



St. Paul's Catholic School

CURRICULUM POLICY

Philosophy

“The glory of God is each person fully alive.’ The curriculum at St Paul’s should encourage excellence and achievement by all pupils through the breadth of opportunity available, the quality of teaching and learning in the classroom and the motivation that comes from good relationships between staff and pupils.”

(A Vision for St Paul’s)

Aims

- The curriculum will have breadth which will bring pupils into contact with the elements of subject specific learning (knowledge, concepts, skills and attitudes) and the areas of learning experienced Learning Talents throughout all Key Stages.
- The curriculum will have balance so that pupils will have each area of learning and experience represented in their individual timetable during KS3 and KS4.
- The curriculum will be coherent so that pupils can see the connection and relationship between different subject areas.
- The curriculum must be differentiated so that the needs of pupils of differing abilities can be met.
- The curriculum content and structure will allow all pupils to succeed and achieve their potential.
- The curriculum will be planned for progression over 5 years to enable a seamless transition between Key Stage Three and Key Stage Four.
- The curriculum will respond to national priorities and requirements. It will also be shaped by the needs of Milton Keynes as a growing city. These needs are currently outlined in “From New Town to International City” (March 2004) which is a vision for Milton Keynes published by Milton Keynes Economy and Learning Partnership. This means that the curriculum at St Paul’s must be vocationally relevant in curriculum content and subjects as well as in the approaches to teaching and learning that are used.
- The curriculum will allow pupils to make progress in particular subject areas and Learning Talents at St Paul’s. This means that all subjects studied at KS3 will be available to pupils at KS4. All KS4 subjects will be available at KS5. Further subjects are introduced at KS4 and at KS5.

The curriculum and particularly, the approaches to teaching and learning that are used by teachers and included in schemes of work, will enable and encourage the following Learning Talents to be developed:

- Personal Organisation and Research
- Self-Awareness and Planning
- Collaboration
- Care and Concern for Others
- Thinking, Evaluation and Critical Judgement
- Creativity
- Absorption, Perseverance and Taking Risks
- Sustained Response

The curriculum will encourage pupils to develop spiritually, morally and socially so that their experience within the curriculum will underpin the knowledge and skills that they develop.

Preparation for Curriculum Change from 2015

KS3, KS4 & GCSE

The new GCSE courses in English Language, English Literature and Mathematics will be introduced in 2015. The remainder of the GCSEs will be introduced in 2016.

We will take into account the following in preparation and planning:

- The new examination specifications show an increase in demand and rigour in all subjects. Each department will continue to plan for the implementation of the new GCSEs together with a revision of schemes of work in Year 7-9 to ensure that pupils can make sufficient progress and be prepared to cope with the increased demand of the new courses. Departments will include the content and skills directly relevant to the GCSE course in the Year 9 schemes of work if these cannot be covered in Year 10 & 11 because of increased content and demand. This is likely to be the case with English Language and English Literature among other subjects.
- There is more assessment by final examination. The breadth and depth will be more demanding and, by implication, the skills and concepts necessary will also be more developed.

- Ofqual say “The style and language of a question, the complexity of the response it requires and the range and depth of knowledge that a student needs to answer it, will affect the level of its demand, as will the type and structure of the overall assessment.” They indicate that these will be more demanding.
- There are increased requirements on literacy and numeracy levels as well as examination technique which must be catered for from Year 7. These include extended writing, memorising, ability to write quickly, legibly and accurately, as well as technical written skills with implications for staff literacy skills in all departments.
- Each department will produce and implement a strategic plan to improve the accuracy of pupils’ writing across the curriculum. This must include English and Key subjects in which pupils achieve Spelling, Punctuation and Grammar marks in examinations.
- The grades for the new GCSE will be 9-1 where 9 is the highest.
- Where subjects have tiered examinations then the tiers will cover Grades 4-9 for Higher and Grades 1-5 for Foundation.
- The C grade will be equivalent to the new Grade 4.
- The national expectation will be a Grade 5 for a good pass. This is set in line with the expectations of internationally successful education systems.
- We will continue to change our schemes of work from Year 7 to ensure that pupils can make an expected four levels of progress from Year 7 to Year 11 if they are to be prepared to reach Grade 5 and beyond at GCSE.
- There will be 6 grades at the equivalent of C+ under the new system whereas there are currently 4. This means that part of Grade 8 and Grade 9 are above the current grading for GCSE. There will be more differentiation between grades under the new system.
- We expect Grade 5 at GCSE to be current grade C and two-thirds, Grade 6 to be current grade B and two-thirds, Grade 7 to be current grade A and two-thirds and Grade 8 to be current grade A* and two-thirds. For planning purposes we should regard Grade 5 as equivalent to current grade B, Grade 6 as current grade A and Grade 7 as current grade A*.
- It is likely that the current F and G grades will be combined as the new Grade 1.
- Ofqual are currently consulting on assessment under the new GCSE. They indicate in the consultation that they expect about 50% of those who achieve A* currently to achieve Grade 9 under the new system.
- The KS2 outcomes will be as currently until 2015. From 2016 they will be given as a score around a national average of 100. This will have implications for our progress system from 2016-2017 for Year 7, and subsequent year groups joining the school.
- The Assessment and Progress system will be revised so that it reflects the new grading system for Year 9 in 2014-2015 in Mathematics and English and for Year 8 in 2014-2015 and all subsequent year groups for all subjects.

