

Curriculum Policy

1.0 Introduction

The curriculum is all the planned activities which promote learning, personal growth and spiritual, moral, social and cultural development and is the 'driver of progress'. It is the key to unlocking the potential of all learners.

2.0 Rationale for the design of the Curriculum

St Anne's aims to provide a broad and balanced curriculum that allows every child, regardless of ability or background, to succeed. We believe that all students should build cultural capital throughout their time at St Anne's, engaging in learning opportunities from a full range of subjects, resulting in the highest possible academic achievement.

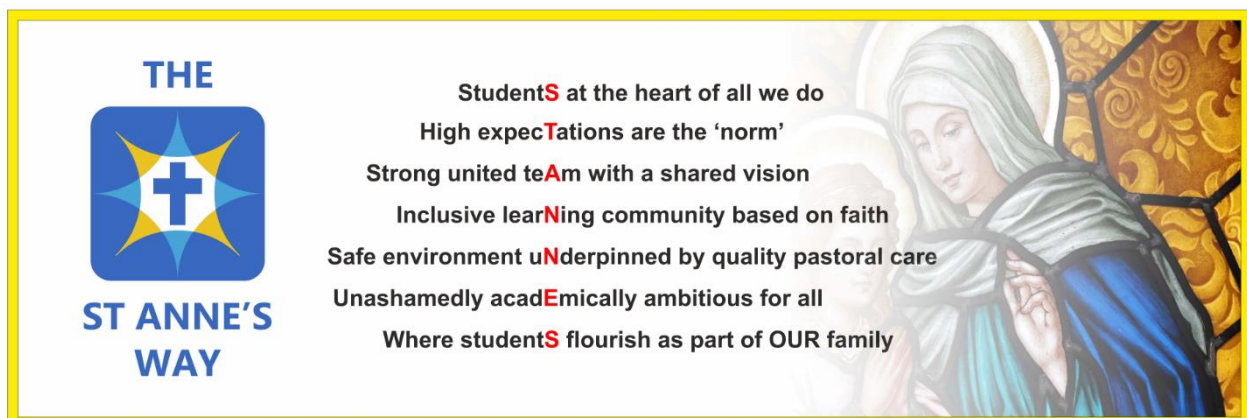
Our mission is to provide the best possible Catholic education in an environment where gospel values are central to teaching and learning.

St. Anne's is proud of its ambitious academic curriculum which is the 'driver of progress' and ensures strong academic outcomes as well as the development of core values for all students regardless of starting points. Subject leaders' work, by nature, is 'ongoing', as they strive to construct an ambitious curriculum designed to give all learners, particularly vulnerable students such as, Pupil Premium & SEND, the knowledge and cultural capital they need to succeed in life.

Our curriculum provides all students with an appropriate level of challenge and fully engages them in the learning process, thereby facilitating accelerated progress and optimum attainment in order that they are fully prepared for the opportunities, experiences and responsibilities of adult life. In essence the curriculum offers a strong, broad and challenging educational experience in terms of skills, knowledge, understanding, the development of values and the ability to be a lifelong learner.

For our curriculum, we have some core beliefs:

- Highly ambitious for all students
- Broad, balanced and inclusive for all
- Coherently planned and sequenced towards accumulating sufficient knowledge
- Designed to help students remember content long term
- Students develop detailed knowledge and skills and achieve well
- Rigorous approach to teaching of reading develops students' confidence
- Students read widely and often, with fluency and comprehension



3.0 Purpose

At St Anne's, we strive to be an outstanding Catholic school in all we do, serving the community by working to improve the life chances of all our students.

Our mission is to develop the whole child and our personal development opportunities are strong and include opportunities for spiritual formation, SACRED days, careers and extra-curricular enrichment. This all-rounded education is the foundation of what we do and is reflected in our happy students and staff.

