



"The glory of God is
a human being fully alive!"



ST JOSEPH'S CATHOLIC HIGH SCHOOL

CURRICULUM POLICY

Date of Review:
Next Review:

November 2020
November 2021

The St Joseph's Curriculum Policy 2020-21

Academic Curriculum KS3-5

Intent

At St Joseph's we aim to deliver a high quality curriculum that provides a stimulating and demanding education for all students of all abilities. In this regard, we intend to unlock the belief in our students that they can change society for the better through a knowledge rich curriculum which provide the best of all that has been thought and said.

Aims of the Curriculum

- To provide a curriculum that offers depth and balance to develop lively, imaginative and enquiring minds
- Is personalised to meet the individual needs and aspirations of all our pupils through differentiated pathways
- Develop a curriculum which is a vehicle to facilitate progress through exceptional learning and teaching
- That enables students to acquire the knowledge and skills necessary for an active role in adult life and an uncertain, fluid employment market
- Embed strong numeracy and literacy skills throughout the curriculum
- Develop creativity, critical awareness, empathy and sensitivity
- 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 we live
- Assist students in their journey of faith

Curriculum Principles

As an 11-18 academy our subject leaders considered the knowledge, skills and aptitudes that are required to achieve academic excellence in each discipline. With the aim of creating future subject specialists in mind we then engage and deliver a balanced, rigorous, coherent, vertically integrated, focused and relevant curriculum underpinned by the very best established research in how pupils learn.

Each subject has its own unique sense of mastery achieved through the acquisition of the very best that has been thought and said in its own discipline. Our heads of department make clear what end points the curriculum is building towards, what pupils need to know and be able to do to reach the end points and plan and sequence the curriculum to that end.

Local Context

Local labour market information in Berkshire tells us that 36% of all jobs in Berkshire require degrees with 42% of all residents holding degree level qualifications. A further 56% of jobs demand mid-range qualifications however only a third of residents have their highest qualification at this level. However future market trends suggest with the rise of automation that these students holding only mid-range qualifications are four times more likely to use their jobs than the average (Gillian Tett, FT, 7/9/19).

Running throughout the curriculum are strands of Social, Moral, Spiritual and Cultural education (SMSC) which cover themes such as;

- Exploring Positive Relationships
- Staying safe and healthy (including Sex and Relationship Education and cyber security)
- Respect of self and others
- Equality and Inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs.
- British values e.g. rights and responsibilities, democracy and the rule of law

Such themes are explored in greater detail weekly lessons of PSHE. We also are passionate in delivering a well-informed curriculum that covers careers. Careers is delivered in tutor time in the form of Pixl Edge, eClips, IAG subject, Careers Fairs and talks, as well as workshops and presentations by visitors throughout the year.

Key Stage 3

All students at Key Stage 3 follow a common curriculum which has literacy and numeracy at its core. The curriculum in Key Stage 3 has been redeveloped for September 2020 by departments looking at sequencing the learning journey students are on. Departments have looked at the KS2 curriculum to ensure knowledge and skills are built upon appropriately. In particular, Year 7 students are studying an additional hour of English in order to ensure the necessary skills in reading, writing and oracy are fully embedded and supported, in light of the COVID-19 lockdown.

We run a two week timetable which consists of fifty 1 hour lessons over the two week cycle.

Year 7 Curriculum

Subject	Number of Lessons
English	8
Maths	7
Science	6
Art	2
Computing	3
Drama	1
French/Spanish	5
Geography	3
History	3
Music	2
Physical Education	4
Religious Education	4
Design & Technology	1
Food Nutrition	1

Year 8 Curriculum

Subject	Number of Lessons
English	7
Maths	7
Science	6
Art	2
Computing	3
Drama	2
French/Spanish	5
Geography	3
History	3
Music	2
Physical Education	4
Religious Education	4
Design & Technology	1
Food Nutrition	1

Literacy and Numeracy form an integral part of all subjects across the curriculum. Students in Year 7 and 8 read and complete a numeracy activity weekly during Form Time. Students who have been identified as requiring additional support in literacy follow the Hackney Literature Programme. The programme is designed to support those students in the following areas: reading, comprehension,

