

Curriculum Policy

September 2021

Reviewed Annually



Our Catholic mission is at the heart of our curriculum. We aim to work with our families in developing the whole child: academic, cultural, moral, physical, social and spiritual.

Our ambitious curriculum, tailored to meet the distinctive needs of all our pupils, provides a broad, rich and deep experience that helps to develop the powerful knowledge, skills and qualities needed to flourish in life, learning and work.

Our pupils acquire the knowledge, understanding and qualifications through a broad range of subjects and experiences which prepare them as good citizens, ready to make a positive and meaningful contribution to society. We support our pupils' intellectual development and long term memory through a well sequenced and vocabulary rich subject curricula, and interconnections of ideas, concepts and skills.

We aim to inspire our pupils to recognise that there are no limits to what they can achieve in life, to expose them to the wealth of opportunities that lie beyond Cardinal Allen, to develop a lifelong love of learning, and to be all they can be.

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A. The Wider Curriculum

1. All pupils follow a similar curriculum in Years 7, 8 and 9 which aims to provide a broad and balanced education in creative, practical and academic subjects.
2. In Years 10 and 11, all pupils continue their studies in a core curriculum of Religious Education, English, Mathematics, Science and PE. Other subjects are chosen so as to recognise the value of a balanced curriculum whilst allowing for career aspirations and personal interests.
3. All pupils have equal access to and opportunities in each subject and curriculum area.
4. The same standards of personal effort, courtesy, behaviour, concern for one's neighbour and respect for property can be expected of all our pupils in order to create a sense of order and self-discipline which is characterised by fairness and justice.
5. The teaching of each subject is planned to meet the pupils' individual learning needs.
6. The curriculum is carefully sequenced so that new knowledge and skills build on what has come before, and designed so that key knowledge is retained in long term memory.
7. Subject curricula are designed to boost cultural capital – to introduce our pupils to the world beyond Fleetwood, locally, nationally and internationally.
8. Pupils' progress through the curriculum is assessed regularly. They receive regular feedback to help them address gaps in their knowledge and understanding. Attainment and progress is reported to families twice each year.
9. Pupils who experience learning difficulties are identified and supported through the co-ordinated efforts of the Learning Support Department and their subject teachers.
A structured programme of learning support, which is flexible to meet the changing needs of our pupils, is provided through:
 - a) Very limited withdrawal from the curriculum for pupils to develop age appropriate reading and spelling skills.
 - b) A significantly modified and personalised curriculum for a very small number of students (currently 5) who struggle to engage with our regular curriculum, even with significant TA support.
 - c) Alternative PE curriculum for a small number of pupils to follow a structured programme of physiotherapy.
 - d) Integration into regular ability groups in all subjects - support is provided through the Learning Support Department and TAs to prepare suitable teaching materials and provide in class support.
 - e) TAs directly supporting individual pupils according to their EHCP.
10. Pupils are taught to understand human relationships and the associated moral teaching through an organised programme in RE, PSHCEE and enrichment days. Human Relationships and Sex Education (HSRE) is integrated into this programme so as to meet the needs of the pupils as they grow and develop towards maturity. It is the role of the RE department to bring these elements together in the context of Catholic teaching on the love of God and our neighbour and the sanctity of Christian marriage.
11. Citizenship is delivered through PSHCEE lessons in years 7, 8 and 9 and specific enrichment days in years 10 and 11.
12. ICT proficiency is developed through Computer Science and Creative Technology.
13. The KS4 Computing curriculum will be delivered through two dedicated enrichment days in year 10.
14. Reading is an important component of every subject curriculum. All teachers are involved in helping students understand the words in our 'academic word list'.
15. British values are addressed directly through PSHCEE lessons and a programme of assemblies, and indirectly through subject curricula.
16. There is a structured 5-year careers education curriculum. Subject areas deliver two careers-themed lessons to each year group. Activities and resources are used during registration. Each year group has a futures enrichment day. There are regular assemblies and talks from visitors. Careers Guidance is provided through 1:1 interviews which are targeted to meet the needs of individuals. Throughout there is a focus on 'Action Planning' and knowing how to find information and seek advice.
17. Personal development is as important as academic development. As well as being given formal curriculum time (PSHCEE, enrichment days, careers days, mental health days, significant parts of the RE curriculum), the social, moral, cultural and physical development of our pupils is supported by all subject areas.
18. Independent study is a feature of our curriculum. There is a formal homework timetable, covering all subject areas and year groups. Tasks are well designed to support learning, are accessible, and short, so that they can have the greatest impact. The number of tasks per week increases as pupils get older. Year 11 receive formal, personalised revision programmes for the final 10 weeks before public examinations begin.
19. A broad programme of enrichment is provided so as to give pupils the opportunity to develop personal interests and enter more fully into the community life of the school. All pupils are encouraged to participate in at least one extra curricular activity.
20. Achievement, progress and personal service are recognised and rewarded through the merits system, rewards assemblies, and celebratory events with the headteacher.