We believe in our Catholic School Mission Statement which ensures that each student is entitled to be part of a school that promotes our SACRED values:

Service- The act of helping or doing something for somebody else without expecting something back in return

Ambition – To have high aspirations for yourself and others around you

Compassion – To show empathy for others by showing an understanding of their hardships

Respect – To show consideration for yourself and others around you through your words, actions and behaviours

Equality- To treat one another with respect taking into account others disadvantages and privileges

Determination- To be resilient in the face of challenges and hardship

These principles guide St. Annes's in creating a supportive, inclusive, and enriching educational environment, ensuring that our students are prepared for life in the broader community while remaining faithful to our Catholic values.

The curriculum reflects our Catholic ethos and is a vehicle for instilling Gospel values and pursuing excellence and as such, Religious Education forms part of the 'core' offer alongside English, Mathematics and Science and is given parity with these subjects. At Key Stage 3 students follow a three-year curriculum that statutorily meets the demands of the National Curriculum framework and builds cultural capital and at Key Stage 4 provides them with the opportunity to secure the appropriate Level 2 qualifications which meets their current and future learning needs.

The curriculum is delivered through a variety of appropriate learning and teaching styles which create conditions for effective learning. Teachers of St Anne's successfully adapt their delivery of the curriculum so that students with SEND learn well alongside their peers.

Teachers use assessment to help learners embed and use knowledge fluently as well as to check understanding and inform teaching. In addition, leaders use assessment outcomes to evaluate the effectiveness of the curriculum and make changes, as needed, to further enhance the curriculum design within a subject area.

4.0 Intent

The curriculum is designed to inspire and challenge all learners and prepare them for the future. St. Anne's aim is to deliver a broad, balanced and coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, St Anne's aims:

- To offer a broad and balanced curriculum which is ambitious and pursues excellence
- To develop students' knowledge, understanding, skills and attitudes, resulting in students growing as individuals in self-confidence and self-worth
- To embed Gospel values across the curriculum and embrace our Catholic Ethos
- To ensure the curriculum is relevant and personalised to meet students' learning needs, considering their prior attainment and future needs
- To enable those not achieving age-related expectations to narrow the gap and catch up with their peers in relation to the local context of the St Anne's catchment
- To develop students' key skills in vocabulary, literacy and numeracy
- To foster the ability of students to work both independently and collaboratively



- To develop empathy, tolerance and respect of other people's point of view as well as a sense of social responsibility
- To develop the dignity, self-esteem, self-confidence and uniqueness of everyone
- To build character and leadership
- To actively promote equality of opportunity and challenge stereotypes
- To develop students' responsibility for their own learning and progress
- To secure the highest possible achievement in all areas of the curriculum
- To extend students' knowledge and understanding in a range of extra-curricular opportunities supporting artistic, creative & sporting activities
- To ensure progression to further education, training & employment through transferable identified employability skills in each subject area
- To prepare students for life in modern Britain [democracy, the rule of law, individual liberty and mutual respect and tolerance]
- To develop the skills to become lifelong learners

Key Stage 3 Priorities

- To ensure effective transition from KS2
- To ensure ALL students experience a range of subjects to develop cultural capital
- To ensure students have the depth of knowledge and skills to prepare for KS4
- To promote active engagement in and enjoyment of a range of subject disciplines
- To ensure all students benefit from a range of teaching styles and discover how they can learn best
- To develop learner independence and transferable skills
- To develop a successful mastery approach to learning

5.0 Implementation

Curriculum Leadership and Teaching & Learning

Curriculum leadership at St. Anne's is founded on key principles:

- Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
- Subject leaders have the knowledge, expertise and practical skills to implement the curriculum
- Subject leaders are expected to know their curriculum design and intent, know how the curriculum is being implemented, know what impact their curriculum is having on students' and young people's knowledge and understanding
- Leaders at all levels, including governors, regularly review and quality assure the curriculum offer of subjects to ensure that it is implemented sufficiently well and has impact
- Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met
- Leaders enable curriculum expertise to develop across the school
- Leaders lead and support high quality teaching & learning
- Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation
- The curriculum is planned to meet students' learning needs and builds on prior learning
- Curriculum delivery is equitable for all groups and appropriate to student needs
- Interventions are appropriately delivered to enhance students' capacity to access the full curriculum
- Curriculum mapping ensures sufficient depth and coverage of knowledge in each subject
- Progression is planned across a subject over time
- Assessment is, as far as possible, reliable and shapes future learning
- Literacy and numeracy skills underpin learning success across the curriculum



