



**Bishop
Hogarth**

Catholic Education Trust

BISHOP HOGARTH CATHOLIC EDUCATION TRUST

CURRICULUM POLICY

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Introduction

“A mission in education as a work of love” *Christ at the Centre*

The common good requires that social conditions allow all people to reach their full human potential and realize their human dignity. Concretely, this will mean that Catholic schools should:

Provide a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that “...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life”. Catholic schools have the potential to promote the “fullness of Christian life” through an “...educational philosophy in which faith, culture and life are brought into harmony.”

In addition to equipping pupils with the learning and skills for a rapidly changing 21st century workplace. Catholic schools are “communities where the spiritual, cultural and personal worlds within which we live are harmonised to form the roots from which grow our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons”. Adulthood entails more than economic participation, it is about making a meaningful contribution, enriching our communities and upholding the values of British society. It is about broadening minds and equipping learners to have the skills, attitudes, knowledge and aspirations to advance our civilisation.

1. Aims

‘I came that you may have life in abundance.’ John 10:10

Shaped by the distinctive nature of our family of Catholic schools, the Bishop Hogarth Catholic Education Trust curriculum policy is based on the following aims and intentions:

- We seek to act justly, fairly and responsibly to ensure all students have the opportunity to acquire a core of the best knowledge we have so there is a common understanding of how to interpret and improve our common home
- To develop not just the head, but the heart and hands of our children so that they can contribute to the common good in a just and fair society
- Provide a broad and balanced curriculum so that there are opportunities for every student to experience success by noticing and nurturing their talents, lighting the way forward for future aspirations
- Promote spiritual and human development by designing a curriculum that is fit for purpose and gives meaning to our lives

- Ensure that everyone gains dignity and self-worth through quality teaching and learning, allowing all in our school community to excel
- We believe that all are created in the image of God and therefore we will respect, through the curriculum, the unique and intrinsic value of every person, promoting equality, celebrating diversity and personalising learning
- We believe our schools to be faith communities where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for SEN, disadvantaged and those most in need
- We want to prepare all students for successful progression and transition through the different phases of education through to adult working life in a 21st century global society
- Ensure that cultural learning feeds every part of our being - our minds, imagination and values
- To develop a life- long love of learning, discovery and achievement for the whole community
- We value the views and opinions of the communities whom we serve and will actively engage and involve parents/carers and the wider community
- We are committed to continuous improvement inspired by the best evidence

One of the strongest school improvement levers is the curriculum. When building a strong curriculum, it should include the following practical features:

- Clarity about knowledge content selected -what it is and why it is there.
- Organised by subject domain because this is the best for learning and progress.
- Understanding that skill is the practised and fluent application of knowledge – skills are not acquired “naturally” in the absence of knowledge.
- The importance of sequencing – foundational knowledge is given special attention so that there is sufficient knowledge for the next stage of learning.
- What we teach is inherently interesting so that learning is the primary motivator.
- Clarity about purpose of tasks and activities: to practise and embed new knowledge in long term memory, enabling knowledge to be integrated and applied with increasing fluency and independence.
- The curriculum is the progression model – progress in learning does not happen outside of a carefully sequenced curriculum.



**Bishop Hogarth
Catholic
Education
Trust's model of
Curriculum
Intent**

2. Curriculum

3. Aims for our learners

The curriculum of each Trust School should be well designed to achieve its aims. It must inspire and challenge learners and prepare them for the future. The Trust's aim is to develop a coherent curriculum within each of our schools that helps all young people to:

- Achieve high standards and make excellent progress
- Acquire the substantive and disciplinary knowledge in our subjects to bring forth meaning of the world
- To secure knowledge that enables them to think creatively and critically
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.

- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Acquire 21st century workplace skills of collaboration, teamwork, creativity, critical thinking and problem solving
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to become lifelong learners
- Value their learning outside of the curriculum and relate to the taught curriculum
- Have the skills, attitudes, knowledge and aspirations to become the next generation of scientists, designers, engineers, composers or mathematicians
- Be well-informed about their academic and vocational choices and supported to achieve their aspirations
- Have the social virtues of compassion, justice and respect so that they can make a meaningful contribution to British society
- Develop self- regulation through the personal virtues of self –belief, responsibility and confidence to achieve their dreams
- To develop the cultural capital needed to succeed in life through the wider curriculum

4. The curriculum outcomes

The curriculum within each of our schools will:

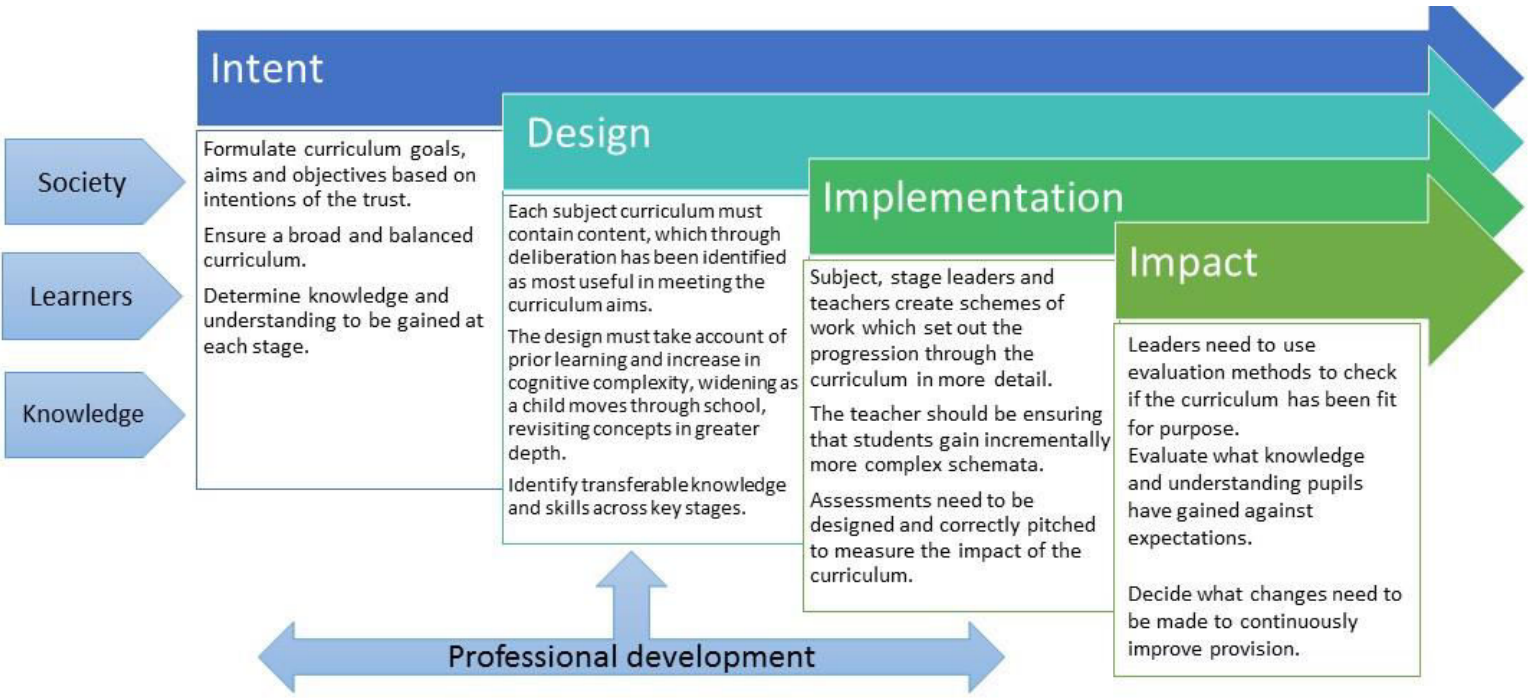
- Lead to skills and qualifications that are of intrinsic worth to students and relevant to the needs of employers
- Educate the whole person in preparation for their contribution to society
- Fulfil statutory requirements
- Meet the needs of young people of all abilities allowing them to fulfil their potential
- Be informed by the context and the home cultures of our children
- Ensure careful sequencing of knowledge in order to allow students to travel a meaningful journey along the curriculum path. This deliberate journey to connectedness is our intended curriculum.

- Provide equal access to knowledge and a full range of learning experiences beyond statutory guidelines.
- Where phase appropriate prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the School and between phases of education by using the trust cross phase curriculum
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Ensure every teacher improves pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines
- Help students develop personal moral values based on Catholic teaching, which encompasses respect for other faiths, beliefs and ways of life, furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.
- Be inclusive, helping students appreciate diversity and to understand the world in which they live.
- Ensure children are taught about safeguarding through teaching and learning opportunities including PSHE and SRE.