- We continue to offer Level 1 and Level 2 vocational courses in Years 10 and 11. These are OCR National and BTEC L1 and L2 certificate courses. The revised courses have significant written examinations. From June 2016 pupils will be able to study 2 BTEC L2 Award courses in different subjects, one in Year 10 and one in Year 11. This will allow a broader curriculum as well as spreading the examinations across two courses. The BTEC Business Level 1 course and the BTEC Horticulture Level 2 course will continue to be taught as two year courses and if pupils follow either of these courses they will only study this course.
- PSHE, Citizenship and SMSC are covered within English in Year 7, RE in Years 8 and 9 and across subjects in Years 10 and 11. Years 12 and 13 continue to have these subjects taught through a timetabled period. There are also PSHE and Citizenship lessons that take place during tutorial periods for all year groups on days when whole school masses occur. The arrangements for PSHE and Citizenship continue to be managed by the Head of PSHE and Citizenship.
- The Learning Talents and Building Learning Power will continue to be an integral part of the house style of teaching and learning at St Paul's.

A-Level

- The A-Level course outlines have been published in most subjects following the recent consultation. Each department will continue to plan for the implementation of the new A-Level courses together with a revision of schemes of work.
- AS-Level and A-Level courses will be decoupled from the introduction of the new courses. We will plan to teach A-Level courses as two year courses. Students will not routinely study AS-Level courses from September 2017 and A-Level and AS-Level courses will not be combined. From September 2017 students who study an A-Level programme will generally study three A-Level courses over two years together with the Extended Project Qualification.
- There will be new Level 3 Mathematics courses for those who do not study Mathematics A-Level. We will plan to introduce these for students once the specifications for these courses are made available.
- There is an increased mathematical content and demand in any course where mathematics could play a part, even where this has not been the case hitherto. Each department will review the Mathematics requirement in each course in their subjects and include provision for this in schemes of work.
- There will be a further revision to A-Level courses from 2017 to increase the demand of the courses once the increased demand of the new GCSE courses is assessed.

APPENDIX A: ST PAUL'S CATHOLIC SCHOOL CURRICULUM OUTLINE

SUBJECT	RE	MA	EN	LA	SC	HI	GG	TE	AR	DR/ PE	MU	GA	ICT
Year 7	3 teaching periods	5	5 (inc PSHE)	Fr or Gm or Sp or It 3	4	2	2	2	2	2	2	2	2
Year 8	4 (inc PSHE)	5	5	Fr or Gm or Sp or It 3	4	2	2	3	TWO EXPRESSIVE ARTS From Ar, Dr, Mu, Pe (4)			2	2
Year 9	4 (inc PSHE)	5	5	Fr or Gm or Sp or It 3	6	HI or GG (3)		3	ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)			2	2
Year 10 Pathway A/B	3	5	5	Fr or Gm or Sp or It 3	6	HI or GG (3)		TECHNOLOGY or Engineering Design (3)	ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)			2	Option One from: GCSE: Triple Science H&SC Computer Science Business Studies Vocational Award Choices: Engin Manufacture Business ICT H&SC Horticulture (3)

Pathway C	3	5	5	Fr or Gm or Sp or It 3	6	C&G Food/Hospitality (3)	BTEC First Extended Certificate in Horticulture (3)	ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)	2	BTEC First Certificate in Horticulture (3)
Year 11 Pathway A	3	5	5	Fr or Gm or Sp or It 3	6	HI or GG (3)	TECHNOLOGY (3)	ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)	2	One from: Extra Science Astronomy H&SC GCSE Computing GCSE Business GCSE 3
Pathway B	3	5	5	Fr or Gm or Sp or It 3	6	HI or GG (3)	BTEC FIRST BUS, Engineering, H&SC OR OCR National ICT (3)	ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)	2	BTEC FIRST BUS, Engineering, H&SC OR OCR National ICT (3)
Pathway C	3	5	5	Fr or Gm or Sp or It 3	6	BTEC INTRODUCTORY BUSINESS OR HORTICULTURE (6)		ONE EXPRESSIVE ART From Ar, Dr, Mu, Pe (3)	2	BTEC INTRODUCTORY BUSINESS OR HORTICULTURE (3)

APPENDIX B

Expectations of Progress from Year 7-13 for Pupils Starting GCSE Courses in English and Mathematics in 2015, all GCSE Courses from 2016 and all A-Level Courses.

