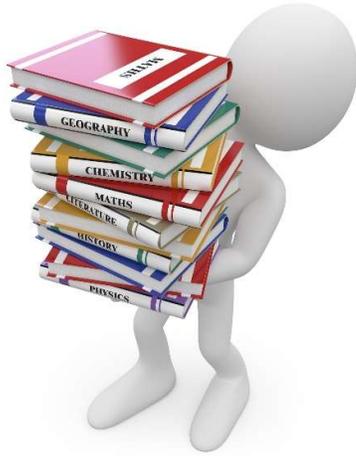




# Curriculum Policy

September 2023

Reviewed Annually



**Our Catholic mission is at the heart of our curriculum. We aim to work with our families in developing the whole child: academic, cultural, moral, physical, social and spiritual.**

**Our ambitious curriculum, tailored to meet the distinctive needs of all our pupils, provides a broad, rich and deep experience that helps to develop the powerful knowledge, skills and qualities needed to flourish in life, learning and work.**

**Our pupils acquire the knowledge, understanding and qualifications through a broad range of subjects and experiences which prepare them as good citizens, ready to make a positive and meaningful contribution to society. We support our pupils' intellectual development and long term memory through a well sequenced and vocabulary rich subject curricula, and interconnections of ideas, concepts and skills.**

**We aim to inspire our pupils to recognise that there are no limits to what they can achieve in life, to expose them to the wealth of opportunities that lie beyond Cardinal Allen, to develop a lifelong love of learning, and to be all they can be.**

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## **A. The Wider Curriculum**

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 Years 10 and 11, all pupils continue their studies in a core curriculum of Religious Education, 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. All pupils 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 to meet the pupils' individual learning needs.
6. The curriculum is carefully sequenced so that new knowledge and skills build on what has come before, and designed so that key knowledge is retained in long term memory.
7. Subject curricula are designed to boost cultural capital – to introduce our pupils to the world beyond Fleetwood, locally, nationally and internationally.
8. Pupils' progress through the curriculum is assessed regularly. They receive regular feedback to help them address gaps in their knowledge and understanding. Progress is reported to families at least twice each year.
9. Pupils who experience learning difficulties are identified and supported through the co-ordinated efforts of the Learning Support Department and their subject teachers.  
A structured programme of learning support, which is flexible to meet the changing needs of our pupils, is provided through:
  - a) Some very limited withdrawal from the curriculum for pupils in KS3 to develop age appropriate reading and spelling skills – through literacy intervention and our ACE provision.
  - b) Alternative PE curriculum for a small number of pupils to follow a structured programme of physiotherapy.
  - c) Integration into regular ability groups in all subjects - support is provided through the Learning Support Department and TAs to prepare suitable teaching materials and provide in class support.
  - d) TAs directly supporting individual pupils according to their EHCP.
10. Pupils are taught to understand human relationships and the associated moral teaching through an organised programme in RE, LIFE and enrichment days. Human Relationships and Sex Education (HSRE) 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.
11. Citizenship is delivered through LIFE Learning and enrichment days to all year groups.
12. ICT proficiency is developed through Computer Science and Creative Technology.
13. Reading is an important component of every subject curriculum. All teachers are involved in helping students understand the words in our 'academic word list'. Pupils read regularly in morning registration and curriculum time, not just during English lessons.
14. British values are addressed directly through LIFE Learning and a programme of assemblies, and indirectly through subject curricula.
15. There is a structured 5-year careers education curriculum. Subject areas deliver two careers-themed lessons to each year group. Activities and resources are used during registration. There are regular assemblies and talks from visitors. 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.
16. Personal development is as important as academic development. As well as being given formal curriculum time through LIFE Learning, the social, moral, cultural and physical development of our pupils is supported by all subject areas.
17. Independent study is a feature of our curriculum. There is a formal homework timetable, covering all subject areas and year groups. Tasks are well designed to support learning, are accessible, and short, so that they can have the greatest impact. The number of tasks per week increases as pupils get older. Year 11 receive formal, personalised revision programmes for the final 10 weeks before public examinations begin.
18. A broad programme of enrichment is provided so as to give pupils the opportunity to develop personal interests and enter more fully into the community life of the school. All pupils are encouraged to participate in at least one activity per week.