5. The Trust model of curriculum design and planning

The curriculum has been defined as “a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent) for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact and achievement).”³ Ofsted

The curriculum in Bishop Hogarth Catholic Education Trust schools will be developed using this process.



Based on Saylor, Alexander and Lewis's model of curriculum development

6. Curriculum design

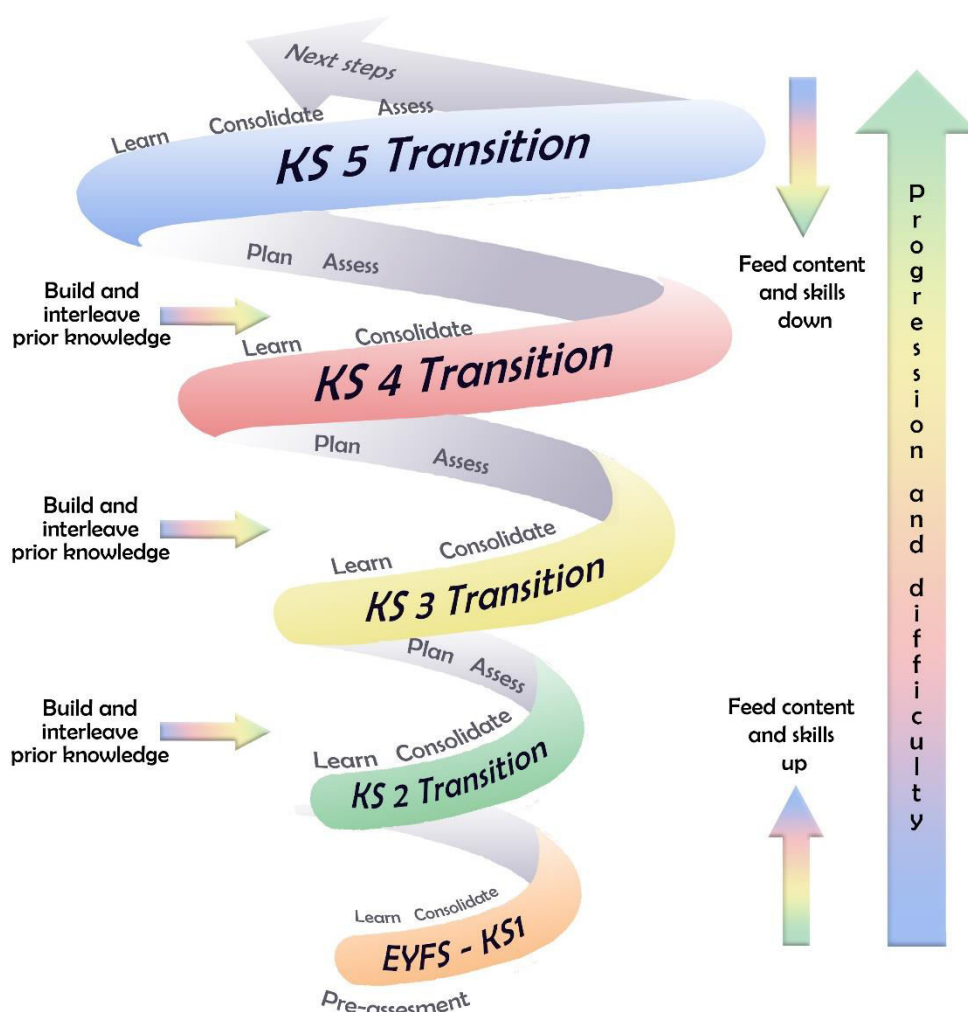
Leaders of our trust schools need to ensure they are building knowledge and enabling progress through a carefully sequenced curriculum. This means building knowledge of:

- words or vocabulary
- events, people and places
- concepts
- schemes of work which have been carefully selected because it is the most 'powerful' (useful) knowledge

In addition, a carefully designed curriculum must reinforce:

- prior learning and increase in cognitive complexity, widening as a child moves through school, revisiting concepts in greater depth (illustrated in the model below)
- transferable knowledge between different contexts to improve comprehension of new material.

Continuous spiral of knowledge and skills from EYFS to Post 16



To evaluate the impact of the curriculum design assessment needs to be:

- Pitched appropriately for the age and stage of the student. There needs to be sufficient challenge for the whole spectrum of ability.
- Designed to progress and prepare learners for the next stage
- Assessments need to be cumulatively sequenced to prepare students for summative assessments or exams, interleaving and retesting knowledge at appropriate points
- This spiral curriculum model summarises how we can scaffold and design assessment to develop difficulty and progression through the curriculum.