Teaching & Learning and Curriculum as ‘the driver of progress’

As part of the curriculum design process, Subject Leaders have:

- Worked to create progression models with an explicit breakdown of knowledge into components and composites to ensure it is clear when specific objectives are met
- Used subject concepts to identify clear, measurable, student-centred objectives
- Planned formal retrieval opportunities to ensure that the curriculum delivery is interleaved and sequenced
- Considered the pace for students who are starting from different points in their learning [skills development, learning, mastery & progression]
- Identified pedagogy that will support sequential learning and deepen students’ knowledge and understanding over time
- Identified opportunities for developing literacy skills & employability skills
- Looked at the structure of the content as ‘narrative over time’
- Built up high-quality resources to sequence progression in a subject
- Looked for enrichment opportunities that will strengthen learning and understanding.
- Considered problem solving, group work, reflection and enquiry and how developing these skills foster progression
- Continued to engage in ongoing review of the Curriculum Overviews & Schemes of Work

Organisation of the ‘Formal Curriculum’

The curriculum comprises 50 hours of specialist learning over a two-week timetable

Key Stage 3

Subject	Year 7	Year 8	Year 9
RE	5	5	5
English	7	7	7
Maths	6	6	6
Science	6	6	6
Art	2	2	2
Computing	2	2	2
Drama	1	1	1
Geography	4	4	4
History	4	4	4
Music	2	2	2
PE	4	4	4
PSHE	1	1	1
Spanish	4	4	4
Technology	2	2	2
Total	50	50	50

Key Stage 4

Subject	Year 10	Year 11
RE	5	5
English	8	9
Maths	8	8
Art	5	5
Construction [BTEC]	5	5
Food Preparation	5	5
Health & Social	5	5
Geography	5	5
History	5	5
Computer Science	5	5
Music	5	5



PE [Core]	3	2
PE[GCSE]	5	5
PSHE	1	1
Science [Combined]	10	10
Science [Triple Science]	5	5
Spanish	5	5

Core	35 Hours
Options	Choose 3 x 5 = 15
Total	50

Curriculum Framework

Key Stage 3

- There are 2 ability bands, the X Band and the Y Band [currently parallel bands]. Bands are based upon the Key Stage 2 SATs results and transition information from primary schools.
- Bands are adjusted if necessary following performance in the baseline tests completed as part of the induction process in the Autumn Term.
- Students are set by ability in Maths and English. Teaching groups are taught in ability groups based on English and Maths starting points.

KS3 Options Process – ‘Informed Choices’

- There is equal access to information about subjects & recommended pathways [Assemblies, Options Evening, Careers Fairs & Options documentation]
- Personalised pathway recommendations are based on prior attainment & current progress to ensure ‘informed choices’
- The comprehensive Options consultation process includes SL, HOY, SENCO, FT & SLT, students & parents
- All Y9 students can access impartial CEIAG via the Careers Adviser

Key Stage 4

- All students follow the Core Subjects: Religious Education, Maths, English Language, English Literature, Science & Core PE [Non-Examination]. Students choose three additional qualifications to study
- In Y10, students are set in RE, Maths, English, Science
- In Y11, Students are set in RE, Maths, English, Science

Catholic Social Teaching

At St Anne’s, we aim to cultivate a holistic educational environment that not only imparts knowledge but also nurtures compassionate, socially responsible individuals. CST significantly enriches the educational experience for our students.