B. Organisation of Learning – Years 7, 8 and 9

Year 7

1. Each pupil is a member of a mixed ability Form Group and is placed in the care of a Form Tutor who monitors their welfare and progress. The Form Group retains a stable identity throughout the five years of secondary schooling and is used for the purposes of registration, pastoral care, inter-house competitions, routine administration and PSHCEE.

PSHCEE is delivered as a discrete subject to each Form Group in Year 7. Classes are taught in six half-termly modules by a teacher holding the specialist knowledge for a particular module.

Form Groups are named after one of the school houses - Aidan, Ambrose, Augustine, Bede, Columba and Gregory. For timetable purposes the year group of 166 pupils is divided into two broadly equal-sized and homogenous ability groups based on the KS2 results.

7 Aidan 7 Ambrose 7 Augustine
83 pupils

7 Bede 7 Columba 7 Gregory
83 pupils

2. Pupils are grouped according to ability based on prior performance at KS2 and CAT scores. Each pupil's progress is reviewed termly so that their grouping reflects attainment, personal effort and likely potential.

In each half-year group, three ability groups are formed – one containing higher attaining students and two mixed-ability. The letters C, W, A, H, S, F (Cardinal William Allen High School Fleetwood) are used to identify each class and these become a stable teaching group for RE, English, Maths, French/Spanish, History, Geography and Science. For the current Year 7 the groups are as follows:

AD/AM/AG		BE/CO/GR
S	Upper	H
C	Mixed	F
A	Mixed	W

3. The different needs of Design Technology, Creative Technology, Food, Art, Music, Drama and Computing are recognised by creating four - and hence smaller – mixed ability teaching groups in each half-year. Each group is identified by a colour – Blue, Orange, Indigo, Green, Red, Yellow, Violet and White.

AD/AM/AG		BE/CO/GR
Blue		Red
Orange	Mixed ability groups	Yellow
Indigo		Violet
Green		White

All pupils have an hour of Art, Music, Drama and Computing per week. In Technology, pupils study one of the four disciplines (Resistant Materials, Electronics, Food and Creative Technology) for a half-year each over the course of Years 7 and 8.

4. PE is taught to a half year group at a time by four members of the PE department.
5. The year 7 curriculum is deliberately very broad so as to introduce pupils to all that a secondary school can offer.

Year 8

1. Pupils remain in the same mixed ability Form Group as in Year 7. For timetable purposes, the year group of 166 pupils continues to be divided into two broadly equal-sized and homogenous ability groups.

8 Aidan 8 Ambrose 8 Augustine 83 pupils
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8 Bede 8 Columba 8 Gregory 83 pupils

2. Each pupil's progress continues to be reviewed termly so that their grouping reflects attainment, personal effort and likely potential.

Again, each half-year group is sub-divided into three ability groups (one containing higher attaining students and two mixed-ability) in which pupils are taught RE, English, French/Spanish, History, Geography, Science and Computing. For the current Year 8 the groups are as follows:

AD/AM/AG		BE/CO/GR
C	Upper	F
A	Mixed	W
S	Mixed	H

In Year 8, Maths sets pupils independently from other subjects. There are upper, middle and lower attaining groups in each half of the year group.

AD/AM/AG		BE/CO/GR
M1	Upper	M1
M2	Middle	M2
M3	Lower	M3

3. The different needs of Design Technology, Creative Technology, Food, Art, Music and Drama continue to be recognised by creating four - and hence smaller - mixed ability teaching groups in each half-year. Each group is identified by a colour - Blue, Orange, Indigo, Green, Red, Yellow, Violet and White.

