

# **Oaklands Catholic School**

## **Curriculum Statement 2014-15**

***An inspirational curriculum that supports the mission of the Catholic church and recognises and responds to the diversity of students needs.***

We aim to provide a curriculum where students experience a balance between the acquisition of knowledge and the development of skills. Christian attitudes and Gospel values underpin all that we do and should enable all students to become responsible members of the community. A child's curriculum can be adjusted, if appropriate, to respond to a wide range of learning needs.

R.E. is at the heart of our curriculum; in recognition of this it has an entitlement of 10% of curriculum time at KS4. All students at KS5 study RE (PRE course) as it supports the spiritual and moral development of all our students. Across all key stages, students have the opportunity to participate in Days of Reflection, Retreats and many other spiritual activities which enhance and enrich the formal RE curriculum

### **Is broad and balanced**

All students have the opportunity to follow a 'wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain'

*Ofsted School Inspection Handbook, September 2014 p42*

### **Focuses on literacy and numeracy**

All students are enabled to *'make excellent progress in reading, writing and mathematics'*

### **Supports high levels of achievement and good behaviour**

All students are encouraged to develop as independent thinkers able to take responsibility for their own learning and their journey in faith. The primary method of delivery for this is through subject areas. The school recognizes (and encourages the part that the informal and extended curriculum has to play in these areas.

### **Actively promotes the fundamental British values.**

All students develop as rounded citizens through the totality of their educational experience understanding particularly the concepts of 'democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. '

We are committed to developing learners who are positive and resilient in their learning. Students have a joint responsibility for their learning and should be proactive in improving their learning both inside and outside the classroom.

The curriculum follows a two week timetable which consists of five one hour lessons each day. Curriculum Maps for each year group are available and identify the breakdown of the curriculum blocks and amount of lessons delivered across the two week cycle. Our broad and balanced curriculum permits students to experience, practise and develop a wide range of knowledge, skills, attitudes and understanding. All students will have a broad education that will allow them to develop personal strengths and talents as well as meet new and existing statutory requirements. Throughout Key Stages 3 and 4, our personal development programme (PDC lessons) focuses upon key issues to increase tolerance and understanding living in a multi-cultural community, as well as supporting individuals in their learning. This incorporates Careers Education, Work Experience and PSHE. Opportunities also exist for students to extend their learning through a wide range of extra-curricular activities and educational visits. We enrich and enhance the taught curriculum through collaborative working with community partners. Throughout, we have a strong commitment to the development of our students' numeracy, literacy and ICT capabilities. We also provide a range of opportunities across the curriculum to facilitate the Spiritual, Moral, Social and Cultural development of our students.

### **Key Stage 3**

Prior to the start of year 7, all students attend for an induction day. Additionally, a small group of students attend for a number of visits to provide extra support for their transition. A small group of able Year 6 mathematicians are weekly visitors to the school for an extra maths lesson to support their progress and preparation for the level 6 maths paper.

The Year 7 curriculum is designed to provide students with the experiences they need to progress seamlessly from KS2 with a clear focus on English, Maths and Science which receive 7, 6, and 5 periods in the cycle respectively. In Year 7 students are taught in mixed ability tutor groups for most subjects. In PDC, students are taught in bands. This enables us to identify and nurture the students who require increased support in the KS2-3 transition. In Maths and French, students are taught in sets within two parallel cohorts to enable these subject to set students according to their talent. A small group of students are withdrawn from French in Year 7 to receive extra support in maths and English. When their attainment increases to the expected national attainment for this year group, then these students are reassigned to French.

In Year 8, more able students have the opportunity to study Spanish alongside French, whilst the remaining students continue to study only French but with some extra English lessons. In Year 8, setting is introduced in English also, Alongside this, students are taught in mixed ability groups for all other subjects.

Year 9 students continue with the core setting as outlined above and also Science setting is introduced. Students will start their GCSE curriculum in all core subjects during the year. Students continue to be taught in mixed ability tutor groups in Technology, History, Geography and Creative and Performing subjects .

Assessment is predominantly based on KS3 levels with the introduction of some GCSE criteria. Throughout KS3, students are guided to how they are progressing towards their target level/grade. In preparation for options choices, data is regularly collected across all subjects and alongside this, setting arrangements are regularly reviewed within the subjects and students are moved as appropriate, especially within Core subjects.

### **Key Stage 4 Core**

Students in Years 10 and 11 study GCSE RE, English and English Literature, Maths, Double or Triple Science, History or Geography, MFL plus two further option choices. Students also study Physical Education, and PDC. Students study English and Maths for 7 lessons per fortnights and Science for nine lessons. PE and PDC are studied for 3 lessons per fortnight. A small group of students ( approximately 30 each year) will be entered for a level 1 qualification in RE each year. Additionally, around 40 students each year will be entered for a level 1 qualification in a MFL>

### **Key Stage 4 Options**

In Year 10 and 11 students have 2 additional option subjects taught for five periods each. The course is over a 2 year period. The following subjects are offered to students as GCSE option subjects - Art, Food Technology, Product Design, Resistant Materials, Electronics,, Textiles, French, Geography, History, Music, Media, PE, Spanish, Health and Social Care, Dance, Drama, Business Studies, ICT, Computer Programming.

### **Skillforce Students.**

Around 15 students each year will be offered an alternative curriculum for KS4. These students will not study MFL with the core or History/Geography. These students will spend 1 day each week with the Skillforce team – developing their confidence and skills for success in their working lives. The reduced number of GCSEs releases time to focus on literacy and numeracy qualifications.

### **Y11 Intervention**

The end of year 10 exams are used as an indicator of those students who will achieve at least a grade C in English and Maths. If this is not the case, then students are offered the opportunity to either be mentored by a member of SLT or change their curriculum to attend extra lessons in English and Maths.

### **KS5 Curriculum**

Most students study 4 AS levels on Year 12 and 3 A2 levels in Y13. Some subjects have an 8 lesson allocation in year 12 and 9 lessons in year 13, others have the reverse allocation. All students study the RE PRE course for 1 lesson each week and a tutorial lesson one lesson each fortnight. Additionally, Y12 students have General Studies for 1 lesson each week for extra- curricular activities, work experience or work on their extended project.

A small group of students will enter KS5 and will study for resits in GCSE Maths and/or English. These students will study this alongside a reduced number of AS

levels. If appropriate, some students may study other level 2 courses alongside their resits.

Study skill support is offered to all students for an hour each day throughout the cycle.