

# Curriculum Policy 2024-25

## Ellesmere Port Catholic High School



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| <b>Approved by:</b>        | <b>Mrs C. Vile, Headteacher</b>                     |
| <b>Lead of Review:</b>     | <b>Mr D Blanchard, Senior Assistant Headteacher</b> |
| <b>Last reviewed on:</b>   | <b>July 2024</b>                                    |
| <b>Next review due by:</b> | <b>July 2025</b>                                    |

## Catholic Social Teaching



### Common Good

Through our curriculum policy, we are ensuring that every pupil has the chance to access a deep knowledge and skills-based curriculum ensuring that they are contributing towards the common good through becoming knowledgeable citizens. Our curriculum policy also ensures that we are working together, as a school, and as a community for the common good, to ensure that all pupils have access to high-quality education, no matter their background or ability level.

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#### 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education which is equitable and appropriate for all students.
- Enable students to develop and progress their knowledge, understanding of concepts and acquiring of skills, and be able to identify, apply and evaluate these in relevant situations.
- Provide breadth, depth, stretch and challenge.
- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide subject choices that support students' learning and progression, and enable 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 governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The governing board

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the Curriculum and any 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.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to dis-apply students from all or part of the 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.

### 3.2 Headteacher

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

- All staff and students are fully aware of and observe the school's Mission Statement
- The religious education programme is firmly rooted in the teachings of the Catholic Church, whilst developing understanding and respect for the beliefs of those other faiths and of none
- Students have opportunities to take part in Liturgical celebrations.
- 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 students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEN.

### **3.3 Other staff**

Other staff (senior and middle leaders) will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Curriculum Design and Management**

### Key Stage 3

On entry students are grouped into mixed-ability forms on the basis of their primary school performance and recommendations regarding friendship groups as far as is practicable. Close links are maintained between pastoral staff, Senior Leadership team and our partner primary schools, in order to make transition as smooth as possible for students.

Following baseline assessments that take place early in the autumn term students are grouped according to ability in Maths and Science. Students remain in mixed ability groups for the rest of their subjects throughout Year 7. This continues in years 8 & 9 with the exception of Modern Foreign Languages where students are placed into ability sets.

### Key Stage 4

During Years 10 and 11 students follow one of three pathways.

Students on Pathway 1 (approximately 40%) choose Spanish, History or Geography and then have one free option. These students are eligible to claim the English Baccalaureate and meet the requirements for the Progress 8 measure.

Students on Pathway 2 (approximately 50%) choose between History and Geography and then have two free options. These students meet the requirements for the Progress 8 measure. If they choose Spanish as one of their free choices they can then claim the English Baccalaureate.

Students on Pathway 3 (approximately 5-10%) have two free options. During the time allocated for the 3<sup>rd</sup> Option students on Pathway 3 study a course in animal care. Although students on Pathway 3 are not required to choose a foreign language or a humanities subject they are not exempt from the English Baccalaureate or Progress 8 measures. If they choose the appropriate subjects from their free choices then they can meet these measures.

Students on Pathways 1, 2 and 3 will all have the possibility of achieving 9 GCSEs (or equivalent).

### Key Stage 5

Students in Years 12 and 13 follow a programme that consists of three A levels and personalised study. They have 9 hours per fortnight for each subject, 9 hours of timetables study periods and 10 hours of silent study.

The school follows a 50 hour, two week timetable. The hours for each subject are given in the following tables.

