



La Retraite Roman Catholic Girls' School

Curriculum Policy

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1. Aims

Our Mission as a Catholic school is to provide the highest possible standards of education for all our students, recognising the value and uniqueness of everyone, delivered in the context of Gospel values and the teachings of the Church. We aim to provide a safe place, where each and every student is nurtured to become capable, independent learners and tolerant, kind, thoughtful and responsible young people, who realise that with Faith, all things are possible.

*To act justly,
To love mercy,
And to walk humbly with God*
Micah

The Curriculum Policy is central to our Mission at La Retraite. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum that:

- Enables students develop as a whole person
- Provides a positive experience of learning so that they become lifelong learners.
- Enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supports students’ spiritual, moral, social and cultural development.
- Supports students’ physical development and responsibility for their own health, and enable them to be active.
- Provides subject choices that support students’ learning and progression, and enables them to work towards achieving their goals
- Develop students’ independent learning skills and resilience, to equip them for further/higher education and employment

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 Board of Governorss set out in the Department for Education's [Governance Handbook](#).

3. Curriculum Intent

To provide a curriculum that supports the school's Catholic ethos and allows each student to develop as a whole person with a sense of identity, to experience the full range of subjects, to make excellent progress and to enjoy learning.

Students have the opportunity to develop their own faith, whatever that may be, whilst understanding the different beliefs of others, and distinguishing between right and wrong. There is strong focus on faith, British values, PSHE and extra-curricular provision which enables students to become confident, kind, tolerant members of the community.

The curriculum is everything that happens in our school, which helps students learn and develop knowledge, concept understanding, skills, values and attitudes. Learning takes place in the classroom, and also, for example, through assemblies, clubs, productions, educational visits, sports competitions, student leadership opportunities and community work.

Each key stage builds on the previous, ensuring that students have the opportunity to master key concepts, develop a strong subject knowledge base and prepare for the next stage. A key cross curricular development intent 2019/20 is to embed *oracy across the curriculum* developments made 2018/19 to support deeper learning and to support students to better articulate their thinking. Each year we make special, flexible provision to meet the needs of individual students.

4. Roles and responsibilities

4.1 The Board of Governors

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

The Board of Governors will also ensure that:

- Curriculum priorities and aspirational targets are reviewed and set by the Curriculum Committee termly and reported to the Full Board of Governors at the start of each year, ensuring they actively participate in decisions affecting the breadth and balance of the curriculum offered.
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- 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
- The school fulfils its role in processes to dis-apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

4.2 Headteacher

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

- All required elements of the curriculum have aims and objectives which reflects the ethos and aims of the school and meets the needs of all the students
- Ensures that proper provision is in place for students with different abilities and needs, including children with SEN
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Governors
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- Manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Ensures that the Board of Governors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Ensures that the Board of Governors is advised on whole-school targets in order to make informed decisions

4.3 Subject Leaders

Ensure department or faculty lead is responsible for ensuring that their subject's curriculum is implemented in accordance with this possible policy and that they have in place:

- A curriculum map. This shows how skills, concept understanding and knowledge are sequenced and developed from year 7 to 13. It also highlights other aspects, such as PSHE, that are re-enforced by subject's curriculum
- Schemes of work. These provide details for teaching individual topics – for example learning objectives, assessment activities, suggested learning activities, key subject vocabulary, differentiation, etc. The aim is to ensure a consistent approach to learning across a department and to ensure the needs of all students are met.
- Individual lesson plan resources

Subject leaders should monitor the implementation of their curriculum on a regular basis and intervene where necessary. The subject's curriculum should be reviewed annually.

4.4 SENDCo

The SENDCo, and the SEND team:

- Supports subject leaders in ensuring schemes of work and learning activities are suitably differentiated for all students to make outstanding progress
- Monitors the progress of SEND students and intervenes appropriately
- Monitors the curriculum for SEND students.
- provides staff training on differentiation and other aspects of teaching to support the progress of SEND students
- Oversees the curricula provision for SEND students and makes recommendations for appropriate changes where appropriate
- Co-ordinates any curriculum changes for individual students, including working with external agencies, where appropriate

- Reports to the governor's Curriculum Monitoring Committee on curriculum provision for SEND students and their progress

4.5 Other staff

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

5. Organisation and planning

The school operates a challenging and rigorous three year KS3 programme of study and a two year KS4 programme of study. We encourage learning beyond the classroom through home leaning activities. The curriculum is regularly reviewed and updated to meet the evolving needs of our students and to incorporate appropriate educational developments and recommendations

Sequencing & progression

The curriculum is designed in such a way that simpler concepts are presented before more complex ones, so that students have a grasp of the fundamental concepts to enable future mastering of more complex ideas. Schemes of work should be provide opportunities for students to understand where a topic fits in with the whole learning of the subject and opportunities to build on their prior knowledge. Subject leaders are expect to have curriculum map in place detailing how knowledge, concepts and skills learning is sequenced to ensure progression and mastery is achieved. This should be differentiated for learnings of differing abilities.