## **B. LIFE Learning**

### **LIFE Strategy**

At Cardinal Allen our LIFE Strategy covers all aspects of Personal Development. LIFE stands for 'Living in Fullness Everyday' and is based on John 10 10: "I came that you may have life, life in all its fullness". As a Catholic school, Pope Francis calls us to "nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life,"

### **LIFE Learning**

LIFE Learning is our PSCH EE lessons at Cardinal Allen. We have a comprehensive five-year programme which fully covers all PSCH EE requirements. From September 2023, LIFE Learning is taught during an extended registration period on a Wednesday morning. Sessions last 45 minutes. Teachers of LIFE Learning are attached to one year group and have one topic which they teach six times in the year to all form groups on a rota.

### **LIFE Enhancing Days**

To compliment the LIFE Learning programme, all year groups also have one drop-down day a year where they focus on a particular element of PSHEE. These days involve experiences that cannot always be delivered in timetabled lessons and involve guest speakers coming into school to work with our pupils. Staff who would usually be teaching the year group support the sessions.

### **LIFE Enriching**

LIFE Enriching activities are all those which are above and beyond what is taught in day-to-day lessons. These include guest speakers, external visits and extra-curricular activities. Cardinal Allen prides itself on the range of extra-curricular activities which our pupils enjoy. All staff are asked to consider how they can contribute to this. We track attendance at extra-curricular activities through a central spreadsheet register. This is shared with all staff and allows us to track pupil attendance and examine the different groups in school who are and are not attending regularly

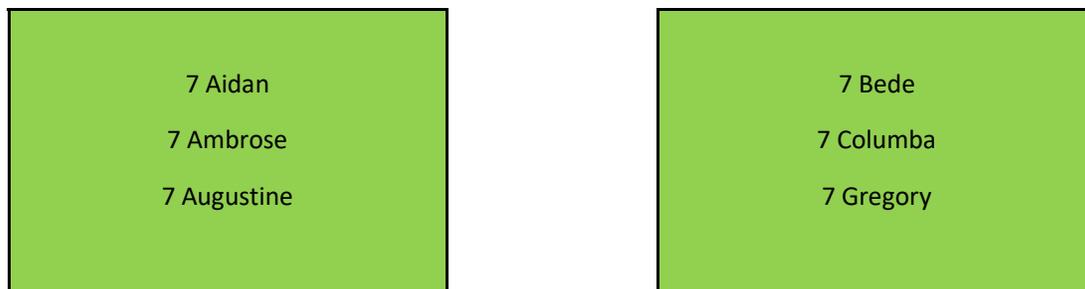
## C. Organisation of Learning – Years 7, 8 and 9

### Year 7

Each pupil is a member of a mixed ability Form Group and is placed in the care of a Form Tutor who monitors their welfare and progress. The Form 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 LIFE.

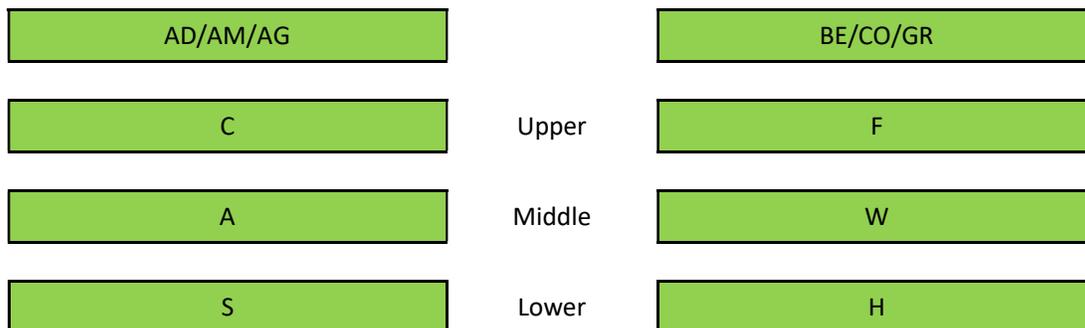
LIFE is delivered as a discrete experience to each Form Group in Year 7. Classes are taught in six half-termly modules by a teacher holding the specialist knowledge for a particular module.