# Curriculum Model 2024-2025

|              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |    |    |
| Year 7       | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |    |
| Year 7 Oasis | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |    |
| Year 8       | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |    |
| Year 8 Oasis | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |    |
| Year 9       | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |
| Year 9 Oasis | PD | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Hi | Hi | Hi | Gg | Gg | Gg | ML | ML | ML | ML | ML | Ga | Ga | Ga | Ga | RE | RE | RE | RE | RE | RE | Co | Co | Ar | Ar | Mu | Mu | Dr | Dr | Te | Te |
| Year 10      | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |    |
| Year 10PT    | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |
| Year 10TS    | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |
| Year 11      | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |    |
| Year 11PT    | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |
| Year 11TS    | PD | En | En | En | En | En | En | En | En | Ma | Ma | Ma | Ma | Ma | Ma | Ma | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Sc | Co | Co | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE | RE |
| Year 12      | PD | Ga | RE | RE | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 |    |    |
| Year 13      | PD | Ga | RE | RE | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O1 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 | O3 |    |    |

|                      | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|----------------------|--------|--------|--------|---------|---------|---------|---------|
| Personal Development | 2 4%   | 1 2%   | 1 2%   | 1 2%    | 1 2%    | 1 2%    | 1 2%    |
| English              | 7 14%  | 7 14%  | 7 14%  | 8 16%   | 8 16%   |         |         |
| Mathematics          | 6 12%  | 6 12%  | 7 14%  | 8 16%   | 8 16%   |         |         |
| Science*             | 6 12%  | 7 14%  | 7 14%  | 9 18%   | 9 18%   |         |         |
| History              | 3 6%   | 3 6%   | 3 6%   |         |         |         |         |
| Geography            | 3 6%   | 3 6%   | 3 6%   |         |         |         |         |
| Spanish              | 5 10%  | 5 10%  | 4 8%   |         |         |         |         |
| Core PE              | 4 8%   | 4 8%   | 4 8%   | 2 4%    | 2 4%    | 1 2%    | 1 2%    |
| Religious Education  | 5 10%  | 5 10%  | 5 10%  | 5 10%   | 5 10%   | 2 4%    | 2 4%    |
| Computing            | 2 4%   | 2 4%   | 2 4%   | 2 4%    | 2 4%    |         |         |
| Art                  | 2 4%   | 2 4%   | 2 4%   |         |         |         |         |
| Drama                | 2 4%   | 1 2%   | 1 2%   | 4%      |         |         |         |
| Music                | 2 4%   | 2 4%   | 2 4%   |         |         |         |         |
| Technology           | 2 4%   | 2 4%   | 2 4%   |         |         |         |         |
| Option 1             |        |        |        | 5 10%   | 5 10%   | 9 18%   | 9 18%   |
| Option2              |        |        |        | 5 10%   | 5 10%   | 9 18%   | 9 18%   |
| Option 3             |        |        |        | 5 10%   | 5 10%   | 9 18%   | 9 18%   |
| Silent Study - SS    |        |        |        |         |         | 10 20%  | 10 20%  |
| Study Period - SP    |        |        |        |         |         | 9 18%   | 9 18%   |

Students on the Oasis pathway have exactly the same curriculum as the other students in the year. However, they are taught in a smaller environment with specialist support in some subjects

\* Students who study Triple Science have 15 periods of Science which equates to 30% of

The broad curriculum at KS3 allows students to make decisions about their strengths and their preferences before making choices in the upper school to prepare for GCSE and BTEC/VCERT qualifications.

In years 10 and 11 grouping by ability continues within individual subjects as numbers and timetable allow. Students are allocated to the most suitable set according to performance.

Students then make selections from option pools. All students will undertake combined science to GCSE. Triple science is available for the more able. They are encouraged to choose a balanced selection of subjects but, on grounds of interest, aptitude or career need.

Please consult the Y9 and Y12 options booklet for a more complete account of the guidance and the process which students work through. A member of the Senior Leadership team is responsible for this.

## 5. 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 pupil 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.

## **6. Monitoring arrangements**

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

- *Governor link to senior leader in charge of curriculum.*
- *Headteacher governor reports*
- *Annual presentation of the curriculum to governors*
- *Key stage co-ordinators*
- *Internal curriculum reviews twice per year*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Learning walks*
- *Book scrutinies*
- *Lesson observations*
- *Planning review*
- *Student voice*

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. This policy will be reviewed annually by the Assistant Headteacher in charge of curriculum. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Numeracy and literacy
- SMSC
- RSE
- Marking and feedback
- Quality assurance –Teaching and learning