KS3 Curriculum

The KS3 curriculum is a 3 year program which gives pupils a taste of a wide range of subjects and prepares students to make informed choices about GCSE. The subjects involved in the KS3 Curriculum are: Computing, English, Drama, Geography, History, Mathematics, PE, RE and Science. Students study either French or Spanish. Over the three years, the students will follow a carousel of Creative Arts subjects allowing them an experience of Art, Textiles, Product Design and Food technology. Collective worship, tutor time and PSHE lessons provide pupils with opportunities to consider issues which will contribute to their development as a happy, safe and informed British citizen.

There is setting in mathematics and science in half year groups. The aim of this is to stretch the students in the top set eventually towards a level 8 or 9 at GCSE and provide targeted support for those students who need catch up in the lowest set.

KS4 Curriculum

At KS4 all students are encouraged to study RE, English, (Literature & Language), Mathematics, Double Science and PE, (non-examined). In Year 10, the top three sets study the separate sciences, (Biology, Chemistry and Physics) and all other pupils study Double Science. There is also a 'guided' Option system for the remaining subjects. Whilst most students are directed towards choosing a humanity subject and a language subject, for some students this is not appropriate. The overarching aim is to enable all students to succeed and achieve the necessary qualifications to move on to the next stage. The students are, therefore, guided towards the most suitable pathway, (see below), following conversations between the student, their parent(s)/guardian and staff.

The current option subjects are: Art, Computing, Business studies, Drama, Economics, Geography, Health & Social Care, History, French, PE, Sociology, Spanish, and Textiles

The different pathways available depend on the needs of each cohort:

- Blue pathway – for students for whom the EBacc pathway is the most appropriate

- Pink (EAL) pathway – students are guided towards extra English as one of their options. They might not take a humanity or a language
- Purple – students may take a humanity and a language, but are not necessarily guided to. They also have a number of vocational courses they can take
- Yellow (Support) - students are guided towards extra support as one of their options. They might not take a humanity or a language

In order to strengthen students' learning and skills we expect to see subject curricula develop skills in oracy for example, taking roles and talking like a scientist etc and literacy for example, the use of PEAL structure for writing.

Setting in mathematics and science continues at KS4 across the year group. The number of sets is increased to 7/8, (depending on timetabling). The aim of this is to prepare the students in the top sets eventually towards a level 8 or 9 at GCSE and for A level mathematics. It also enables provide targeted support for those students in the lower sets.

KS5 Curriculum

We offer a mixture of technical and academic courses for students to choose from to enable them to access a wide variety of career pathways, either via university courses or apprenticeships. The aim of the Level 2 programme is to provide an access to Level 3 courses for students who are not yet ready to progress to Level 3 or feel able to go to college.

All students study a General RE course called Leadership with Faith. This, with work in PSHCE sessions, leads to an ASDAN Cope qualification and aims to prepare students for the workplace and to consider their responsibilities to their communities.

In addition our Scholarship students are guided to take the Extended Project Qualification which is favoured by Russell Group Universities.

- **Level 2**

The students follow a programme that includes:

GCSE Mathematics re-take preparation

GCSE English re-take preparation

Level 2 Media Studies (OCR Technical)

Level 2 Banking (OCR Technical)

- **Level 3**

There are a range of traditional A Level choices and Vocational courses. Most students take three subjects, normally following either an A Level route or a Vocational route. Some students do study a mixture of courses. Current courses offered:

A Level Subject	Technical qualification
Art (Fine art)	Applied Business
Art (Textiles)	Health & Social Care

Biology	ICT
Chemistry	Media
Economics	Science
English Literature	Sport
French	Digital Media T Level (September 2020)
Geography	Education and Childcare T Level (September 2020)
Government and Politics	
History	
Mathematics	
Music	
Portuguese	
Physics	

Sex and relationship education: **Please refer to the school's *Relationship Sex Education Policy* on the school's website, <https://www.laretraite.lambeth.sch.uk/>**

Spiritual, moral, social and cultural development: **Please refer to the school's *PSHE Policy* on the school's website, <https://www.laretraite.lambeth.sch.uk/>**

British values: **Please refer to the school's *British Values Statement* on the school's website, <https://www.laretraite.lambeth.sch.uk/>**

Careers guidance: **Please refer to the school's *Careers Guidance Strategy* on the school's website, <https://www.laretraite.lambeth.sch.uk/408/careers>**

6. Inclusion

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 SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN 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 SEN policy and information report.

7. Monitoring arrangements

The Board of Governors monitors coverage of National Curriculum subjects and compliance with other statutory requirements through reports to the Curriculum Monitoring Committee each term. These reports include reports on the progress of students at each Key Stage and by particular groups of students. The committee also receives a report on the quality of assessment and teaching and learning, including summaries of learning walks, observations and work checks. The committee receives a review of the curriculum each autumn meeting and reviews the Curriculum Policy at the same time.

Senior Leaders and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher or a delegated member of the SLT. At every review, the policy will be shared with the initially with the Curriculum Monitoring Committee and then the following Full Board of Governors.

8. Links with other policies

This policy links to the following policies and procedures, (all available on the school's website, <https://www.laretraite.lambeth.sch.uk>)

- Assessment policy
- Careers Guidance Strategy
- British Values Statement
- Equality Policy & Accessibility Plan
- PSHCE Policy
- Relationship Sex Education Policy
- SEN policy and information report
- Teaching & Learning Policy