



This document should be read in conjunction with the school's Curriculum Policy and the Key Stage Four Course Guide.

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## **A. Broad Curriculum Objectives**

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 Year 10 and 11, all pupils continue their studies in a core curriculum of RE, 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. Boys and girls 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 so as to match language, content, method and process to the pupils' learning needs and levels of attainment.
6. Pupils who experience learning difficulties are identified and supported through the co-ordinated efforts of the Learning Support Department, their subject teachers and, where appropriate, teaching assistants.  
A structured programme of learning support, which is flexible to meet the changing needs of our pupils, is provided through:
  - a) Withdrawal from the study of a modern foreign language in years 8 and 9 for a small group to work on basic reading, writing, communication and numeracy skills.
  - b) Some very limited withdrawal from the curriculum for pupils in KS3 to develop age appropriate reading and spelling skills.
  - c) Extra-curricular accelerated learning sessions to boost reading, spelling, communication, numeracy and language skills.
  - d) Alternative PSHCEE lessons for small groups of pupils to develop social and communication skills when required.
  - e) Alternative PE curriculum for a small number of pupils to follow a structured programme of physiotherapy.
  - f) An 'alternative' curriculum at KS4 for a small number of pupils
  - g) Integration into regular ability groups in other subjects - support is provided through the learning support department and TAs to prepare suitable teaching materials and provide in class support.
  - h) Support from a TA who works in direct support of each pupil according to their Statement of Special Educational Needs / EHCP.
7. Each subject is able to recognise its potential to contribute to the development of:
  - a) literacy skills of reading, listening, speaking and writing
  - b) numeracy through the application of mathematical concepts and skills to practical examples and situations
  - c) Citizenship and Economic Awareness
  - d) ICT skills
  - e) group skills and team work
  - f) independent study skills
  - g) self-respect, self-confidence and personal responsibility
  - h) the skills, knowledge and inter-personal skills necessary to take one's place as adults in the modern world
  - i) a more mature understanding of the concepts of right and wrong.
8. Pupils are taught to understand human relationships and the associated moral teaching through an organised programme in several areas of the curriculum. Sex and Relationship Education (SRE) 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.
9. Achievement, progress and personal service are recognised and rewarded through the inter-house awards system.
10. At KS3, ICT knowledge and skills are developed through the taught ICT course and Creative Technology
11. Sporting, cultural and artistic activities are encouraged and supported so as to give pupils the opportunity to develop personal interests and enter more fully into the community life of the school.
12. An annual and planned programme of school visits is organised for their educational and social contribution to the curriculum.

## B. Key Stage 3 Organisation

### Year 7

- Each pupil is a member of a mixed ability tutor group and is placed in the care of a form teacher who is expected to show an interest in their welfare and progress. The tutor 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 all classes in Years 7 and 8. Classes are taught in six half termly modules in each year by a teacher holding the specialist knowledge for a particular module.

Tutor groups are named after one of the school houses - Aidan, Ambrose, Augustine, Bede, Columba and Gregory. For timetable purposes the year group of 165 pupils is formed 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
82 pupils

- Pupils are grouped according to ability (Upper/Middle/Lower) based on prior performance at KS2 and CAT scores. Each pupil's progress is reviewed termly during the first three years so that grouping reflects attainment, personal effort and likely potential.

In each half-year group, three ability groups are formed. 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	Middle	F
A	Lower	W

In addition to the six main teaching groups, a seventh group, 7L (Lancashire) is created to meet the needs of those pupils with the weakest literacy and numeracy skills. 7L do not study History, Geography or a modern language as discrete subjects, but have additional English, Maths and Science lessons.

- The different needs of Design Technology, Creative, Expressive & Performing Arts 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	Mixed ability groups	Red
Orange		Yellow
Indigo		Violet
Green		White

All pupils have an hour of Art, Music, Drama and ICT 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.

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

### Year 8

1. Pupils remain in the same mixed ability tutor group as in Year 7. For timetable purposes the year group of 165 pupils continues to be divided into two broadly equal-sized and homogenous ability groups.

8 Aidan 8 Ambrose 8 Augustine
83 pupils

8 Bede 8 Columba 8 Gregory
82 pupils

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

Again, each half-year group is sub-divided into three ability groups in which pupils are taught RE, English, French/Spanish, History, Geography, IT and Science. For the current Year 8 the groups are as follows:

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

For English, the two lower teaching groups i.e. S and H are used to create three smaller groups:

AD/AM/AG	BE/CO/GR	
SH1	SH2	SH3

3. In Year 8, Maths sets pupils independently from other subjects but in a similar fashion i.e.:

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

4. The different needs of Design Technology, Creative, Expressive & Performing Arts 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 per week, and then an hour each week is provided for Music or Drama half a term about across the year i.e. equivalent to 30 minutes per week. In technology, pupils study one of the four disciplines (Resistant Materials, Electronics, Food and Creative Media) for a half-year each over the course of Years 7 and 8.

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

1. Pupils remain in the same mixed ability tutor group as in Years 7 and 8. For timetable purposes the year group of 165 pupils continues to be divided into two equal-sized and homogenous ability groups.

9 Aidan
9 Ambrose
9 Augustine
83 Pupils

9 Bede
9 Columba
9 Gregory
82 pupils

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

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

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

3. In Year 9, English sets pupils independently from other subjects across the whole year group from Set 1 through to Set 7
4. In Year 9, Maths and Science collaborate to agree an upper and lower pupil population. This then allows each department to create ability groups across the whole year group.

