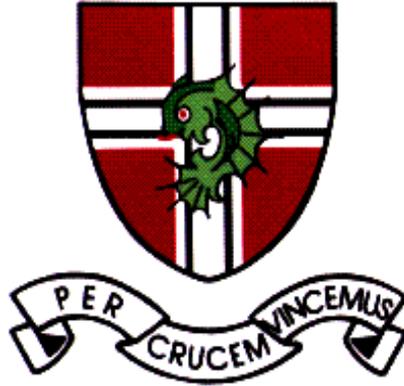


St John Fisher Catholic Voluntary Academy

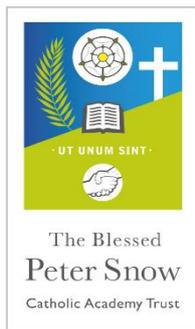


Curriculum Policy 2017 – 2018

Loving to learn whilst learning to love

**September 2017
Review date January 2018**

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Vision for the Curriculum

Catholic schools are called by the Church to play their part in glorifying God and making Christ known. St Irenaeus taught that God is glorified by human beings who are fully alive and this is recognised by the mission statement of our school, which speaks of "developing our full potential in the image of Christ".

This is relevant to every aspect of the life of our school, but it has particular bearing on the curriculum - that is, the whole range of planned activities, within and without the classroom, which give pupils opportunities to learn. We believe that the Catholic nature of our school should infuse every aspect of our curriculum, and not just be constructed around it.

Mission Outcomes

The Academy Council has clearly stated its aims for the school, and these indicate the outcomes that we desire for the pupils who come to learn at St John Fisher Catholic Voluntary Academy.

We aim to produce young men and women who know and love God, and appreciate the wonder and beauty of His creation. Through studying at our school, they will have grown in self-esteem and have the understanding they need to help them live the Catholic faith. Through the opportunities provided to develop their intellectual and physical potential, they will have discovered new things about themselves and be equipped to go on learning throughout their lives. They will be responsible adults, able both to serve others and to contribute to society in a thoughtful and reflective manner. In particular, they will be well prepared to take their place in a multi-cultural and technological world that is rapidly developing, yet work for the common good of all people using those virtues that never change.

Context

Governors recognise that the curriculum offered to successive generations of pupils at St John Fisher has enabled them to enjoy and achieve and gone a long way towards meeting our desired outcomes. Changes in recent years towards a more personalised curriculum have also been beneficial. In particular, our Sports and Information, Communication Technology (ICT) specialist status has helped pupils to engage more with their learning, to have more opportunities to develop their potential and to participate constructively in the life of the wider community. The opportunity to continue our involvement in the formation of our pupils beyond the age of sixteen is extremely significant in the achievement of our outcomes.

It has been right that, over the last few years, mathematics and English have been the prime focus of curriculum development because these two subjects will continue to be of key importance to both the school and the pupils themselves as they move forward in their lifelong learning. However, due to new governmental changes in how schools and academies are judged on performance, Progress 8 and Attainment 8, and also the greater emphasis on a particular combination of subjects being required for entry into post 18 education, it is right that other subjects benefit from the intervention that have proved so successful in English and mathematics. It is also important to note that the aforementioned accountability measures should not design the curriculum, but that our curriculum is designed to support all the learners in our community.

For several years, the educational landscape has undergone a significant period of change. Government preference is for pupils to study traditional subjects and to be assessed by terminal examinations. Whilst the value of vocational subjects is also recognised, the Department for Education has acted to make these on the one hand

more rigorous and on the other less beneficial to the point scores of both students and schools.

In 2015/2016, the Government have introduced further changes, which have to be taken into consideration. With this in mind, for our current Year 10, students with appropriate ability have been encouraged to select an Ebacc combination of subjects, especially those wishing to attend university. All students have to study either a Humanity or a Language in Year 10.

Whilst these changes to curriculum will undoubtedly have a positive effect on the school progress 8 measure, Governors want to ensure that the curriculum at key Stage 4 should respond to any further governmental changes. This is to ensure that our students are not disadvantaged in the future when competing for places at University or in employment. With this in mind, curriculum models will be reviewed periodically in liaison with the Academy Standards Committee.

Changes to rules about vocational courses means that only three such courses will count in the "headline figures" for the school. Most of our Key Stage 4 students will gain a sufficient number of traditional GCSEs for this not to be an issue. However, a number of our students are able to succeed and achieve in vocational courses in a way that they would not in traditional GCSEs. Because of our commitment to personalised education, the Governors in these cases would seek the benefit of the student rather than the school performance tables or institutional convenience. We feel that this attitude is understood and supported by parents.