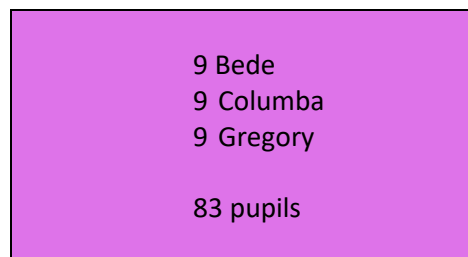
AD/AM/AG		BE/CO/GR
Blue	Mixed ability groups	Red
Orange		Yellow
Indigo		Violet
Green		White

All pupils have an hour of Art, and the equivalent of thirty minutes of Drama and Music, each week. In Technology, pupils study one of the four disciplines (Resistant Materials, Electronics, Food and Creative Technology) for a half-year each over the course of Years 7 and 8.

4. PE is taught to a half year group at a time by four members of the PE department.

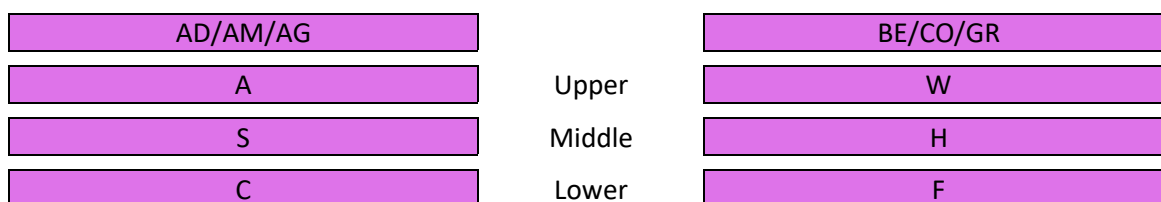
Year 9

- Pupils remain in the same mixed ability Form Group as in Years 7 and 8. For timetable purposes the year group of 166 pupils continues to be divided into two broadly equal-sized and homogenous ability groups.



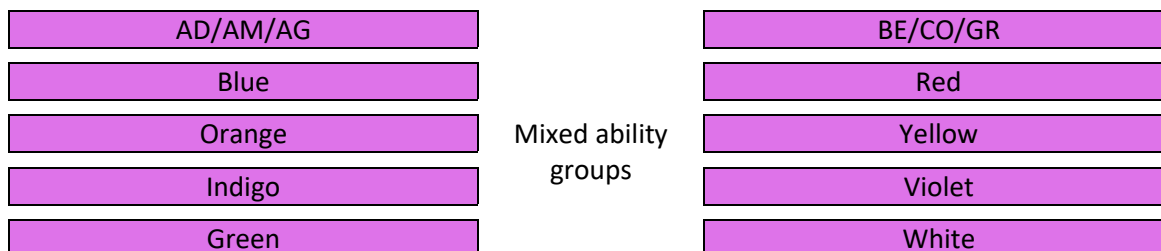
- Each pupil's progress continues to be reviewed termly so that their grouping reflects attainment, personal effort and likely potential.

Each half-year group is sub-divided into three ability groups in which pupils are taught RE, French/Spanish, History and Geography. For the current Year 9 the groups are as follows:



In Year 9, there are 6 ability sets in Maths and Science, and 7 ability sets in English. Maths and Science agree an upper band (sets 1 to 3) and a lower band (sets 4 to 6), then set pupils by ability in each band. English groups are set from Set 1 to Set 7 independently of other subjects.

- The different needs of Design Technology, Food, Art, Music and PSHCEE continue to be recognised by creating four - and hence smaller - mixed ability teaching groups in each half-year. Each group is identified by a colour - Blue, Orange, Indigo, Green, Red, Yellow, Violet and White.



All pupils have an hour of Art, and the equivalent of thirty minutes of Music and PSHCE, each week. In Technology, pupils study each of the three separate disciplines, Resistant Materials, Electronics and Food, on a carousel across the year. Pupils also enjoy, in their Colour Groups, a stand-alone unit of Religious Education as a part of this carousel to supplement their core studies.

- PE is taught to a half year group at a time by four members of the PE department.

