

ST COLUMBA'S CATHOLIC BOYS' SCHOOL

GOVERNORS' POLICY STATEMENT



Curriculum Policy

Head Teacher: Mr N Fisher
School Lead: Mrs L Turner
Chair of Governors: Mrs J Johnson

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VISION STATEMENT

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.

Our Vision Statement informs our priorities identified in the School Development Plan:

*Inclusion
Spirituality
Achievement*

1. CURRICULUM INTENT

“Those who are in charge of catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.”

(Pope John Paul II. SACRAE DISCIPLINAE LEGES. Title III. Catholic Schools.)

Our curriculum intent is to:

- Provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured;
- Have high expectations for every student, so that all may be inspired to achieve and strive for excellence;
- Build on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning;
- Foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Be inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs;
- Ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being;
- Provide experiences that extend beyond the classroom, developing curiosity and a desire to enhance understanding and deepen learning;
- Support students' spiritual, moral, social, physical and cultural development;
- Develop successful learners, confident individuals, and responsible citizens of modern Britain;
- Equip learners with the knowledge and cultural capital they need to succeed in life, and help them to engender an appreciation of human creativity and achievement;
- Prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and
- Reflect our understanding that 'the curriculum' refers to the whole experience of learners.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from Yr 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy:

Deputy Head Teacher/Assistant Head Teachers: will maintain oversight of the full curriculum and delivery within departments; ensure that Schemes of Learning are monitored and reviewed in conjunction with Heads of Departments; and ensure that departmental schemes of learning promote ambitious progress and excellence for students.

SENCo: will support Heads of Department to ensure that their curriculum meets the needs of learners identified to have a special educational need or disability (SEND); deploy resources to support learners with SEND to access the full range of curriculum subjects; support teaching staff to develop effective ways of overcoming barriers to learning and advising on appropriate resources and materials for use with SEND,

and on the effective use of personnel in the classroom; and work with the Head Teacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Heads of Year: will interpret data on each student to inform the design of the curriculum and to ensure that it meets the needs of each student in their cohort.

Heads of Department: will develop Schemes of Learning that inspire a love of learning and intellectual curiosity, and promote ambitious progress for all; will have a critical understanding of developments in their curriculum area and ensure subject staff are aware of any and all developments (including pedagogical understanding); will monitor their curriculum area to ensure consistency of delivery and equality of experience for all students; and will promote excellence in both the teaching and learning of their subject.

Teaching Staff: will ensure the curriculum is delivered in accordance with school expectations; will participate in high quality CPDL to develop their skills in understanding the learning needs of their students and how best to support them; will have high expectations of all learners, including those with high prior attainment, low prior attainment, disadvantaged students, those with EAL, and students with SEND; and will promote British values and support students' spiritual, moral, social, and cultural development.

4. ORGANISATION

The school day is arranged into five one-hour lessons and is scheduled on a two-week timetable. All students at Key Stage 3 have equal access to a broad and balanced curriculum through to the end of Yr 9.

Students begin GCSE study in Key Stage 4, and every student has equal access to study a broad range of subjects including the arts. The full EBacc curriculum is positively promoted to students and parents, and all students are encouraged to study a modern foreign language and a humanity of their choice, thus completing the EBacc suite of subjects alongside Mathematics, English Language and English Literature and the sciences.

As a faith school, all students study GCSE Religious Studies in addition to their other choices.

Additional subjects are made available for those for whom the above pathway is not appropriate.

All departments have a responsibility to promote British values and students' spiritual, moral, social and cultural development.

The curriculum at St Columba's extends beyond timetabled lessons.

Careers Guidance

- At St Columba's Catholic Boys' School students (and parents) are given careful careers education, information and guidance. For students who have special educational needs or disabilities, we prepare them for independence, or supported independence and equip them for further study.
- Students will be involved in a wide range of practical activities throughout the year which will inspire and inform them about subject choices and the wide range of options available to them

post-16 and beyond. This will include visits to and from apprenticeships, technical routes, sixth form colleges, further education colleges, universities and employment.

- Our aim is to help students build confidence, develop high aspirations and consider a broad range of careers which will allow them to reach their full potential.
- Every student at St Columba's will receive at least one impartial, independent and confidential careers personal guidance interview with our qualified careers advisor from Prospects.
- Students in Yr 9, 10 and 11 receive guidance on post-16 options to help with their applications for Sixth Forms, Sixth Form Colleges, FE Colleges, Training Providers and Employers as appropriate. Post-18 options; Higher Education, Apprenticeships and Employment are taken into consideration at this time.
- At St Columba's our strategy for careers education, information and guidance is informed by the Gatsby Benchmarks of Good Career Guidance.

5. INCLUSION

As a faith school, we believe that every student is made in the likeness of God.

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Special Educational Needs and Disabilities

St Columba's Catholic Boys School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The Governing Board, Head Teacher, SENCo and all other members of staff have important responsibilities. As part of the tiered and inclusive approach that is set out in the Special Educational Needs Code of Practice (2015), St Columba's focuses on 'quality first teaching'. This means that all systems and forms of support are driven towards supporting good or better progress in all lessons.

Teachers will plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

In addition, St Columba's Catholic Boys' School has a Resourced Provision supporting the complex learning needs of up to thirty students. The provision is a nurturing environment which is designed to allow students to follow the curriculum at their level and develop as competent and independent learners. Each student in the provision has a great deal to offer and activities are planned recognising each student's individuality, their efforts and achievements. As an inclusive school, the students in the Resource Provision also access mainstream lessons where appropriate. This develops their confidence to join in and learn with their peers and provides excellent opportunities to access other areas of the curriculum. The provision is highly staffed with all adults trained to a high level of expertise.

6. MONITORING ARRANGEMENTS

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Regular discussions between the Chair of Governors and the Headteacher
- Curriculum feedback presented to full Governing Board
- Link Governors who liaise with HODS and compile a report to be presented to the Governing Board after each visit
- Governors represented via a Curriculum Committee with scheduled and minuted meetings
- Representation from the Governing Board at school council meetings

Heads of Department monitor the way their subject is taught. They are made accountable via line management meetings with members of the Senior Leadership Team.

Monitoring includes:

- Learning Walks
- Work Scrutiny
- Homework Monitoring
- Lesson observations
- Coaching and mentoring
- Student Voice

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.