



## Bellerive FCJ Catholic College Teacher Curriculum Policy

### Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

### History of Document

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
	P McMenamin	03/01/18			

## **Bellerive FCJ Catholic College**

### **Curriculum aims**

The aims of the curriculum of Bellerive FCJ Catholic College:

- help everyone within a caring community to grow in faith
- respect and value other cultures and faiths
- make the most of every given ability
- enjoy and achieve personal growth and academic excellence
- prepare pupils for their adult life, playing a full part in a modern global society

Our curriculum operates in the context of our FCJ charism and values placing companionship, dignity, excellence, gentleness, justice and hope as its core mission

We are conscious of our wider responsibilities to civil society in terms of teaching British values and ensuring our students are given clear messages about the dangers of radicalisation. Our curriculum will be central to this objective.

### **Pupil entitlement**

As an academy, we are committed to the principle that all students, regardless of ability, race or cultural background have a right to the highest quality of education we can provide. This means that we seek to ensure:

- All students have equality of access to the curriculum
- The curriculum will provide appropriate academic and personal challenge for all students
- The curriculum will have progression at its core in terms of knowledge and skills

Bellerive does not operate a 'one size fits all' curriculum. Our curriculum will aim to respond to the skills and interests of students at all key stages, subject to the school's obligation to ensure value for money.

### **Access**

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them.

### **Expectations of staff**

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of students whilst being mindful of the relevant starting points of each student
- employ a variety of appropriate teaching and learning methods;

- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which match the requirements of the national curriculum and relevant examination board requirements;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- place the student at the centre of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements; develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their daughters

## **Curriculum structure**

### **The timetable**

The school operates a 25 period week. There are 5 periods per day (3 in the morning, 2 in the afternoon), each of which lasts for one hour. In addition, all students spend 20 minutes each day in form or assembly. PHSEE is delivered in form classes as a distinct lesson.

### **Key Stage 3: Years 7, 8 and 9**

Pupils follow a broad and balanced curriculum comprising Religious Education, English and Drama, Mathematics, Science, Art, Design and Technology, French, Spanish, History, Geography, Music, Physical Education, Information Technology and Personal and Social Education. Students will study one modern language from Y7-9 but opportunities will be provided for students to avail of an additional language as an enrichment opportunity.

### **Key Stage 4: Years 10 and 11**

At key stage 4, students take courses from a choice within a common core, and four further option choices. The common core comprises:

- English (most students take both language and literature),
- Mathematics,
- Science (Separate Sciences or Combined Sciences pathway)
- Religious Education.

The core curriculum makes up 75% of the curriculum and this also includes PE and PHSEE (1 lesson each)

We give students guidance about which pathway they might be most suited to at GCSE with particular reference to guiding students to a humanities subject and a language. However, students have free access to all option subjects, from which they choose from:

Geography, History, Business Studies, Product Design, Art, Food Hygiene and Nutrition, Health and Social Care, French, Spanish, PE, Music, Computer Science, IT, Drama.

We have also extended the curriculum to incorporate Dance, Ancient History and other subjects as GCSE subjects running as after school option subjects

### **The Sixth Form**

Students can access a wide range of courses through our collaborative arrangements as part of the Faiths Partnership (St Hilda's, Archbishop Blanch and St Margaret's). There are 4 option blocks at level 3 which are structured according to past opting patterns. This structure is reviewed annually in tandem with our collaborative partners. At level 3 it is expected that students will access the equivalent of up to 4 qualifications in Year 12 with the acceptance that these will drop to 3 in Year 13.

For students hoping to apply to the most competitive universities and courses we encourage the uptake of as many facilitating subjects as possible.

At level 2 students can choose from a range of subjects and are tutored extensively to help them achieve and make future choices and progress.

### **Mixed ability teaching, setting and differentiation**

On arrival in Year 7, all students are placed in mixed ability tutor groups and teaching groups. They are then re-set into ability groups in some subjects once initial testing has taken place. We recognize that in all mixed ability classes, sets and broad banded groups, there is a wide range of ability. In addition, individual pupils have preferred learning styles. To take account of these differences and the range of ability in any class, all staff have a responsibility when planning work to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

### **Class sizes**

In Years 7 – 9, the usual teaching group is around 26-30 students. In some subjects, for example where there are health and safety issues to consider (as in design and technology, PE, art), smaller groups of about twenty to twenty-two would be more appropriate. Where setting exists, the norm is to create smaller groups for the least able students, so that more individual attention can be provided.

In Years 10 and 11, groups in Religious Education, English, Mathematics and Science average about twenty-four to twenty-five. Most other subjects are options, and group sizes vary, usually from around fifteen to twenty-eight. In the sixth form, the minimum size of a viable group is around seven to eight and very few groups exceed twenty two. We aim to take a flexible approach when deciding on the viability of option group sizes and strive to factor in the individual circumstances of each child.

## **The learning environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school. It is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, study rooms and the library with respect.

## **Schemes of work and lesson planning**

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by Curriculum Leaders. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. Schemes of work also help ensure that every student gets a consistent experience regardless of the individual teacher.

Schemes of work will be held centrally and reviewed annually within each department. This will form part of the quality assurance process with leadership team links. Each subject is mindful of the need to avoid unnecessary repetition of KS2 material in terms of planning.

These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Teachers plan individual lessons, or sequences of lessons, in different ways.

## **Homework**

Bellerive FCJ Catholic College recognises the importance and value of homework as an extension of classwork, and a vehicle to practise skills, acquire new ones and develop good study habits.

Students in Years 7, 8 and 9 should expect homework to be set once a week in most subjects. Homework can, however, take a variety of forms, including reading, research, planning and evaluating and revising as well as the more-familiar written work.

Students in Years 10 and 11 prepare for GCSE examinations and undertake a wider variety of homework tasks. Quite often, teachers set homework which extends over more than one week.

Homework timetables have been created for all year groups from Y7-11 and are available to parents via the school website. We have also introduced 'Show My Homework', a website which allows parents and students to see the homework set for each student. The aim of the site is to ensure students are fully prepared and supported with homework tasks through greater parental support.