Form Groups are named after one of the school houses - Aidan, Ambrose, Augustine, Bede, Columba and Gregory. For timetable purposes the year group of 166 pupils is divided into two broadly equal-sized and homogenous ability groups based on the KS2 results.

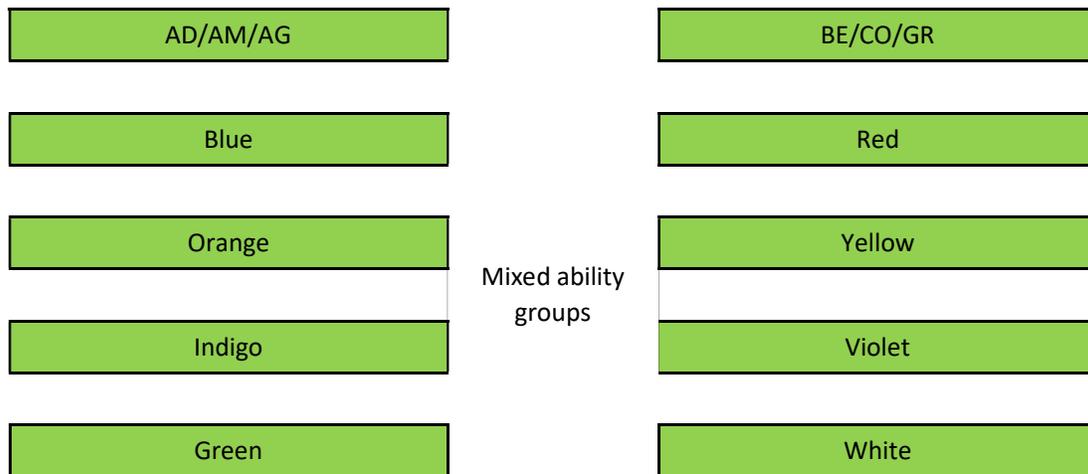


After the first half term, pupils are grouped according to ability (Upper/Middle/Lower) based on prior performance at KS2 and CAT scores. Each pupil's progress is reviewed termly during the first three years so that their grouping reflects attainment, personal effort and likely potential.

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:



The different needs of Design Technology, Creative Computing, Food, Art, Music, Drama and Computing 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.



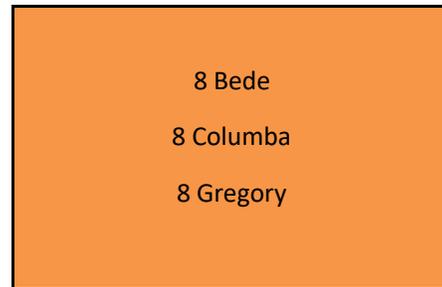
All pupils have two hours of Art, Music, Drama and Computing per fortnight. In Technology, pupils study one of the four disciplines (Resistant Materials, Electronics, Food and Creative Computing) for a half-year each over the course of years 7 and 8.

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

The Year 7 curriculum is deliberately very broad so as to introduce pupils to all that a secondary school can offer.

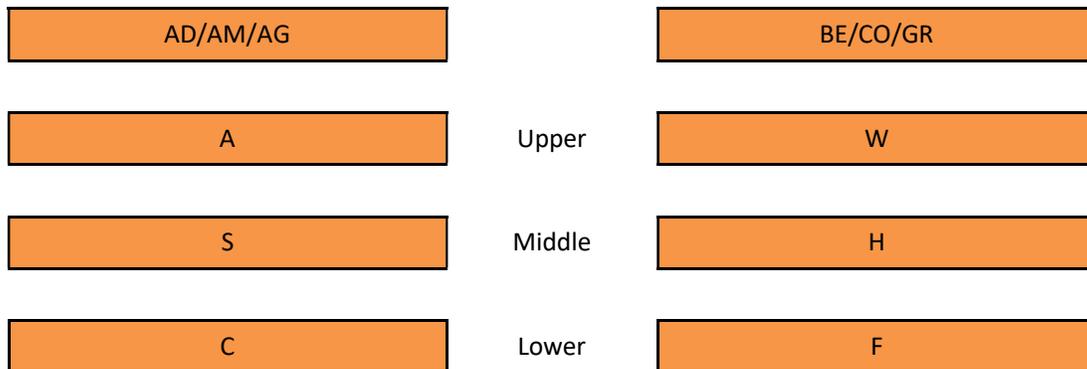
## Year 8

Pupils remain in the same mixed ability Form Group as in Year 7. For timetable purposes, the year group of 166 pupils continues to be divided into two broadly equal-sized and homogenous ability groups.

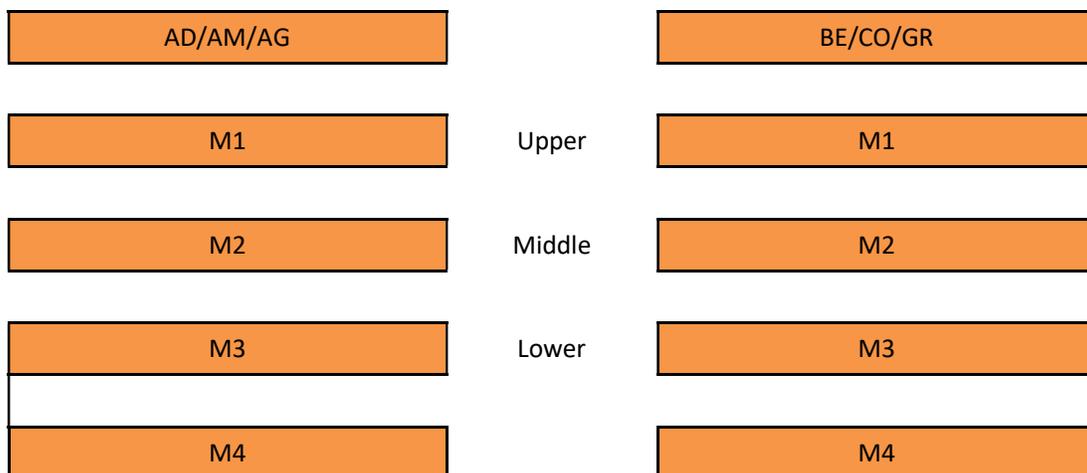


Each pupil's progress continues to be reviewed termly so that their grouping reflects attainment, personal effort and likely potential.

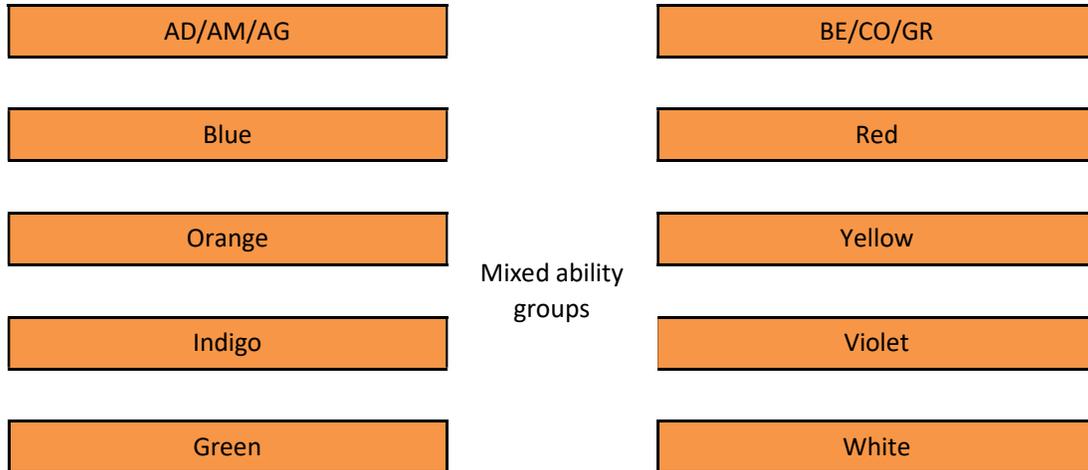
Again, each half-year group is sub-divided into three ability groups in which pupils are taught RE, English, French/Spanish, History, Geography, Science and Computing. For the current Year 8 the groups are as follows:



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



The different needs of Design Technology, Creative Technology, Food, Art, Music and Drama 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.



All pupils have two hours of Art per fortnight. Drama and Music are studied for a half-year each for two hours per fortnight. In Technology, pupils study one of the four disciplines (Resistant Materials, Electronics, Food and Creative Computing) 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.

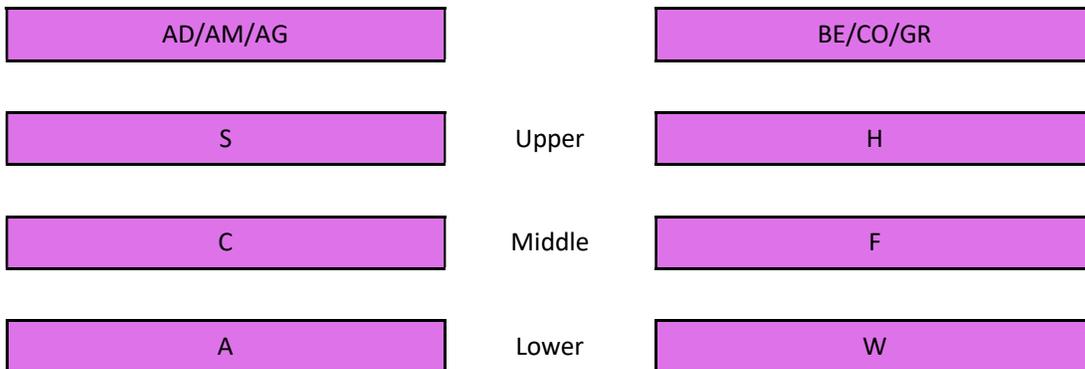
## Year 9

Pupils remain in the same mixed ability Form Group as in Years 7 and 8. For timetable purposes the year group of 166 pupils continues to be divided into two broadly equal-sized and homogenous ability groups.



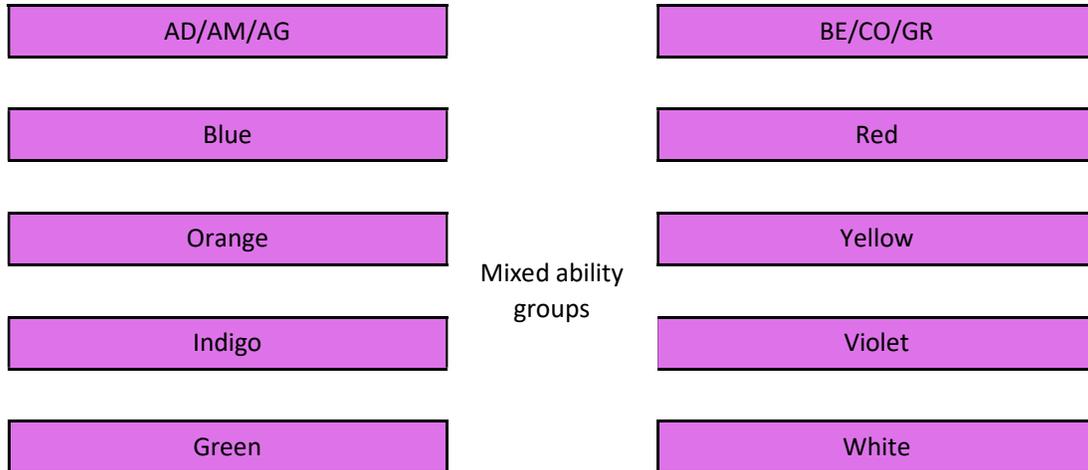
Each pupil's progress continues to be reviewed termly so that their grouping reflects attainment, personal effort and likely potential.

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



In Year 9, there are 7 ability sets in Maths, Science, RE and English. Maths and Science agree an upper band (sets 1 to 4) and a lower band (sets 5 to 7), then set pupils by ability in each band. English and RE also agree their own upper and lower bands.

The different needs of Design Technology, Food, Art and Music 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.



All pupils have two hours of Art per fortnight. Drama and Music are studied for a half-year each for two hours per fortnight. In Technology, pupils study each discipline (Resistant Materials, Electronics and Food) for one hour each per fortnight.

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

In Year 9, greater time is devoted to our core subjects of English, Maths, Science and RE. Success in public examinations, particularly Maths and English, is vital for the prospects of pupils. We still retain a broad range of subjects in Year 9 with every pupil enjoying the full National Curriculum.

#### **D. Organisation of Learning – Years 10 and 11**

Pupils remain in the same mixed ability Form Group.

All pupils follow a broad and balanced curriculum and preferences are accommodated wherever possible to accommodate pupil and parental wishes, career aspirations and personal interests. Progression routes are an important consideration in the advice given to pupils and their families.

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, lead to a recognised qualification.

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.

The curriculum provides the opportunity to study a range of GCSE and vocational courses. There is also provision, where appropriate, for pupils to study for a variety of entry level qualifications.

The 'Core Curriculum', studied by all pupils, consists of full GCSEs in Religious Education, English Language, English Literature and Maths. All pupils study at least Combined Science, equivalent to two GCSEs, and have the opportunity to take the three separate Sciences at GCSE as one of their options. All pupils enjoy non-examination PE in Years 10 and 11.

Pupils with significant additional learning needs are encouraged to study the Key Skills course provided by our Learning Support department as one of their options. 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.

In Years 10 and 11, there are 7 ability sets in Maths, Science, RE and English. Maths and Science agree an upper band (sets 1 to 4) and a lower band (sets 5 to 7), then set pupils by ability in each band. English and RE also agree their own upper and lower bands.

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

Pupils study three optional subjects from an extensive list. All pupils are encouraged to study at least one EBacc GCSE. Our most able learners are expected to study French or Spanish.

<b>EBacc GCSEs</b>	<b>Other GCSEs</b>	<b>Alternative Qualifications (GCSE Equivalent)</b>
Computer Science	Art	Child Development
French	Photography	Construction
Geography	Product Design	Creative iMedia
History		Hospitality & Catering
Separate Sciences		Music
Spanish		Performing Arts
		Sports Studies

## E. Curriculum Structure

Pupils follow a 50-period, two-week timetable. LIFE Learning is taught during an extended registration period each Wednesday morning.

Years 7, 8 & 9	Year 7		Year 8		Year 9	
	Periods	Groups	Periods	Groups	Periods	Groups
English	6	6	7	6	8	7
Maths	6	6	6	8	8	7
Science	6	6	6	6	8	7
RE	5	6	5	6	5	7
PE	4	8	4	8	4	7
Computing	2	8	2	6	2	6
Geography	4	6	4	6	2	6
History	4	6	4	6	2	6
MFL	3	6	4	6	4	6
Art	2	8	2	8	2	8
Music	2	8	1	8	1	8
Drama	2	8	1	8	1	8
Technology	4	8	4	8	3	8
<b>Totals</b>	<b>50</b>	<b>-</b>	<b>50</b>	<b>-</b>	<b>50</b>	<b>-</b>

Years 10 & 11	Year 10		Year 11	
	Periods	Groups	Periods	Groups
English	9	7	9	7
Maths	8	7	9	8
Science	8	7	9	7
RE	5	7	6	7
PE (Games)	2	8	2	7
<b>Core</b>	<b>32</b>	<b>36</b>	<b>35</b>	<b>36</b>
Art	6	1	5	1
Child Dev	6	2	5	1
Computing	6	1	5	1
Construction	6	1	5	1
Catering	6	1	5	1
Drama	6	1	5	1
French	6	1	5	1
Geography	6	4	5	4
History	6	4	5	4
iMedia	6	1	5	1
Key Skills	6	2	5	2
Music	6	1	5	1
Photography	6	1	5	1
Product Design	6	2	5	2
Triple Science	6	1	5	1
Spanish	6	2	5	2
Sports Studies	6	3	5	3