

CURRICULUM INTENT

At St Cuthbert's Catholic High School we aim to ensure our curriculum is designed to meet the needs of all our students and foster the joy of learning. Underpinning everything we do lies our core values of community, commitment, compassion and community. We aim to provide the best education possible and provide our students with an array of transferable knowledge which will aid them in their further learning, apprenticeships or employment, taking into account the improving local economy and labour market.

We endeavour to create an aspirational high-achieving culture which takes into account individual needs, prior attainment and learning styles and allows everyone to experience success. We see each student as a unique person with a God given individual identity. We want our students to develop interpersonal skills, build resilience and become creative critical thinkers.

High importance is placed on preparing students for life in modern Britain by devoting curriculum time to important moral and social questions and to developing high standards of written and spoken literacy, numeracy and communication.

We believe our students deserve a curriculum which does not narrow their life chance but enables social equality and mobility. For our students to compete in a global economy, we offer a wide range of subjects and offer guidance and support for the choices they make.

We follow a knowledge based ambitious curriculum, empowering students to develop an understanding and appreciation of the subjects they study. Our curriculum is about knowing more and remembering more. The curriculum is planned and sequenced so that knowledge and skills build on what has been taught before. Our curriculum is carefully designed by our subject specialist to challenge students to think deeply, recall and skilfully apply information. We ensure learning is at the heart of lessons, to enable students to make outstanding progress and give them the opportunity to live life in all its fullness.

In order to help our students develop, we believe it is important for them to explore all their talents and experience a wide range of opportunities. To this end, we ensure our curriculum is broad, balanced and relevant.

CURRICULUM IMPLEMENTATION

In Years 7 , 8 & 9 we offer a broad and balanced curriculum with students studying English, Maths, Science, Religious Education, Art, Drama, Geography, History, MFL, Computing, Music, Physical Education, Technology & PSHE. We recognise the value of the National Curriculum and use this as a basis for our structure as the content is broad and progressive. Careful attention is paid to the sequence of when knowledge is taught and our teachers have designed subject specific knowledge organisers to support students to develop their recall skills. Further opportunity is given for the personalisation of the curriculum for those who require additional support with literacy and numeracy.

As students move into Year 10 they have more choice in the subjects they study. All students study English Language and Literature, Mathematics, Science, Religious Education, PSHE and Core P.E. Students can continue with the subjects they studied in Year 9, or they can choose other examination subjects. This approach allows students to explore subjects relevant to their strengths and interests. Students can opt to study Art, Creative Media, Business Studies, Drama, Geography, History, Spanish, Music, Physical Education, Food Preparation and Nutrition and Health & Social Care. Our framework is broad enough to accommodate the 'English Baccalaureate', as well as providing BTEC Qualifications. All students are given equal access to all subjects on offer at Key Stage 4.

All students continue to take part in core Physical Education programmes in Years 10-11. The time for Physical Education recognises the importance of health, fitness and wellbeing in our lives. Students access Careers Advice so that they are provided with personalised, clear and objective advice about the next steps available to them. Throughout Key Stage 4 students continue to follow a PSHE Programme which is relevant to the pressures of a modern society.

Our approach to teaching and learning supports our ambitious curriculum by ensuring lessons build on prior learning and allow students to know more and remember more over time. Teachers have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching. This maximises opportunities for students to learn the content. Learning activities are structured so that students have opportunities to think hard, respond, make meaning and practice in every lesson, whilst providing sufficient opportunity for both guided and independent practice. Teachers are responsive to the needs of students and check the understanding of students before moving on, to ensure knowledge and learning is secure. This is done through a range of strategies such as accountable questioning, retrieval practice and actionable feedback.

We use Barak Rosenshine's Principles of Instruction (2012) to develop our teaching practice:-

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions to check the responses of all students.
4. Provide model answers.
5. Provide scaffolds for difficult tasks.