Our expectations of progress will lead us to reflect on the quality of teaching, the level of challenge and the appropriate pathways and assessment that enables pupils to develop the knowledge and skills necessary for swift progress through their time at St Paul's and success in public examinations, whether in Years 7-11 or Post-16.

In Years 7-11 our expectations of the progress that pupils will make are:

Levels of expected progress:	
→ End of year 7:	1.0 – 1.5 levels
→ End of year 8:	1.5 – 2.5 levels
→ End of year 9:	2.5 – 3.5 levels
→ End of year 10:	3.3– 4.3 levels
→ End of year 11:	4.0 – 6.0 levels

Expected/More than Expected Progress at each Assessment point

		PC4	PC1	PC1a/Yr11 & Yr13 Mocks	PC2	PC3/Yr11 & Yr13 Forecasts
Year 7	Expected Progress		0.6+	0.7+	0.8+	0.9+
	More than Expected Progress		1.1+	1.2+	1.3+	1.4+
Year 8	Expected Progress	1+	1.1+	1.2+	1.3+	1.4+
	More than Expected Progress	1.5+	1.7+	1.9+	2.1+	2.3+

Year 9	Expected Progress	1.5+	1.7+	1.9+	2.1+	2.3+
	More than Expected Progress	2.5+	2.7+	2.9+	3.1+	3.3+
Year 10	Expected Progress	2.5+	2.7+	2.8+	3.0+	3.2+
	More than Expected Progress	3.5+	3.7+	3.8+	4.0+	4.2+
Year 11	Expected Progress	3.3+	3.5+	3.7+	3.9+	4+
	More than Expected Progress	4.3+	4.5+	4.7+	4.9+	5+
Year 12	Expected Progress		No more than 2 Grades from target	No more than 1 Grade from target	On Target	On target
	More than Expected Progress		No more than 1 Grade from target	On Target	Above target	Above target
Year 13	Expected Progress	On target (FFT)	On target (FFT)	On target (FFT)	On target (FFT)	On target (FFT)
	More than Expected Progress	FFT+	FFT+	FFT+	FFT+	FFT+

There will be a transition from the current A-Level & AS-Level curriculum and courses to the revised A-Level system during the period 2015-2017. The new A-Level courses will be 2 Year A-Level courses with assessment taken at the end of the 2 Year course. They will not be designed, as is the current understanding, to enable an AS-Level and an A-Level in the same subject to be co-taught. We will not offer standalone AS courses except in Mathematics, although this may not be needed if the proposed standalone Level 3 Mathematics qualifications are more suitable.

This means that the curriculum for A-Level Pathways from September 2017 will be:

- 3 A-level courses (4 in exceptional circumstances)
- Extended Project (for most students)
- Enrichment Courses

There will be a transition to this. In September 2015 and September 2016 the curriculum for A-Level Pathways will be:

- 4 A-Level courses if at least one course is an unreformed and existing A-Level course (4 reformed courses in exceptional circumstances.) In Year 13 students will continue with 3 A-Level courses (4 in exceptional circumstances.) It is likely that the course dropped will be an existing and unreformed course that can be assessed as an AS-Level at the end of Year12.
- Extended Project (for most students, particularly those who are taking 3 reformed A-Level courses only)
- Enrichment Courses

A-Levels First Teaching 2015

- English Literature
- English Language & Literature
- Biology
- Chemistry
- Physics
- Psychology
- Computer Science
- Business Studies
- History

- Art
- Economics
- Sociology

A-Levels First Teaching 2016

- Mathematics
- Further Mathematics
- Geography
- French
- German
- Italian
- Spanish
- Religious Studies
- Design
- Drama
- Music
- PE

A-Levels First Teaching 2017

- Politics
- General Studies
- Health & Social Care (Single Award)
- Media Studies

AS-Levels First Teaching 2017

- Creative Writing
- Critical Thinking

September 2015: A-Level Option Choices

2 Year A-Level Course Only	2 Year A-Level or 1 Year AS-Level
English Literature	Mathematics
English Language & Literature	Further Mathematics
Biology	Geography
Chemistry	French
Physics	German
Psychology	Italian
Computer Science	Spanish
Business Studies	Religious Studies
History	Design
Art	Drama
Economics	Music
Sociology	PE
	Politics
	Health & Social Care
	Media Studies

September 2016: A-Level Option Choices

2 Year A-Level Course Only	2 Year A-Level or 1 Year AS-Level
English Literature	Politics
English Language & Literature	Health & Social Care
Biology	Media Studies
Chemistry	
Physics	

Psychology	
Computer Science	
Business Studies	
History	
Art	
Economics	
Sociology	
Mathematics	
Further Mathematics	
Geography	
French	
German	
Italian	
Spanish	
Religious Studies	
Design	
Drama	
Music	
PE	

From September 2017 all A-Level courses will be taken as 2 Year A-Level courses. The last assessments for old style A-Level and AS-Level qualifications will be in Summer 2018.

Review: March 2017 by Leadership Team for presentation to Governors' Curriculum and Teaching Committee.