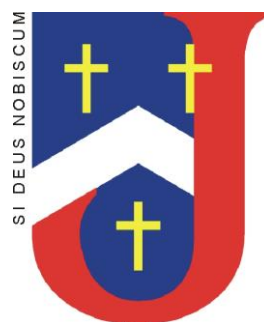


St. Joseph's RC High School  
Ysgol Uwchradd Gatholig Joseff Sant

## Curriculum Policy

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# Curriculum Policy

## PRINCIPLES

St. Joseph's RC High School is committed to the provision of a Christian education for all its students in accordance with the principles and teachings of the Catholic faith.

Learning experiences embrace the various aspects of a broad education: academic, emotional, aesthetic, physical, social, moral and spiritual.

Our curriculum is planned to be broad, balanced, flexible, relevant and inclusive, matching the needs of the individual irrespective of gender, race or background.

As a school community we believe that our passion about creating a curriculum and teaching and learning experiences that enable every student to excel and make rapid progress towards their personal goals, always achieving their potential is effectively done when:

- we develop a curiosity for knowledge
- we build a range of independent learning skills and develop enquiring minds
- we strive to achieve the highest academic results and to realise the potential of every student
- we foster a sense of personal identity and self worth
- we construct our curriculum to allow maximum choice and flexibility, so that programmes in key stage 4 and 5 have high personalisation
- we create a climate that stimulates excitement about learning
- we listen to students, colleagues and expert practitioners to inform our practice
- we work hard to contextualise learning
- we recognise that the most effective learning is collaborative and social
- we work towards building community – locally, nationally and internationally in order to develop active citizens of the world
- we foster a life long love of learning and equip learners to cope with the rapidly changing needs of the technological world in which we live
- we develop students who are spiritually aware of the world they live in

Ultimately, all these strands combine to give each individual the best life chances and allow them to make choices about their contribution to our community, because this is the basis for a happy and successful life.

This is most effectively achieved through a blend of traditional expectations and creative learning approaches; where learning is planned but space is left for unexpected and emerging ideas.

We believe that the essence of education is that teachers know the young people they teach and what they need to know.

The overall result is a dynamic classroom characterised by effective relationships and expectation of success and a high degree of challenge in all that is undertaken.

## E-LEARNING

E-Learning is seen as a way to bring even greater creativity into classrooms as well as putting an emphasis on the use of multimedia resources. E-Learning helps teachers more fully engage a range of learning through varied stimuli.

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## E-Learning:

- enhances the quality of teaching and learning, leading to accelerated learning by all students of all abilities
- supports or enriches traditional teaching methods
- is an effective aid for teaching of differentiated lessons

There is an emphasis on all staff to maintain teaching spaces in such a way that they engage students and provide appropriate stimulation. The school recognises that the organisation of teaching spaces contributes to the ways students learn.

## CURRICULUM ORGANISATION

Students are grouped in ways we feel are most appropriate to their age and ability. Where students are organised in sets there is appropriate flexibility for student progression with regards to setting and examination tiers at all stages.

Effective provision for students with additional language or learning needs is made whenever possible by targeted classroom learning support and withdrawal sessions.

## KEY STAGE 3

The school operates a fifty one-hour periods per fortnight. Effective transition arrangements between primary and secondary school allow for an appropriate level of knowledge of the curriculum in readiness for Year 7.

All students in the first three years meet the requirements of the National Curriculum, studying: English, mathematics, science, ICT, art, music, drama, physical education, Welsh, personal and social education, either French or Spanish and technology (including CAD/CAM, food, RM, electronics, systems control, textiles, product design).

In Year 7 students have the opportunity to study humanities before moving into discrete history and geography lessons in Years 8 and 9.

In Key Stage 3 the majority of students are taught in mixed ability form classes. The exceptions being:

- in mathematics students are set by ability on entry into Year 7.
- in English students in Years 8 and 9 are organised in parallel form groups JOSE PHTV. This allows for one class on each half to be a more able and talented set. The remaining classes are mixed ability.
- in science students are set by ability in Years 8 and 9.
- in geography and history students in Year 9 are organised in parallel form groups JOSE PHTV. This allows for one class on each half to be more able and talented. The remaining classes are mixed ability.

## KEY STAGE 4

All students study the curriculum that meets The Learning and Skills Measure (2009). Within the compulsory core curriculum all students study in sets: English language, English literature, mathematics, science (triple science / science / additional science / BTec) and religious education.

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In addition all students study: games, Welsh or ICT (GCSE short course/Dida course) and PSE short course.

In addition students choose option subjects from a range of GCSE and vocational courses. Option subjects are taught in mixed ability groups.

## **KEY STAGE 5**

All students have the choice of studying a local curricula, that significantly exceeds the 14-19 Learning Pathways. The curricula is offered in collaboration, as part of the Newport West Post-16 Partnership.

The partnership includes: Bassaleg School, Coleg Gwent, Duffryn High School and Newport High School.

The Welsh Bacalaureate qualification is undertaken by all students.

All students follow the Year 12 and 13 general religious education course.

This policy was updated Autumn 2014 by Mrs J Jarrett

This policy was presented and accepted by the Governing Body January 2015

Staff were made aware of this policy and or updates Spring 2015

This policy will be reviewed Spring 2016