



Curriculum Policy

September 2017



Beliefs and Philosophy

As a Catholic school, the teachings of Christ are at the very centre of all that we do. Our life as a Catholic learning community is therefore governed by the teachings of the Catholic Church and is nourished each day by the Holy Spirit. Every member of our learning community is expected to commit to, and promote, the ethos of our school in every aspect of his / her work.

Each of our pupils is entitled to be a part of a school community that is committed to promoting:

THE SEARCH FOR EXCELLENCE

As Christians, we are called to seek perfection in all aspects of our lives. As a Catholic school, our pupils are given every opportunity to develop their talents to the full.

THE UNIQUENESS OF THE INDIVIDUAL

Each individual pupil is seen as being made in God’s image and loved by God. All our young people are therefore to be valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

THE EDUCATION OF THE WHOLE PERSON

Our belief is that the human and divine are inseparable. As a Catholic school, our aim is for academic and pastoral work, prayer and worship, management and organisation to help prepare young people for their life in the wider community.

THE EDUCATION OF ALL

The School’s belief in the value of each individual leads to our duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged.

Aims, Good Practice and Strategies

It is our intention to secure these entitlements for all our pupils by seeking to achieve four broad aims through the curriculum. These aims recognise the values and purposes that arise from our Christian heritage and so underpin our curriculum whilst responding positively to the opportunities and challenges of the rapidly changing world in which we live and work.

Each aim is supported by statements of the good practices that we would wish to be evident in the curriculum and the strategies which provide for their implementation. It would be a natural development for each aim to be reviewed in turn as a part of the schools cycle of self-evaluation.

Aim 1: To foster a growth of commitment to the love and service of Christ through the teachings and practices of the Catholic Church

As a Catholic school, Cardinal Allen wishes to assist our young people in their journey of faith. We wish to share with all our pupils the Catholic vision of life through a structured programme of Religious Education. The aim is to help pupils know and understand this tradition in a clear and comprehensive way. But the Catholicism of the school is more than a scheme of religious education. The whole curriculum must be rooted in a religious understanding of life and our life should be based on the gospels.

Good Practice	Strategies
Development of a sense of wonder, mystery and joy in learning about God's activity in creation, the world and its people	<ul style="list-style-type: none"> • The evident presence of teachers' knowledge, expertise and enthusiasm in the classroom • Recognition by each department of its ability to implement this

The regular participation in private, groups and liturgical prayer	<ul style="list-style-type: none"> • Daily prayers in class and assembly • A resource of prayers appropriate to a wide variety of occasions
The opportunity to celebrate and receive the sacraments	<ul style="list-style-type: none"> • Active encouragement for clergy to be present in school
The use of appropriate themes in the liturgy that are alive and relevant to the school's needs	<ul style="list-style-type: none"> • A liturgy development group • The active involvement of pupils in the preparation of the liturgy, in reading and performing
The organisation of opportunities for spiritual formation and reflection	<ul style="list-style-type: none"> • Commitment to deanery and diocesan courses and events
Pupils develop a secure knowledge and understanding of the Catholic faith	<ul style="list-style-type: none"> • An RE curriculum of substance that achieves standards of excellence • A department of high standing and academic parity with other core subjects
The care of all members of the school community and especially those in need	<ul style="list-style-type: none"> • An organised system of pastoral care and support • Involvement of all staff in an explicit anti-bullying policy • Child protection issues
The example and development of Christian Leadership	<ul style="list-style-type: none"> • Development of pupils' self-esteem and confidence • Pupil mentoring schemes • Opportunities for pupils to contribute their views to the policies and running of the school e.g. School Council • Access to positions of responsibility in the school and the community

Aim 2: To provide opportunities for all pupils to learn and achieve

All pupils should enjoy, and become committed to, learning so that they make the best possible progress and strive for the highest possible levels of attainment. Such achievements occur when pupils' strengths, interests and experiences are recognised and built upon. In this way, they develop confidence in their capacity to learn and work independently and collaboratively.

Good Practice	Strategies
Close liaison with contributory primary schools	<ul style="list-style-type: none"> • Association of Wyre Catholic Headteachers • Exchange visits by subject co-ordinators • Annual Development task for Curriculum Subject areas • SSCO work • Visits by DHT, Year 7 Progress Leader & SEN staff • Liaison work connected with the Specialist Schools work
Effective transfer of pupil information	<ul style="list-style-type: none"> • Wyre Catholic schools record cards that report NC progress and provide an individual pupil profile • INGOT achievements
New pupils feel welcome and included	<ul style="list-style-type: none"> • Structured induction programme for new members of the school • Sports Partnership Link days • Specialist School Link days
Language, content, method and process are matched to pupils' needs and stages of development	<ul style="list-style-type: none"> • Scheme of work provide for a differentiated curriculum
Pupils' special learning needs are identified by assessment and resources allocated according to need	<ul style="list-style-type: none"> • The use of Cognitive Ability Tests, school assessments and teachers' knowledge • Reading / Spelling age tests • Provision of individual and in-class support • Use of Individual Education Plans
The regular assessment and reporting on pupils' progress	<ul style="list-style-type: none"> • School policy on 'Assessment, Recording and Reporting'.
The recording of assessment results to demonstrate progression and inform target setting	<ul style="list-style-type: none"> • A whole-school data base to support departmental records
All pupils have equal access to common curriculum at Key Stage 3	<ul style="list-style-type: none"> • Study of all NC subjects and RE & Drama in Years 7, 8 and 9.