At Key Stage 3 it is important to note that there is greater emphasis on students completing a traditional curriculum, with separate lessons in the humanity subjects and computer science. In 2014/2015 St John Fisher introduced Enhancement projects that were delivered during curriculum time. Within these projects, students develop different skills including research, independence and leadership, which would help them access the curriculum to the full. Even in light of Governmental changes, we as a school feel that this was a valued area of our curriculum and therefore it remains in the curriculum for Year 7 students this year. (See appendix for curriculum model). For years, 8 and 9 Enhancement projects will be held on 'drop down' days where appropriate.

As we move forward as an Academy, our own school will find itself working in much closer collaboration with other Catholic schools. This, not least working with other phases, will have a direct impact on the curriculum. Any curriculum development in the next three years will need to be taken in the light of on-going discussion by Governors of these matters. As always, such developments, while not necessarily "cost neutral", should always be cost-effective.

The final context to consider, though perhaps the most important, is our status as a Catholic school, playing our part in the mission of the Diocese of Leeds to "bring the Good News to the poor" – making known to all, their dignity as God's children, helping them to understand themselves in the light of the Gospel of Jesus Christ and opening up for them the riches of the knowledge of the world that God has made.

The Governors' commitment to the on-going formation of students and staff is explored more fully in the Spiritual Development Policy. However, it is directly relevant for the shape of the curriculum that the school sees itself as having the strongest of moral purposes, and a clear commitment to express its values in all that is done to help our students fulfil their potential.

Values

Given our vision, our context and the outcomes we seek to achieve from our mission, our curriculum development over the next three years will be guided by the following values:

- **Faith**
Jesus Christ and his teaching will form the centre of all that we do, since it is only through Christ that we fully understand our own humanity. This gives a privileged position to the place of Religious Education (RE) in the school, but also forms a foundation for all other learning.
- **Inspiration**
Our curriculum will allow our pupils to encounter the richness and diversity of the world and through this, the wonder and beauty of God. Because there is a "connectedness" in all created things, we will seek to reflect this connection in the collaboration between our faculties and areas of study. "Reason" and "faith" will be seen as complementary attributes for forming a view of the world.
- **Respect**
Following the example of our patron, St John Fisher, who actively promoted the study of "humanity", our curriculum will allow our pupils to experience the full richness of human achievement and cultural expression. Through their encounter with a range of cultures present and past in all areas of study, they will be able to put down roots and critically evaluate the modern world.
- **Integrity**
Each pupil will have access to provision that displays those features that have traditionally characterised a good curriculum: breadth, balance, relevance, personalisation, progression, continuity and coherence. They will be full and increasingly independent participants in their own learning and assessment and should play a significant role in the development of the curriculum. A key feature of development in the wider curriculum will be attention paid to creating a sense of being a "learning community", one that is truly "loving to learn whilst learning to love".
- **Equality**
As a Catholic school called to exercise an "option for the poor" – whether that poverty be material, intellectual, cultural or spiritual - our curriculum will seek to offer opportunities for physical, intellectual, social, cultural and spiritual development that might otherwise be beyond the grasp of some of our pupils.

Our courses at all levels will prepare pupils for progression to the next stage in their learning and this will be reflected in methodologies and pedagogies employed.

- **Determination**

Because of our desire to serve the 'common good', we will strive to provide a curriculum that makes a positive impact on our local society. This will not simply arise from pupils whose achievement, skills and personal qualities enable them to contribute to the wealth and stability of our communities. It will also arise from our collaboration and willingness to share resources and expertise with other learning providers and from our partnership with parents, parishes and local employers. In doing this, our students will have the widest range of personalised opportunities including work experience as appropriate. Our determination will reflect the school motto: *Per Crucem Vincemus*.

- **Dignity**

Because each student and each member of staff is made in the 'image of God' and redeemed by Christ, the construction and application of the curriculum will seek to preserve this innate dignity.

All students will find appropriate challenge and stimulation in the curriculum. More able students and those with particular gifts and talents will find provision that matches or exceeds national standards.

It is expected that students will only be disapplied from key elements of the curriculum in very special circumstances following a full review of the student's particular Additional Needs. In all such instances progress will be carefully reviewed.

Working Principles

Guided by these values and stemming from our vision, context, and the outcomes we seek to achieve; the Governors see the following as the principles that should guide curriculum development over the next three years:

- RE should maintain its current timetable allocation and be encouraged to continue its good progress.
- The curriculum should inspire students, raise their aspirations and enable them to achieve success and progression. The further development of a "learning community" is integral to this.
- Students should learn, through all aspects of the curriculum, what it means to be human. As part of this, they should have the opportunity to develop physically, intellectually, morally, culturally and spiritually.
- The curriculum at all key stages should further develop our commitment to the personalization of learning, including vocational pathways, while responding coherently to Government advice and legislation.

- Literacy and numeracy should be embedded across the school in all faculties.
- Wherever possible, opportunities should be sought for students and parents to be involved in the process of developing the curriculum.