C. Organisation of Learning – Years 10 and 11

1. Pupils remain in the same mixed ability Form Group.
2. All pupils follow a broad and balanced curriculum and choices are accommodated wherever possible to accommodate pupil and parental wishes, career aspirations and personal interests. Progression routes are an important consideration in the advice given to pupils and their families.
3. Pupils do welcome a sense of purpose and direction in their lives and therefore all courses at Key Stage 4, except the core PE curriculum, lead to a recognised qualification.
4. In so far as is possible, the timetable structure allows for curriculum areas to group pupils to create the best possible learning environment to maximise achievement. Subjects in the option system may have the opportunity to teach ability or mixed-ability groups dependant on the numbers opting.
5. The curriculum provides the opportunity to study a range of GCSE and vocational courses. There is also provision, where appropriate, for pupils to study for a variety of entry level qualifications.
6. The 'Core Curriculum', studied by all pupils, consists of full GCSEs in Religious Education, English Language, English Literature and Maths. All pupils study at least Combined Science, equivalent to two GCSEs, and have the opportunity to take the three separate Sciences at GCSE as one of their options. All pupils do non-examination PE in Years 10 and 11.
7. Pupils with significant additional learning needs are encouraged to study the Key Skills course provided by our Learning Support department as one of their options. These courses provide challenge for the pupils and include aspects of personal organisation, social skills, building self-esteem, preparation for the workplace, along with additional support to help develop literacy and numeracy skills.

D. Curriculum Structure

Years 7, 8 & 9	Year 7 (168)		Year 8 (164)		Year 9 (161)	
	Periods	Groups	Periods	Groups	Periods	Groups
English	3	6	3	6	4	7
Maths	3	6	3	6	4	6
Science	3	6	3	6	5	6
RE	2	6	2	6	2.5	6
PE	2	8	2	8	2	7
PSHCEE	1	6	1	6	0.5	8
Computer Science	1	8	1	6	1	6
Geography	1.5	6	2	6	1	6
History	1.5	6	2	6	1	6
MFL	2	6	2	6	1	6
Art	1	8	1	8	1	8
Music	1	8	0.5	8	0.5	8
Drama	1	8	0.5	8	-	-
Technology	2	8	2	8	1.5	8
Totals	25	-	25	-	25	-

Years 10 & 11	Year 10 (163)			Year 11 (165)		
	Periods	Pupils	Groups	Periods	Pupils	Groups
English	4	163	7	4	165	7
Maths	4	163	6	4	165	7
Science	4	163	6	4	165	7
RE	3	163	6	3	165	7
PE (Games)	1	163	7	1	165	7
Core Curriculum	16		31	16		35
Art	3	17	1	3	19	1
Child Dev	3	25	1	3	20	1
Computing	3	18	1	3	24	1
Construction	3	12	1	3	12	1
Catering	3	19	1	3	18	1
Drama	3	10	1	3	11	1
French	3	14	1	3	9	1
Geography	3	78	4	3	63	3
History	3	80	4	3	58	4
iMedia	3	18	1	3	17	1
Key Skills	3	13	2	3	10	2
Music	3	17	1	3	13	1
Photography	3	17	1	3	18	1
Product Design	3	42	2	3	41	2
Separate Sciences	3	31	1	3	30	1
Spanish	3	19	1	3	18	1
Sports Studies	3	59	3	3	57	3

F. Optional Subjects in Years 10 and 11

Options for the current Year 11

Block A	Block B	Block C
Computer Science	Child Development	Art
French	Construction	Food
Geography	Drama	Geography
History	Geography	History
IMedia	History	Key Skills
Product Design	Key Skills	Music
Spanish	Photography	Product Design
Sports Studies	Triple Science	Sports Studies

Options for the current Year 10

Block A	Block B	Block C
Computing	Child Development	Art and Design
Construction	Drama	Food
French	Geography	Geography
Geography	History	History
History	Key Skills	Key Skills
iMedia	Music	Photography
Product Design	Sports Studies	Product Design
Spanish	Triple Science	Sports Studies

General guidance to families:

You must:

- Choose a preferred subject from each Block.
- Ensure your preferred subjects include at least one subject marked with an *.
- Place the three preferred subjects in order of importance.
- You cannot choose both Construction and Product Design.
- Choose an alternative subject from each option block. (This is because some subjects may be oversubscribed or may not run due to lack of numbers).
- Ensure you choose six different subjects i.e. you cannot put History down as a preferred subject from Block A and as an alternative in Block B.