreign Language and Humanities based subject. Details of the choices available are published in the annual options booklet.

Years 12 and 13

In line with our mission as a comprehensive school we offer different pathways to suit the differing abilities, aptitudes and ambitions of those who join our Sixth Form College.

For students who achieve the equivalent of six 5-9 at GCSE we offer a variety of Level 3 courses including AS/A levels, the BTEC National Diploma (12 or 18 unit) and the National Diploma in Retail Business. Most Level 3 students also complete an enrichment/skills development course which may lead to the Extended Project Qualification. Students who need it are offered the alternative of supervised study support.

Students entering our Sixth Form College who do not have the equivalent of six 5-9 GCSEs have the choice of either the BTEC First in Business Studies or the Level 2 National Diploma in Society, Health and Development. These are well established and successful courses, the successful completion of which will allow students to move on to Level 3 courses, employment or training.

All Sixth Form students continue their religious education through participation in our CSI (Community and Spiritual Investigation) programme which includes opportunities for community service, discussion and reflection.

1. What are we trying to achieve

Statutory curriculum aims

- Successful learners** - who enjoy learning, make good progress and achieve
- Confident individuals** - who are able to lead safe, healthy and fulfilling lives
- Responsible citizens** - who make a positive contribution to society

Focus on learning

- Attitudes and attributes** - Growth mindset, reasoning, problem solving, adaptable, confident, risk taking, enterprising
- Skills** - Personal learning and thinking skills, literacy, numeracy
- Knowledge and understanding** - Understand the world around us and can shape the future

Finding God's vocation for our students

- Caritas** - Showing Christian love to our world
- Excellence** - Taking all available opportunities and being the best you can be
- Together** - Teamwork, support and understanding

2. How do we organise learning?

Components

- Lessons
- Events
- Environment
- Extended hours
- Learning outside the classroom
- Locations
- Routine
- Choice
- Home and parish links

Approaches to learning

- Valid and matched to learning need e.g. enquiry, instruction, active, practical and theoretical
- Assessment is fit for purpose and integral to learning and teaching
- Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
- In tune with human development
- Assessments develop students self-esteem and commitment to their learning
- Personalised - offering challenge and support to enable all students to make progress and achieve
- Relevant, purposeful and for a range of audiences
- Assessment uses a wide range of evidence to encourage students to reflect on their own learning
- Involve students proactively in their own learning
- Resources well matched to learning need e.g. use of time, space, people, materials
- Collaborative - students and teachers learning from each other
- Based on Christian values - respect, understanding, self control, love

Cross-curricular dimensions

British values. Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Choices for individuals - Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development - Technology and the media - Creativity and critical thinking

Structure of our learning

7	French	German	Spanish	Art	Computing	Drama	DT/Textiles	English	Geography	History	Maths	Music	PE	PSHEE	RE	Science
8	Choice of language x 2			Art	Computing	Drama	DT/Textiles/ Food Tech	English	Geography	History	Maths	Music	PE	PSHEE	RE	Science
9	Choice of language x 2			4 from Art, Computing, Drama, DT, Food Tech or Textiles				English	Geography	History	Maths	Music	PE	PSHEE	RE	Science
10/11	Options x 4 - no restriction			Choice of Double or Triple Science				English	Maths	RE	+ PE and PSHEE (non qualification courses)					
12/13	Level 2 Pathway = BTEC + GCSE			Personalised and interchangeable → GCSE resits → Leisure opportunities → Additional academic courses L2 + L3 → CSI: Catholic life of the VI Form												
	Level 3 Pathway = BTEC + A level															
	Level 3 Pathway = A levels															

Extra-curricular and outdoor learning

3. How well are we achieving our aims?

To make learning and teaching more effective so that students understand quality and how to improve

Evaluating impact

- Looks at the whole child e.g. curriculum aims, progress in skills, subjects and dimensions
- Uses information intelligently to identify trends and clear goals for improvement
- Using 'critical friends' to offer insights and challenges
- Uses a wide range of measures both qualitative and quantitative
- Creates a continuous improvement cycle
- Uses a variety of techniques to collect and analyse information
- Chooses assessment fit for purpose
- Involves the whole school community e.g. students, parents, teachers, employers, governors

Accountability measures

- Progress data, attainment and improved standards
- Behaviour and attendance
- Civic participation
- Healthy lifestyles
- Further involvement in education, employment or training

To secure