Through our SACRED values we teach our students the foundational principles of CST, for example:

- Dignity of the Human Person
Students are taught to follow St Anne’s SACRED values, treat each other with compassion, respect and equality.
- Common Good
Students are taught about protective characteristics and democracy in their PSHE lessons
- Solidarity
Students are given opportunities to celebrate different cultures, and celebrate their differences
- Preferential Option for the Poor
Students have opportunities to engage with the community and have raised money for charities such as Marys Meals
- Peace
In students RE lessons, they learn about principles of faith, ethics, and social responsibility and in PSHE they are taught about fostering right relationships between individuals, families and communities



Schemes of Work

- Are bespoke to the subject in terms of format and are 'working documents'
- Indicate the sequencing of components to enable students to do more complex composite tasks
- Focus on opportunities to increase fluency through interleaving & retrieval to improve retention of key content, 'knowing more & remembering more'
- Include key vocabulary so students improve their literacy skills
- Plan for skills development based on prior knowledge
- Include reference to resources
- Give an overview of timing and assessment points

Curriculum Enrichment

Our academic curriculum is complemented by:

- Rich spiritual opportunities – These include the Liturgical Group, GIFT and Laudato Si promoting the awareness of culture and diversity, Masses & Liturgies following Liturgical Calendar, assemblies & form-time reflection activities
- Academic activities – Usually these include STEM activities [develop leadership, team building skills], Field Trips [Geography], University Trips, Theatre trips, MFL cultural visits, Raising Aspirations.
- Health & well-being activities – Activities promoted by our PD lead, Anti-Bullying week, PSHE curriculum, Promoting healthy lifestyles, Mental Health Awareness Week, Internet Safety Week
- Promotion of Careers - These include enterprise activities e.g. Business Breakfasts, National careers week, Y10 Work experience, Careers Fair, Apprenticeship Workshops, Open door events at KS4 and CV writing lesson
- Extra-Curricular Activities – Creative Arts productions and sports clubs as well as entry into inter-school competitions, including UKMT, Laudato Bees, CARITAS- All departments offer clubs
- Character Development - Leadership opportunities, promoting 'transferable skills' as well as fostering the ability to work both independently and collaboratively

Careers Education, Information, Advice & Guidance [CEIAG]

CEIAG empowers our students to make informed decisions about their future and career pathways. Please see our Careers Policy & Careers Delivery Plan for further information.

Spiritual Moral, Social & Cultural Education [SMSC]

At St. Anne's we aim to deliver spiritual, moral, social and cultural education through all aspects of school life, curriculum, extra-curricular activities, the pastoral system, assemblies as well as themed events. We work in partnership with parents and the wider community and do our best to engage them with opportunities which further develop SMSC.

Curriculum Values

Our Curriculum Values are a part of St Anne's SACRED VALUES. They reflect the qualities, skills and values which students will explore and develop through the mission and ethos of our Catholic school. Most importantly these values will equip students to take on the opportunities, responsibilities, challenges and experiences of adult life.

SACRED Days

Our 'SACRED' days are whole-school curriculum enrichment days which promote not only personal growth but also spiritual, moral, social and cultural development of students in all year groups. SACRED Days are delivered in a variety of ways and may include workshops, talks and practical sessions together with theatre performances and bands as well as employer encounters.

Student Leadership Opportunities

We believe that students should be given a wide range of opportunities to develop and practice leadership skills in preparation for life beyond school. We have a wide range of opportunities for students to take on leadership roles at school. Activities will focus on supporting the schools aim to be a place where everyone enjoys learning and strives for



excellence in all they do. Our student council plays an active role in the school. Our leadership groups are Caritas, Prefects, Antibullying, Mental Health ambassadors and our Young Interpreters.

Religious Education & Collective Worship

Prayer and collective worship are a central part of our Catholic faith and identity. Collective Worship takes place each day in the form of assemblies, prayers & reflections in tutor time and Chapel Liturgies. There are further opportunities through Masses, Retreats and celebrations including Christmas, Easter and welcome/ leavers' Masses. See Prayer & Liturgy Policy.

Informal untaught curriculum

At St Anne's, we aim to meet our students where they are on their faith journey and accompany and guide them on their way to achieving their full potential. We strive to create a Catholic community which shares common beliefs and where, following Christ's example, we recognise the unique and equal value of each of our students. Our school motto here at St Anne's is 'to know, love and serve God'. We put our school motto into action by trying to live by our SACRED Values of Service, Ambition, Compassion, Respect, Equality & Determination. Here are just some of the ways we teach these values and put them into action.

