

Curriculum Policy for



All Hallows Catholic School

Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
17 Jun 20	V1.0	Updated in new Format	Mark Baines	
23 Jun 20	V1.0	Approved & Adopted by FGB	Mark Baines	Finbarr O'Sullivan
29 Jan 21	V1.1	Reflection of additional subjects at KS4 and KS5, two week timetable and 100 minute lessons	Lauren Powell Dave Spare	Nick Somerville
13 Sept 22	V1.2	Updated for 2022/2023 & Approved	Lauren Powell	Nick Somerville
25 Apr 24	V1.3	Updated for 2024 & Approved	Lauren Powell Dave Spare	E&S Committee

Review Schedule:

Document Reference [PPL.039](#)

Review Cadence: [Annual](#)

Next review date: [September 2024](#)

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

Contents

1. Curriculum aims
2. Legislation and guidance
3. Roles and responsibilities
4. Organisation and planning
5. Inclusion
6. Monitoring arrangements
7. Links with other policies

1. Curriculum aims

Our Vision is to form happy and successful students, who reach their full potential and leave the school with integrity and moral purpose.

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. Our curriculum promotes lifelong learning as well as academic and personal achievement; in a supportive environment and guided by the truth and love of Christ, students of all abilities can develop the skills and attributes needed to find their vocation.

As part of the All Hallows Family our students will experience a spiritual education alongside their academic studies. Students will have opportunities to participate in extra-curricular activities and events to develop their interpersonal skills. At the centre of the whole school curriculum, the Core Values programme will encourage students to enhance their communication, cognitive and collaborative skills inside and beyond the classroom, to become more effective learners and more successful people.

STATEMENT OF INTENT

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. We believe that all students should build cultural capital throughout their time at All Hallows, engaging in learning opportunities from a full range of subjects. Each department offers extra-curricular experiences that enhance considered, structured lesson content, delivered by subject specialists.

Supporting the strong subject-based diet, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values.

STATEMENT OF IMPLEMENTATION

At All Hallows, our staff will:

- Deliver lessons that build on students' previous experiences and helps them acquire, develop, secure and retain knowledge and skills over time.
- Use a variety of appropriate evidence-based learning & teaching methods.
- Give students the opportunity to practise and develop the school's 5 Core Values.
- Set meaningful homework that supports learning in class.
- Recognise and reward student achievement and make progress visible.
- Engender high expectations of students.
- Encourage a love of learning & of the subject.
- Develop students' literacy and reading skills.
- Ensure all students, including those with SEND can access the curriculum and are given opportunities to succeed.



- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Work in partnership with parents, keeping them informed regularly.

STATEMENT OF IMPACT

At All Hallows, our aim is that all students, no matter their ability or background;

- Realise their academic potential and find their vocation in life.
- Progress successfully to the next stage of their education or career.
- Leave school equipped with the qualifications, skills and confidence that enable them to make a positive contribution to the world.
- Secure knowledge and skills relevant to adult life in a world of rapid and continuous change, and with the confidence and resilience to adapt to that change.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- With an accrued cultural capital that allows them to take an active role in society and appreciate the beauty of life and the world.
- Have grown stronger in their faith.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced



3.2 Headteacher

The Headteacher 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

SLT Curriculum Lead : Lauren Powell (Assistant Headteacher)

Heads of Key Stage : Rob Antrobus (Head of Lower School), Vikki Milnes (Head of Upper School)

SENDCo : Rebecca Peters

Heads of Department

4. Organisation and planning

We deliver a subject-based curriculum delivering knowledge and skills to prepare students for future learning and life beyond.

We deliver three 100-minute lessons each day, believing that the longer lesson length enables students to engage in content to a greater depth. Teachers plan lessons that enable students to gain and apply knowledge and skills to a high standard, including opportunities for individual, group and class work.

Social, Moral, Spiritual and Cultural education is delivered in Religious Education and highlighted across all other subjects in Schemes of Learning across Key Stage Three.

British Values are referenced in all schemes of learning to highlight where and when they are taught.

Relationships, health and sex education is taught through a combination of RE topics and PSHE content. PSHE follows a discrete curriculum delivered by form tutors in rolling sessions.