Upper		Ability groups	Lower	
M1	Sc1		M5	Sc5
M2	Sc2		M6	Sc6
M3	Sc3		M7	Sc7
M4	Sc4			

5. The different needs of Design Technology, Creative, Expressive & Performing Arts 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 per week, and then an hour each week is provided for Music or Drama half a term about across the year i.e. equivalent to 30 minutes per week. In technology, pupils study one of the three disciplines (Resistant Materials, Electronics, Food) along with RE for approximately ten weeks each during the course of Year 9.

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

### **C. Key Stage 4 Organisation**

- 1.** As tutor groups move into the Upper School, they will normally remain under the guidance of the same Progress Leader and form tutor for both Years 10 and 11.
- 2.** All pupils are encouraged to follow a broad and balanced curriculum and choices are accommodated wherever possible to accommodate 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, are organised, where possible, to lead to a recognised public examination or other form of external accreditation.
- 4.** A programme of Careers Education is in place. In Year 9 pupils are introduced to careers education and use KUDOS. At KS4 English groups are used to deliver sessions by a full range of post 16 providers. 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. The programme is supported by visits, speakers in assemblies and drop-in sessions e.g. on completing application forms.
- 5.** 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.
- 6.** The curriculum provides the opportunity to study a range of GCSE and BTEC courses. There is also provision, where appropriate, for pupils to study for a variety of entry level qualifications.
- 7.** The 'Core Curriculum', studied by all pupils, consists of full GCSEs in English, Maths and Religious Education. All pupils study at least two GCSE's in Science whilst a small group may also study a third. All pupils do 'Games' in both years 10 and 11.
- 8.** In consultation with parents, pupils are given additional guidance in terms of studying for a Modern Foreign Language. The expectation is made that pupils in the two upper teaching groups from Year 9 will study either French or Spanish.
- 9.** Pupils who may find a full curriculum of public examinations too challenging are guided to study a range of courses provided by the Learning Support Department: Key Skills, Study + and Vocational Studies. 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 for 2017-2018

Key Stage 3	Year 7 (165)*		Year 8 (166)		Year 9 (165)	
	Periods	Groups	Periods	Groups	Periods	Groups
English	3	6	3	7	3	7
Maths	3	6	3	6	3	7
Science	3	6	3	6	3	7
RE	2	6	2	6	3	6
PE	2	8	2	8	2	8
PSHCEE	1	6	1	6	-	-
ICT	1	8	1	6	1	6
Geography	1.5	6	2	6	2	6
History	1.5	6	2	6	2	6
MFL	2	6	2	6	2	6
Art	1	8	1	8	1	8
Music	1	8	0.5	8	0.5	8
Drama	1	8	0.5	8	0.5	8
Technology	2	8	2	8	2	8
<b>Totals</b>	<b>25</b>		<b>25</b>		<b>25</b>	

\*7L: 7 English, 4 Maths, 3 Science, 2 RE – no discrete Geography, History or MFL

Key Stage 4	Year 10 (160)			Year 11 (155)		
	Periods	Pupils	Groups	Periods	Pupils	Groups
English	5	160	7	4	155	7
Maths	4	160	7	4	155	8
Science	5	160	7	5	155	8
RE	3	160	7	2	155	7
PE (Games)	2	160	7	1	155	7
<b>Core Curriculum</b>	<b>19</b>		<b>35</b>	<b>16</b>		<b>37</b>
Art	2	20	1	3	22	1
Computing				2	9	1
Construction	2	16	1	3	12	1
Food and Catering	2	20	1	3	17	1
French	2	28	2	3	33	2
Geography	2	59	4	3	91	4
History	2	85	4	3	80	4
ICT	2	45	2	3	43	2
Key Skills	2	12	1	3	11	1
Music	2	8	1	3	16	1
Performing Arts	2	23	1	3	21	1
PE	2	23	2	3	30	2
Product Design	2	48	2	3	39	2
Spanish	2	23	1	3	29	1
BTEC Sport	2	46	1	3	18	1

## E. Key Stage 4 Options

### Options for the current Year 10 (GCSE unless \*)

Block One	Block Two	Block Three	
		Classes A,C,F and W:	Classes S and H:
Art and Design	Construction*	Geography	9S Spanish  9H French
Triple Science	Hospitality and Catering*	French	
History	Geography	IT	
Music	History	Product Design	
Performing Arts*	Product Design	Spanish	
Physical Education		Key Skills*	
BTEC Sport*			

### Options for the current Year 11 (GCSE unless \*)

Block One	Block Two	Block Three	
		Classes A, S, H and W:	Classes C and F:
Art and Design	Computing	French	9F French  9C Spanish
Geography	Construction*	Geography	
History	Food and Catering	IT	
Music	Geography	Product Design	
Performing Arts*	History	Spanish	
Physical Education	IT	Study +*	
BTEC Sport*	Product Design		

#### General guidance to families:

##### Preferred subjects:

Give your chosen preferred and alternative choice subjects from each option block. For your preferred choices, please indicate the order that they are important to you i.e. 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>.

##### Remember:

- Do not put down the same subject more than once i.e. you should choose six different subjects.
- You cannot choose more than one of Computing and IT

Option Block	Preferred Subject	Order of Importance	Alternative subject
One			
Two			
Three			