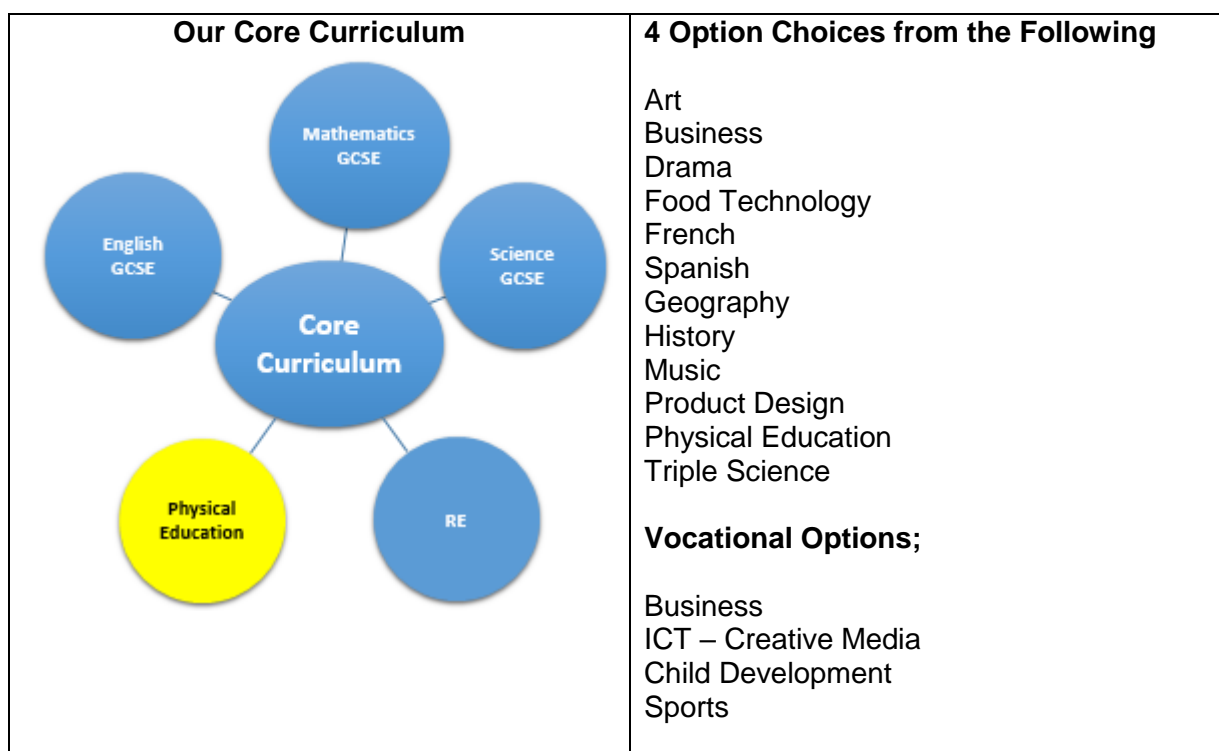
vocabulary, writing in an academic register and ensuring that the students are using correct grammatical structures. We believe that it is imperative to ensure that all students are either achieving or surpassing their chronological age in Reading. Students who have been identified as requiring additional support in numeracy engage in Numeracy Support classes following the Passport Numeracy programme that is led by our learning support assistants.

Key Stage 4

At key stage 4 pupils follow a three year programme which enables teachers to delve deeper and linger longer to develop the mastery required to be successful on the new GCSE courses. Over the three years students continue to study a broad and balanced curriculum consisting of our core curriculum and 4 additional options choices.

EBaccalaureate at the Core of our Curriculum

We are ambitious for our students, and see it as an issue of moral and social justice that our students do not settle for jobs less than their potential suggests they are capable of. In other words, should they have the potential, our students should have the opportunity and confidence to aim for the 36% of jobs which require a degree in the locality or greater.



During the options process at the end of KS3 students are guided towards the differentiated pathway which best suits their individual needs. They will select a combination of traditional GCSE subjects or vocational options as appropriate.

- Pathway 1 - Students study the full EBacc following our core curriculum, a modern foreign language, a humanities subject plus 2 additional subject choices
- Pathway 2 – Students study our core curriculum, a humanities plus 3 additional options choices. Students may opt to follow the full EBacc
- Pathway 3 – Students following this pathway receive extra support in Maths and English in place of one options choice

Subject	Number of Lessons
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English	8
Maths	8
Science (Combined/Triple)	9
Religious Education	5
Option A	4
Option B	4
Option C	4
Option D	4

Those students who have been identified as requiring additional in literacy in Year 9 will follow a bespoke literacy programme that focuses on reading comprehension, vocabulary and developing the students approach to long answer questions. The objective of the programme is twofold: to ensure that the students are able to access the content in their GCSE examination, however also to ensure that the students can communicate effectively through their writing in a wider setting.