Implementation of the trust curriculum

7. Roles and responsibilities

Each Headteacher/Head of School will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of this policy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- Ensure the range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.(Ofsted)
- Where appropriate, the individual needs of some students will be met by alternative curricular provision in order to secure progress.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The curriculum information on the school website is compliant and up to date
- Develop communities of subject knowledge to continuously improve the curriculum
- Local Governing Bodies will:
 - i. regularly review the amount of time provided for teaching the curriculum
 - ii. be fully involved in decision making processes that relate to the breadth and balance of the curriculum
 - iii. be advised on targets in order to make informed decisions

Heads of Department / Curriculum Leaders / Key Stage Co-ordinators will ensure that:

- They are accountable for an oversight of curriculum design, structure and delivery within their area of responsibility
- They design schemes of work blending substantive and disciplinary knowledge with pedagogy
- They identify the core skills and fundamental concepts that they want pupils to master

- Schemes of learning are designed so that there is legitimate progression for our learners from one day, week, month, year to the next
- Assessments need to be cumulatively sequenced to prepare students for summative assessments or exams, interleaving and retesting knowledge of the intended curriculum at appropriate points.
- Learning experiences motivate and engage learners to make the curriculum meaningful
- Detailed and up-to-date schemes of learning are in place
- They facilitate collaborative planning to ensure best practice is shared for the benefit of learners and to reduce workload
- Schemes of learning are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are monitored on a regular basis and that actions are taken where necessary to improve these
- Long term planning is in place for all subjects/courses and schemes of learning designed to contain curriculum detail on: rationale, context, expectations, key skills, concepts, vocabulary, learning objectives, learning outcomes, learning activities, differentiation and resources
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular key stage, course or subject.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment and this should actively inform decisions about how the curriculum needs to be adapted
- They keep the appropriate senior leader informed of proposed changes to national curriculum delivery
- Student performance data is reviewed on a regular basis to measure the impact of the curriculum and ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and areas of responsibility.
- Teachers demonstrate deep knowledge and understanding of the subjects they teach
- Have the subject/disciplinary pedagogy to know how different children learn and the best activities that will encourage them to take their learning further
- Design lessons to help pupils remember the content they have been taught and to integrate it into larger ideas.
- Regularly revisit and connect prior knowledge and the threshold concepts. This can strengthen the memory and contribute to greater fluency.
- Use questioning highly effectively to systemically check pupil's understanding and identify common misconceptions, demonstrating understanding of the ways pupils think about subject content.
- Improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- Have access to, and be able to interpret, data on each student to inform the design of lessons in order to best meet the needs of each group of students.
- Use assessment to understand the impact of their teaching and identify gaps and deploy interventions.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development including evidence- based research. Work with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

8. Reviewing the impact of the Curriculum

The following questions are designed to be used as an aid by each School/Academy in the detailed design of a curriculum specific to their own local context:

- How do we ensure that the outcomes for learners take account of their personal development and well-being as their academic achievement?

- How do we create a curriculum that meets the needs of every learner in a relevant, flexible and responsive way?
- How do we create a curriculum that engages learners and promotes personal learning strategies?
- How can we embed problem solving, enquiry and creative thinking in the curriculum?
- How do we provide a variety of experiences and opportunities in order to develop learning in new ways?
- What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?
- How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?
- How can we make our curriculum both reflect and incorporate aspects of the local community?
- How do we actively promote fundamental British values within the curriculum?
- How do we incorporate the global dimension within the curriculum?

9. Monitoring, Evaluation and Review

The Local Governing Body will receive an annual report on the:

- Standards reached in each subject compared with national and local benchmarks.
- Standards achieved at the end of each Key Stage, taking into account, any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

Appendix 1 provides a set of questions to aid schools in undertaking a review of their existing curriculum. **Appendix 2** provides Ofsted guidance.

Curriculum Review

The following questions are intended to assist Trust Schools in conducting a curriculum review.