Appendix

Curriculum model for		2017-18
Post 16 education curriculum model	(years 12-13)	2017 -18

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Year 11	OPTION D STARTED IN YEAR 9		ENGLISH LANGUAGE			ENGLISH LITERATURE		MATHS				2 SEPARATE SCIENCES				PE	OPTION A			OPTION B			OPTION C			RE (PSHCE delivered in drop-down days)				
												CORE + ADDITIONAL SCIENCE Most pupils to do GCSE science					Students required to choose at least one subject from History, Geography, French, Spanish, Computer Science. Choice of MFL recommended and facilitated.			Students required to choose at least one EBacc subject. Normal broad range of subjects offered to all students										
												BTEC SCIENCE (Core / ASc considered on individual basis)																		
Year 10	PSHCE	ENGLISH LANGUAGE			ENGLISH LITERATURE		MATHS				3 SEPARATE SCIENCES				PE	OPTION A			OPTION B			OPTION C			RE					
											CORE + ADDITIONAL SCIENCE Most pupils to do GCSE science					Students required to choose at least one subject from History, Geography, French, Spanish, Computer Science. Choice of MFL			Students required to choose at least one EBacc subject. Normal broad range of subjects offered to all students											
											BTEC SCIENCE (Core / ASc considered on individual basis)																			
Year 9	RE	PSHCE	ENGLISH			MATHS			SCIENCE			MFL	HISTORY	GEOGRAPHY	PE	TECH	COMP	ART	MUSIC											
Year 8	RE	PSHCE	ENGLISH			MATHS		MFL	SCIENCE			TECHNOLOGY		PE	ART	MUSIC	ICT	HISTORY	GEOGRAPHY											
Year 7	RE	PSHCE	ENGLISH			MATHS			SCIENCE		MFL	TECH	PE	ART	MUSIC	ICT	GEOGRAPHY/HISTORY		ENHANCEMENT											

SIXTH FORM CURRICULUM – 2017/2018

Advanced Level – Minimum of 5 A* - C GCSE grades required including English & Maths at Grade 4

Year 13				
Block A	Block B	Block C	Block D	Block E
Biology * English Language * Finance Health & Social (Double) Product Design Textiles *	Geography Media Physics * Psychology * Science Sport 3 Travel & Tourism Maths GCSE	History * Further Maths ICT Law Finance (AS Only)	French Health & Social (Single) Health & Social (Double) Maths Music Spanish Sport 2 & 3 Textiles * English Literature * English GCSE	Art * Business Chemistry * Law PE Sport 1,2 & 3 Theology Career Academy

Year 12				
Block A	Block B	Block C	Block D	Block E
Biology English Literature Finance Health & Social (Double) Product design Textiles Career Ready	Media Music Physics Psychology Science Sport 3	History Geography Further Maths French Spanish ICT Law Finance	English Language Health & Social (Single) Health & Social (Double) Maths Sport 2 & 3	Art Business Chemistry Law PE Sport 1,2 & 3 Theology

* New Linear A-Level Course

Year 13

Students are asked to study the following:

- 3 A levels or Sports equivalent
- 1 extra AS/A Level subject
- 1 RE
- 1 Tutorial

Year 12

Students are asked to study the following:

- 4 AS Levels/GCSE
- 1 RE
- 1 Tutorial
- 1 PSHCE

Single: Subject can be studied on its own. The course is made up of 2/3 coursework.

Double: Subject **must** be studied in the 2 blocks identified. The course is made up of 2/3 coursework & counts as 2 subjects.

ICT must be studied over 2 years to gain the qualification.

Sport 1 – Subsidiary Diploma is 100% Coursework and counts as 1 subject

Sport 2 – Diploma is 100% Coursework and counts as 2 subjects.

Sport 3 – Extended Diploma is 100% Coursework and counts as 3 subjects.

} Sports courses **must** be studied over 2 years to gain the Qualification

Level 2 courses are for students who have achieved less than 5 GCSE A* - C grades.

The following options are available: GCSE in Business, Health & Social Care, Photography, Product Design, Financial Studies, English & Maths.

	Block A	Block B	Block C	Block D	Block E
Level 2	Photography Resistant Materials	H & SC Business	English Mathematics	Finance	English Mathematics

Equality Impact Assessment -

School	St John Fisher
Date	September 2017
Lead member of staff	S Wilkinson- Deputy Headteacher
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review and update of current policy.

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **N**

Promoting equality of opportunity **N**

Fostering good relations **N**

Please explain

Policy has to ensure wide curriculum access for all groups welcomed into the school community.

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Full Governing Body - Staff as appropriate

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	Curriculum proposals are geared to supporting students in this category.	Positive	
Race	Avoiding disadvantage to children of different race was a consideration in writing this policy.	Neutral	
Sex	Avoiding disadvantage to children of different sex was a consideration in writing this policy.	Positive	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail