



Curriculum Policy

Reviewed November 2021

1. AIMS

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
 - Justice – By providing an inclusive curriculum this policy ensures that all pupils are given equal opportunity to give of their best.
 - Truth – This policy seeks to give pupils an understanding of the issues facing today's young people and encourage them to take an active role in the world of tomorrow.
- 1.2 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.
- 1.3 To provide a curriculum that is balanced and broadly based, promoting the spiritual, moral, cultural, mental, emotional and physical development of our pupils, in order to prepare them for the opportunities, responsibilities and experiences of adult life.
- 1.4 To provide a curriculum that follows statutory requirements and the requirements of the National Curriculum.

2. GUIDING PRINCIPLES

- 2.1 Each student is entitled to a curriculum that values and encourages progress in many areas of experience: academic, spiritual, moral, physical, aesthetic, personal, social and emotional.
- 2.2 The curriculum will be designed with a view to inspiring in pupils a commitment to learning which will last a lifetime.
- 2.3 The curriculum will ensure that pupils develop skills in numeracy and literacy.
- 2.4 The curriculum will foster pupils' creativity and develop their learning skills.
- 2.5 The curriculum will promote a healthy lifestyle.
- 2.6 Personal, social, health, careers, enterprise and citizenship education will be provided in accordance with the school's aims and ethos.
- 2.7 Religious education will be provided throughout each pupil's education at Loreto; this programme will pay due regard to the four Areas of Study outlined in the Curriculum Directory for Catholic Schools.

- 2.8 The extended curriculum, the programme of activities taking place outside of lesson time, complements work undertaken in the classroom.
- 2.9 Pupils' learning will be dependent upon more than the explicit curriculum. The values implicit in the actions of the whole school community form an important part of each individual's learning experience.
- 2.10 British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will have embedded these values as a central part of our curriculum and teaching practice. We will encourage pupils to respect other people, whatever their personal circumstances, background or beliefs.

3. **ROLES AND RESPONSIBILITIES**

- 3.1 The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies through the Curriculum Committee.
- 3.2 The Headteacher and Leadership Team will oversee the framing of an appropriate curriculum policy. A draft will be given to the Governing Body to be considered and approved after any necessary consultation with other stakeholders. The Headteacher and Leadership Team will also organize support for the implementation of the policy.
- 3.3 Heads of Department, the P.S.H.E. Co-ordinator and Heads of Year are responsible for the delivery of the curriculum and the implementation of this policy within their areas. All members of staff, including teachers, support staff and volunteer helpers, will ensure that they are fully aware of the policy, that the policy is consistently and fairly applied.
- 3.4 The Governing Body, Headteacher and all members of staff are responsible for ensuring that all aspects of the policy promote equality for all.

4. **IMPLEMENTATION OF THE POLICY**

4.1 **Key Stage Three**

- 4.1.1 All pupils study Religious Education, English, Mathematics, Science, Art, Geography, History, Computing, French, Classical Civilisation/Latin, Music, Physical Education, Technology and P.S.H.E.
- 4.1.2 Most subjects are taught using mixed ability groups; however, some departments change to ability groups during the key stage.
- 4.1.3 Using MIDYIS scores, KS2 scores and teacher assessments, pupils are placed in sets for Mathematics (Years 8-9), Latin / Classics (Years 8-9), Modern Languages (Years 9), English (from Year 10) and Science (from Year 9). Curriculum Support is also available to enable students to focus on literacy and numeracy skills where this is deemed appropriate.

4.2 **Key Stage Four**

- 4.2.1 All pupils study Religious Education, English, English Literature, Mathematics, Science (Triple / Combined), Core P.E. (not examined) and P.S.H.E. (which includes guidance on Careers). Most pupils also study French; alternatively, each year a small group of pupils takes Learning Support, which provides additional assistance for all curriculum areas. For their remaining subjects, pupils select three from the following: Art, Art, Craft and Design, Business Studies, Classics, Drama, Food, Geography, History, Computing, Latin, Music, P.E., Child Development is offered as a vocational course.

4.2.2 In Key Stage Four, pupils are taught in ability groups for the core subjects.

4.3 **Key Stage Five**

4.3.1 All pupils study General R.E. (not examined) unless they are studying the subject at Advanced Level. All pupils also follow a programme, again not examined, of general Physical Education or Catechetics.

4.3.2 To embark on an A Level programme, students will need to have achieved the criteria as specified in the Sixth Form Prospectus, which is prepared annually for Sixth Form Opening Evening.

4.3.3 Advanced Level qualifications are offered in a wide range of subjects at Loreto and through our consortium arrangements. BTEC Business is also offered at level 3. Provision is monitored through regular meetings of Headteachers and Heads of Sixth Form.

4.4 **Disapplication**

4.4.1 In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programme, or dis-applying the National Curriculum for the duration of Key Stage Four, in order to:

- allow a pupil to participate in extended work related learning;
- allow a pupil with individual strengths to concentrate on a particular curriculum area;
- allow a pupil making significantly less progress than others of her age to consolidate her learning and progress across the curriculum.

4.5 **Equal Opportunities**

4.5.1 Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race or disability. In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

4.6 **Differentiation**

4.6.1 A variety of differing teaching and learning methods is used to meet pupils' different needs and to offer all pupils a suitable level of challenge.

4.7 **Sex Education**

4.7.1 This is provided, in the context of Gospel values. The Relationships and Sex Education Policy is available to parents.

4.7.2 Parents/carers have the right to request to withdraw their child from some or all aspects of sex education delivered as part of statutory RSE. Parents/carers who wish to withdraw their child are asked to notify the school by contacting the Headteacher. (Up until three terms before a child turns 16 they can themselves choose to receive sex education if they wish.)

4.7.3 The DfE states that "parents/carers do not have the right to withdraw their child from Health Education or the relationships element of RSE because it is important that all children receive this content".

4.8 **Political Education**

4.8.1 The promotion of partisan political views in the teaching of any subject is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

4.9 **P.E. and Games**

4.9.1 All pupils are expected to take part in the school's Physical Education programme. Pupils may be excused for medical reasons, for which a note from a parent/carer will suffice, or for other reasons agreed with the school.

4.10 **The Extended Curriculum**

4.10.1 The school offers a varied programme of cultural and sporting activities that take place in addition to the formal curriculum. All pupils are expected to take part in such activities, as appropriate.

4.11 **Homework**

4.11.1 Homework makes an essential contribution to each pupil's learning. Teachers are expected to set homework regularly and pupils expected to complete each piece of homework thoroughly and submit it on time. As guidance, the school expects pupils to spend the following amounts of time on homework:

Year 7	One hour to one and a half hours per day
Year 8	One and a half hours per day
Year 9	One and a half to two hours per day
Years 10 and 11	Two to three hours per day
Year 12	At least five hours per week per A Level subject
Year 13	At least six hours per week per A Level subject

4.12 **Learning Support**

4.12.1 The school's Inclusion Policy makes provision as required for all students, including those with special educational needs and Educational Health Care Plans (EHCPs). The school will determine the appropriate courses in consultation with the parents/carers of the child.

4.13 **Concerns**

4.13.1 Parents or carers who have concerns about any aspect of the curriculum should discuss these with the Head of Department, if the matter is subject specific, or a member of the Senior Leadership Team.

5. **MONITORING AND REVIEW**

5.1 The Leadership Team will devise and employ a scheme of control to monitor the implementation of this policy and will report to the relevant Governors' committee any significant problems. The Headteacher will demonstrate to the relevant Governor's committee that the scheme is an efficient and effective use of management resources, and will give an annual assurance that the necessary controls have been properly carried out. The Governors will review the policy regularly as part of their programme of policy review and may consult with students, staff and parents in this process.

CURRICULUM STATEMENT

Most subjects are taught using mixed ability groups at KS3.

Students are in ability groups for:

Mathematics	8-11
English	10-11
Science	9-11
French	9-11
Latin/Classics	8-9

Learning Support is offered to enable students to focus on key skills where this is deemed appropriate.

Key Stage 3: Year 7/8/9

CORE SUBJECTS

- Religious Education
- English
- Mathematics
- Science
- Art
- Classics
- Geography
- History
- Computing/ICT
- French
- Music
- Physical Education
- Technology (Food/RM/Textiles)
- P.S.H.E

KS4 Curriculum

CORE SUBJECTS

- Religious Education
- English Language + English Literature
- Mathematics
- Science (Triple or Combined Science) 2/3 GCSE's
- French
- Core (not examined) P.E. and P.S.H.E.

OPTIONAL SUBJECTS

(Students choose three optional subjects.)

(Art, Art, Craft and Design Business, Classics, Computing, Drama, Food, Geography, History, Music, PE, Latin, Child Development).

KS5 (Sixth Form) Curriculum

Pupils choose to follow a programme of, usually three, Advanced Levels in Year 12/13 or to study for a BTEC in Business.

All pupils take General R.E., PE and also a broad and balanced Enrichment programme.

LORETO SCHOOL DAY

8.40.am – 8.50 am	Registration
8.50.am – 9.50.am	Lesson 1
9.55.am – 10.55am	Lesson 2
10.55.am - 11.15.am	Break
11.15.am - 12.15.pm	Lesson 3
12.20.pm - 1.20.pm	Lesson 4
1.20pm - 2.20pm	Lunch
2.20.pm - 2.35.pm	Registration
2.35.pm - 3.35.pm	Lesson 5