- Is our curriculum fulfilling the needs of all learners?
- Is our curriculum promoting pupils' emotional and physical well-being and their spiritual, moral, social and cultural development?
- Can we identify groups of learners who are not accessing parts or all of the curriculum? Which aspects do they have difficulty with and why?
- How are we building on all learners' successes in the curriculum to support aspects with which they have difficulty?
- How are we using technologies to engage learners and improve their learning?
- How are we using practical "hands-on" experiences to promote learning across the curriculum?
- How far do we present learners with new challenges and opportunities? How does this happen for groups and individuals?
- How motivating is our curriculum for all learners?
- Is there continuity and progression?
- How well are we involving other stakeholders and taking account of their views, particularly the learners themselves?
- Does the school's resource provision support all areas of the curriculum and all pupils' needs?
- To what extent does the school follow the trust cross-phase curriculum?

Ofsted guidance

Appendix 2

The overall school curriculum should not be narrow, which precludes pupils' acquisition of wide curricular knowledge.

Intent - Each subject curriculum should contain content, which through deliberation has been identified as most useful.

Implementation - In lessons, teachers should be selecting the most critical knowledge for emphasis and thoroughness. The teacher should be ensuring that students gain incrementally more complex schemata.

Impact - Lesson observation provides an opportunity to check that the classroom teacher is following this scheme of learning and that pupils remember necessary prior learning.

The following questions are designed to be used as an aid by each school in the trust to measure the curriculum against Ofsted requirements specific to their own local context:

<p>Leadership and management The extent to which the curriculum:</p>
<ul style="list-style-type: none"> • Promotes academic excellence and high aspirations • Provides breadth and balance. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. • Meets the needs of all pupils in the school, including those with disabilities and special educational needs (SEN) • Is supplemented with extracurricular opportunities to extend knowledge, understanding and improve skills • Promotes pupils' physical development through PE and (in primary schools) the sports premium • Promotes pupils' spiritual, moral, social and cultural (SMSC) development • Prepares pupils for life in modern Britain • Promotes equality and fosters greater understanding of others • Ensures that pupils' awareness ensures their safety – including when online – from abuse, extremism and radicalisation
<p>Teaching and Learning The extent to which the curriculum:</p>
<ul style="list-style-type: none"> • Demonstrates high aspirations and expectations • Demonstrates a clear understanding of the age and stage of the learners, taking into account prior learning • Focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading writing and maths • Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content • Teachers demonstrate deep knowledge and understanding of the subjects they teach
<p>Personal development, welfare and behaviour The extent to which the curriculum:</p>
<ul style="list-style-type: none"> • Actively promotes a culture and ethos within the school of positive behaviours, consistent with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs • Encourages high rates of attendance and punctuality • Develops positive attitudes to learning

- Provides high-quality, impartial careers guidance, and prepares pupils for success in their next stage of education, training or employment and for adult life

Outcomes The extent to which the curriculum :

- Provides relevant qualifications so that all pupils can progress to the next stage of their education, training or employment
- Provides opportunities for academic and vocational learning
- Inspires and enables pupils in all year groups to make progress from prior attainment

Statutory requirements and SMSC The extent to which the school meets all statutory requirements of the curriculum including:

- Sharing information with parents and carers about what is taught in the curriculum each year
 - Making curriculum information available on the school website
- The extent to which the curriculum promotes tolerance of and respect for people of all faiths (or of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics):
- Through the SMSC development of pupils
 - Through the extent to which the school engages pupils in extra-curricular activity and in volunteering within the local community

EYFS In Early Years Foundation Stage provision, the extent to which the curriculum:

- Contributes to children's personal development, behaviour and welfare
 - Is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs
 - Develops an enjoyment of learning, a willingness to participate and make choices and decisions
 - Develops active and inquisitive learners who are creative and think critically
 - Develops children's abilities to share and co-operate with one another, build relationships, show respect for differences and understand families, people and communities beyond their immediate experience
 - Equips the children with the knowledge and understanding to enable them to behave in ways that are safe and show that they feel safe
- Enables children to make progress and achieve a good level of development

16-19 Study programmes In schools with a sixth form, the extent to which the curriculum:

- Fully meets the requirements of the 16 to 19 study programmes.
- Provides progression and stretch
- Provides English and maths for all learners without GCSE grades A*-C
- Provides work experience and non-qualification activities
- Builds on learners' prior attainment, enabling them to make progress
- Provides high-quality impartial careers guidance
- Develops learners' employability and independent learning skills, achieving high levels of punctuality, attendance and conduct
- Enables learners to understand how to keep themselves safe and healthy, both physically and emotionally