- Gospel Based Form Prayer Every Monday
- Prayer in form every day
- One Minute Meditations
- Chapel Meditations
- Form Retreat Days
- Welcome Masses
- Christmas & Easter Year group Liturgies'
- Residential retreat at Castle Rigg Retreat Centre in the Lake District

Sex & Relationship Education

In our school, sex and relationships education is taught in accordance with the teachings of the Roman Catholic Church. This programme is linked closely to the programme of study for RE, Sex and Relationships Education Guidance from the DCSF and the Bishops' Conference and the National Healthy School Standard Guidance. St. Anne's meets the requirements of the DfE document entitled 'Relationship Education, Relationships and Sex Education', published in 2019 and the Equality Act 2010.

PSHE, Citizenship & British Values

- Citizenship/PSHE is delivered through discreet, timetabled lessons, a cross-curricular approach where some themes are mapped to other Subject Areas, contribution of visiting speakers, whole-school events, tutor time and assemblies.
- PSHE includes provision for Citizenship as well as personal, social, health, emotional and economic education and the promotion of British Values.
- The promotion of British Values includes democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. Democracy is promoted through the student council, student voice and the appointment of the Senior prefect teams [Gold Ties].
- The school hosts two SACRED Days [Oct & February] where a range of speakers are involved in the delivery of a PSHE curriculum, including meeting the needs of our students in the local context of our school.
- For our FEAST Day of St Anne's, the school delivers a day of celebration of cultural diversity & our Catholic Mission known as our ST ANNES SACRED Day.

Extra-curricular Activities

- Extra-curricular activities enrich a student's experience and are an integral feature of the St. Anne's ethos.
- Students are encouraged to participate, whether it is sporting, liturgical, musical, visits or other of the multiplicity of experiences offered.



Curriculum Progression between the Key Stages

Key Stage 2-3

The Head of Year 7, overseen by an AHT(SENCO), working with the AHT for Personal Development leads the Transition programme, working with our partner Primary schools to ensure effective transfer of information for Key Stage 2-3. The Head of Year 7 visits our partner Primary schools to ensure we have a detailed profile of each student to assist with planning their move to St. Anne's. The SENCO plays a key role in planning and monitoring the personalised transfer process for students with special educational needs.

Key Stage 3-4

The Key Stage 3-4 transfer is overseen by the Head of Year 9 and Year 9 Form Tutors, who liaise with the Deputy Headteacher, Assistant Headteacher responsible for Curriculum and the SENCO as appropriate, to ensure students make informed and relevant curriculum choices.

Key Stage 4-5

The Key Stage 4-5 transfer is overseen by the Head of Year 11 & Year 11 Form Tutors, AHT (Personal Development), the Careers Officer and the Head of School. Liaison occurs with Sixth Form Providers to ensure that students make informed and relevant curriculum choices.

Inclusion

- St. Anne's sets high expectations for every student. Challenging work is planned for students whose attainment is significantly above the expected standard. Lessons are carefully planned for students who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.
- Teachers carry out their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and sexual orientation
- Lessons are planned to ensure that there are no barriers to every student achieving. This also occurs in relation to students with special educational needs and/or disabilities. Where possible, planning allows these students to be able to study the full national curriculum. A minority of students need access to specialist equipment and different approaches.
- Teachers cater for students whose first language is not English. Monitoring of progress considers the student's age, length of time in this country, previous educational experience and ability in other languages. Teachers plan learning opportunities to help students develop their English and provide the support students need to take part in all subjects.

Language & Literacy

Through St Annes Power Strategy teachers develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. The school promotes wider reading and provides library facilities. Students are expected to develop the skills to write at length, with accurate spelling and punctuation and to give extended verbal responses.

Numeracy and mathematics

Teachers use their subject where relevant to develop students' confidence in numeracy and other mathematical skills. This may be in the form of problem solving or collecting, presenting and analysing data.

Assessment

- Assessment is implemented to shape future learning
- There are systems to ensure reliability through the processes of marking, moderation, standardisation and feedback
- See St. Anne's 'Assessment Policy'