Departments have planned rigorous programmes of learning within each subject taught. Subject specialists lead on the structure and organisation of content delivered in units of work, maximising opportunities to deliver essential and important specialist knowledge and skills.

A Programme of Learning will be shared with all stakeholders by subject, or year group, sharing the intended learning of students across an academic year. Subjects organise their content into Schemes of Learning for each unit of work that is delivered; these range in duration but are typically written with half-term intervals.

The school is well-resourced and students are prepared with a range of tools to support them in accessing the curriculum. Classrooms are prepared with an interactive whiteboard or projector and the site has 13 rooms with dedicated ICT resources. Specialist software is accessible in specialist rooms and



O365 enables students to access resources, documents and commonly used applications from home.

Practical subjects are taught in well-resourced classrooms, workshops, laboratories and sports centre.

Key Stage 3

All students at Key Stage 3 follow the core curriculum which operates on thirty, 100-minute lessons, across a two week timetable, with a small number of subjects being taught in 50 minute lessons across the two weeks.

Subject	Number of 100 min lessons per cycle		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	3	4
Science	3	3	4
Religious Education	3	3	3
Art	2	1.5	1
Citizenship	0	0.5	0
Computing	1	1	1
Design & Technology	2	2	2
Drama	1	1	1
Languages	2	3	2
Geography	2	2	2
History	2	2	2
Music	1	1	1
Physical Education	3	3	3

Literacy and Numeracy are taught in English and Maths but also form an integral part of all subjects across the curriculum. PSHE is taught as a rolling programme, delivered by form tutors. In Languages, all students study French in Year 7, French and Spanish in Year 8 and then choose either or both in Year 9

Key Stage 4

At Key Stage 4 students follow a two-year program involving controlled assessments and culminating in GCSE and BTEC examinations. Our ambitious curriculum expects that the vast majority of students will all study the core subjects of English Literature and Language, Mathematics, Science, Religious Education and core non-examined Physical Education.

Subject	Yr 10 Lessons per Cycle	Yr 11 Lessons per Cycle
English	5	5
Mathematics	4	4
Science (Combined/Triple)	6	6
Religious Education	3	4
Option A	3	3
Option B	3	3
Option C	3	3
PE – non-examined	3	2

Alongside the core subjects, students are able to select three additional subjects to study at Key Stage 4. Students are informed of their achievement during the Spring Term of Year 9 which supports them in making choices for their future study. Students are encouraged to make selections that enable them to maintain a broad and balanced curriculum, whilst focusing their attention of subjects of particular interest.

Students are able to make choices from the following:

GCSE: Art, Business Studies, Computer Science, Graphic Design, 3D Design, Product Design, Textiles, Food Preparation & Nutrition, Drama, French, German, Spanish, Geography, History, Music, PE.

BTEC: Business, Health & Social Care, Sport

WJEC: Information & Communication Technologies

Key Stage 5

At Key Stage 5 students generally follow three Level 3 courses. The following subjects are currently available:

A Level: 3D Design, Architecture, Art, Biology, Business Studies, Chemistry, Drama, Economics, English Literature, English Language, Environmental Science, Extended Professional Qualification, Further Mathematics, French, German, Geography, Graphic Design, History, Mathematics, Media Studies, Photography, Physical Education, Physics, Philosophy, Politics, Psychology, Sociology, Spanish, Textiles

BTEC: Business Studies, Health & Social Care, Sport Applied Science and ICT.

All students are timetabled Core Religious Education to maintain their catholic education. In addition, students will participate in PSHE sessions with their form tutor and Next Steps lessons with their Head of Year

The aim of these programmes is:

- To equip students with independent learning and critical thinking skills vital for going onto employment or University;
- To give students the opportunities to make healthy choices about 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 and charity work;

5. Inclusion

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

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

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

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- conducting monitoring visits to departments



Heads of Department monitor the way their subject is taught throughout the school by:

- leading curriculum planning tasks in department meetings
- participating in work scrutinees, learning walks and peer observations

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

This policy will be reviewed every year by the Deputy Headteacher, Assistant Headteacher (Curriculum), Nick Somerville (Governor). At every review, the policy will be shared with the full Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- Pupil Premium Policy
- School Relationships and Sex Education Policy
- SEND policy and information report
- Equality information and objectives