All pupils have equal access to a balanced curriculum at Key Stage 4	<ul style="list-style-type: none"> • Continued study of RE, English, Maths, Science and Games. • Option choices that allow for career aspirations and personal interests • GCSE Courses • BTEC Courses • Extended Work Experience
The classroom provides an attractive, stimulating environment where “display” celebrates pupils’ work and is used to support lessons.	<ul style="list-style-type: none"> • Displays of pupils’ work in classrooms • School and departmental displays on corridors • A commitment to interactive ICT facilities which enhance learning
The recognition and reward of achievement	<ul style="list-style-type: none"> • Pupils involvement in a formative process of recording achievement • Whole school recognition of personal and team success in full school assemblies • Pupils’ personal reviews in school reports

Aim 3: To promote pupils' spiritual, moral, social and cultural development

Our aim is for young people to experience life in a community founded on Gospel values and where relationships initiate Christ's example in love, forgiveness and the service of others. In this way, it is our hope that our pupils are prepared to serve as witnesses to these values in the wider world.

Good Practice	Strategies
The demonstration of genuine forgiveness and the practice of a spirit of reconciliation	<ul style="list-style-type: none"> • Christian example of adult members of the school community
An ethos based on equal opportunity	<ul style="list-style-type: none"> • Equal Opportunities policy • All pupils have equal access to and opportunities in all curriculum areas
The creation of a sense of order and self-discipline characterised by fairness and justice	<ul style="list-style-type: none"> • Pupils' Code of Conduct • Behaviour and discipline policies that are founded on Gospel values and operate a system of rewards and sanctions
The development of attitudes towards oneself of: <ul style="list-style-type: none"> • self awareness and self acceptance • recognition of individuality • self-respect & self confidence • self-discipline & independence • personal responsibility 	<ul style="list-style-type: none"> • An organised and formal programme of Personal, Social, Health, Citizenship and Economic Education
Pupils are able to identify prejudice and limited vision and to develop an awareness of the social effects of injustice	<ul style="list-style-type: none"> • Schemes of work include opportunities that match pupils' needs and maturity
Pupils are able to combat materialism and consumerism	<ul style="list-style-type: none"> • Curriculum opportunities to understand the use of images and symbols of mass communication and visual persuasion
A knowledge and understanding of environmental issues	<ul style="list-style-type: none"> • The creation of a school environment that stimulates learning a sense of pride • Promotion of the concept of sustainable development • Eco council • External recognition of the schools’ work by ECO schools

Aim 4: To prepare pupils for the opportunities, responsibilities and experience of life

The challenge for each of us is to engage with a world where there is social, cultural and economic change on a global scale, new work and leisure patterns and the rapid expansion of communication technologies. This requires us to prepare pupils for the next steps in their education, training and employment. They need to be equipped to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside of school, including leisure, community involvement and employment.

Good Practice	Strategies
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All pupils experience a balanced range of learning activities so as to become capable of independent study	<ul style="list-style-type: none"> • All subjects to provide opportunities for small group and whole class discussion planning and problem solving • A formal homework policy • Whole school access to library resources and ICT facilities
The planned development of key skills	<ul style="list-style-type: none"> • Formal policies on Literacy, Numeracy, ICT and Citizenship? • Delivery through all curriculum areas and Learning Support
Teaching pupils 'how to learn' by the development of thinking skills	<ul style="list-style-type: none"> • All departments to provide experience of: information processing, reasoning, enquiry, creativity and evaluation.
The relation of school work to the skills required in employment and later life	<ul style="list-style-type: none"> • An organised programme of Careers Education and Guidance and a close working partnership with Post 16 providers • Participation in a programme of Work Experience for all Y10 pupils • Extended work placement provided for identified KS4 pupils
Curriculum development to ensure continuity and progression	<ul style="list-style-type: none"> • Use of KUDOS to assist transition from KS3 to KS4 • Liaison with post-16 institutions
Recognised forms of accreditation of outcomes of pupils' learning, achievement and activities	<ul style="list-style-type: none"> • Full range of GCSE, applied and certificated courses to provide challenging but realistic targets for all pupils
Develop a positive attitude to a healthy life style supported by sound knowledge and understanding	<ul style="list-style-type: none"> • Programme of health education delivered through PSHCEE schemes of work.
Pupils have positive attitudes that increase awareness and tolerance of others, recognise social and community responsibilities	<ul style="list-style-type: none"> • Programme of Citizenship • Organisation of activities to promote involvement in the community and a sense of personal challenge • Fundraising in support of local, national and international charities • Work of School Council
Provision of good quality extra-curricular activities	<ul style="list-style-type: none"> • Encouragement of all staff to give of their talents and time.

Aim 5: To ensure that Every Child Matters

Outcome 1: BE HEALTHY

- Classroom environment must be helpful to learning. Barriers to learning (poor line of view, lighting, heating) must be addressed.
- Activities must promote healthy lifestyles

Outcome 2: STAY SAFE

- Health and Safety issues are checked before the lesson
- Child Protection: Each member of the teaching and support staff is issued with an updated copy of the school's Child Protection Policy and undertakes statutory safeguarding training

Outcome 3: ENJOY AND ACHIEVE

- Attendance of students to be monitored
- Parent / Carer to be informed / updated with assessment information
- Sporting / Cultural opportunities
- Reward positive behaviour and celebrate success

Outcome 4: MAKE A POSITIVE CONTRIBUTION

- Encourage decision making by allowing children to give feedback on their learning
- Support social and emotional development by ensuring subject schemes of work encourage children to think positively on issues around them

Outcome 5: ACHIEVING ECONOMIC WELL BEING

Ensure that pupils are aware of the economic implications of moving into adulthood and the positive implications of a culture of hard work and enterprise.

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