Key Stage 5

At Key stage 5 students generally study 3 A Levels culminating in exams after 2 years. Those students opting to study Maths or Science will study 4 AS levels in Year 12 before selecting 3 to take forward to A2. Some students follow a combination of BTEC and A Level Courses. The following subjects are currently available:

Biology, Chemistry, Physics, Media, Economics, Psychology, Geography, History, Law, Product Design, Sociology, Business Studies, Maths, Philosophy and Ethics, English Literature, English Language, French, Spanish, Computing, Art, Core Maths and BTEC in the following; Sport, Music, Travel and Tourism, Health and Social Care, Performing Arts.

Each option chosen is given eight 1 hour lessons per fortnight.

In addition to formal A-Level Subjects, students have the opportunity to follow an enrichment programme with weekly spiritual, moral and cultural development lessons. The aim of this program is to:

- To equip students with independent learning and critical thinking skills vital for going on to employment, training or University;
- To give students the opportunities to make healthy choices about your wellbeing and balance the demands of work with recreation;
- To develop interpersonal skills, team-working abilities and initiative;
- To provide opportunities to enhance the local community through fundraising, volunteering and charity work;
- To undertake an extended project.
- To support students with UCAS/apprenticeship application support.
- To provide students with high quality and impartial careers advice.
- To support students in carrying out work experience.

For further information please refer to the Sixth form Prospectus.

Implementation

All of our lessons are rooted in the best evidence about how pupils learn. The units studied in each department by students is sequenced so that knowledge is retrieved and developed leading to them becoming culturally literate (Hirsh, 1987). The study is coherently aligned so there is clarity to teaching and each student will have a curriculum map in their books so that they can clearly see where their learning fits into the bigger picture of each subject.

Lessons are delivered in line with Rosenshine's Principles of Instruction (2012), students have access to slideshows used in lessons as well as supporting material and resources to extend their work.

Subject	Key Stage 3	Key Stage 4 (Path 1)	Key Stage 4 (Path 2)
	Y7-8	Y9-11	Y9-11
	11-13yrs	14-16 years	14-16 years
English Language	X	X	X
English Literature	X	X	X
Mathematics	X	X	X
Science	X	X (Option triple)	core (trilogy)
Religious Education	X	X	X
PSHE & Citizenship	X	X	X
Physical Education (non- examined)	X	X	X
Modern Foreign Languages	X	X	option
Geography	X	EITHER/OR	EITHER/OR
History	X		
Art & Design	X	option	option
Business Studies	n/a	option	option
Business Studies - Enterprise and Marketing	n/a	option	option
Child Development	n/a	option	option
Computer Science	X	option	option
Design & Technology	X	option	option
Drama	X	option	option
Food Preparation and Nutrition	X	option	option
ICT	X	option	option
Music	X	option	option
Physical Education (Sports Science)	X	option	option

Staff will:

- Have high expectations of students
- Employ a variety of appropriate teaching and learning methods
- Deliver a programme of study which builds upon students' previous experiences
- Provides work which meets the students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- Provide regular feedback through assessments and encourage students to evaluate their own learning
- Develop students' skills to become independent learners
- Reward and value student achievement
- Work in partnership with parents keeping them informed regularly

Covid-19

Covid-19 has meant that schools have put in extra measures to keep students safe, whilst at the same time to continue to offer and allow students to study a broad and balanced curriculum. At St Joseph's, we have ensured all students continue with all of their option choices, whilst making sure the practical subjects such as, Dance, PE, DT and IT are all ensuring the safety of students. We are proud to have been able to offer our full option programme in the 2020-21 year.

Continuing the work done during the original lockdown period in March 2020, students self-isolating are able to access the lessons and curriculum delivery on offer. Subject teachers provide all students with necessary work should they be off via Microsoft Teams. This has meant that no student will miss out on any learning opportunity. Further information regarding our Remote Learning Policy can be found on the website.