



Saint Paul's Catholic High School

Moving forward together. Achievement for all!

Saint Paul's Catholic High School Curriculum Policy



BELONG BELIEVE ACHIEVE

Journeying together with Jesus Christ, we learn to love and love to learn.

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“At Saint Paul’s Catholic High School, we believe passionately in the power of knowledge in helping young people to lead healthy, happy, successful lives. Our curriculum aims to offer our students a rich, deep, knowledge engaged curriculum applying a combination of knowledge and skills which will allow all of our young people to feel confident when accessing all aspects of society.”

Core Values

Our curriculum is underpinned by our core values of: **Service, Respect, Stewardship, Compassion, and Love**. We endeavour to live out the Gospel values in our daily life and believe in developing the skills and talents of the whole child by encouraging our pupils to: BELONG to our community, BELIEVE in themselves and ACHIEVE what they deserve.

Curriculum Review 2019-2020:

A full review of the curriculum took place during 2019-2020 in order to establish the views of all stakeholders around the curriculum offer. The review took place in support of the work that had taken place at department level in terms of sequencing, ordering of schemes of work and knowledge organisers. This is to ensure that students gain the knowledge required in a logical order. The rationale behind the review was to establish whether the school is offering the right balance of academic and vocational courses that will support the development of the whole student moving forward into future employment. The review examined the current provision and time associated around the key stage 3 and Key Stage 4 offers. Questionnaires were prepared to gather the opinions of all stakeholders including staff questionnaire, students from year 8 to year 11, parental/guardian questionnaire and information gathered presented to the Governing body.

Conclusion

Introduction of three years at Key Stage 3 and two years at Key Stage 4 with a variety of GCSE’s and Vocational courses on offer with the EBACC at the heart of both Key Stages from 2020-21. The curriculum is designed with the belief that education is about teaching children the knowledge, skills and values they will require to be effective life-long learners who are empowered to make decisions, within a complex and ever-changing world, so that they are able to positively adapt and lead successful and happy lives. We do this by providing a curriculum which teaches knowledge and skills within the context of strong shared values of mutual respect, so that across all of their learning children reflect, become increasingly resilient and develop responsibility. We firmly believe that all children, irrespective of their starting point, are entitled to a broad and ambitious curriculum.

Each year we ensure that a full curriculum compliance check is carried out within each department area and all updates are included within plans and across all curriculum documentation.

Context

St Pauls High School is part of the Corpus Christi Multi Academy Trust which encompasses 2 high schools and 11 primary schools. The School has an average intake with 945 pupils currently on roll. The intake now has slightly more girls than boys. There is a high proportion of students recorded with SEN involvement at 32% above National average of 18%. There are also a high proportion, 12% of the population with EHCP’s within the school with national sitting at 4.8%. In addition, 56% of the whole population qualify for the Pupil Premium Grant, which is significantly above the national average of 25.9%.

Wythenshawe is ranked in the 10% most deprived areas in the country. Within the school catchment area there are high levels of unemployment, in particular amongst 18-24 year olds. Unsurprisingly, this also then translates into low average income levels, poor physical and mental health and a degraded urban environment. Unfortunately, historically, many students had low aspirations and expectations for their life chances because of their background. The school has an unwavering commitment to changing this situation and in more recent years students’ post 16 destinations have been much more positive and there is now a belief amongst students that they can succeed. This change in culture has not happened by accident and is the result of tireless work on curriculum development, students’ wider personal development, improved teaching and learning, improved behaviour and attitudes and a relentless focus on standards and student outcomes.

1. Rationale

St Paul's Catholic High School aims to:

- Put students at the centre of curriculum decisions, putting their needs above that of the school.
- Provide an educational experience and accreditation to meet the needs of our students and our local area.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for the next stage of their education and for a successful adult and working life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Offer a broad and balanced entitlement to all students.
- Prepare students for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Provide continuity and progression from the point of transfer to the time of leaving school.
- Embed in students Fundamental British Values and Social, Moral, Spiritual and Moral purpose.

Catholic Curriculum

Our Catholic ethos is central to everything we do as a school at the heart of our community. We follow at least 10% curriculum time within Religious Education, during which pupils' study Catholic Christianity alongside Judaism at Key Stage 4. At Key Stage 3, pupils follow The People of God and explore other world faith traditions. Within the teaching of Relationships and Sex Education the Diocesan approved resources are used, 10:10. You have the right to withdraw your child from all or part of RE.

2. Curriculum

A. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- 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 functional skills, including key literacy, numeracy and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

B. Curriculum outcomes

St Paul's Catholic High School's curriculum will:

- Lead to qualifications that hold currency for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of ks3, ks4 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, increasing students' choice during their school career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the school's specialist status
- Develop a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- Design a key stage 4 curriculum which meets the needs of students, parents and wider society.

C. Roles and responsibilities

The Deputy Headteacher 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 the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- 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 governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The Headteacher and Governing Body will ensure that:

- It considers the advice of the Deputy Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Assistant Headteachers will ensure that:

- They have an oversight of curriculum structure and delivery within each link department.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Schemes of learning are monitored and reviewed on a regular basis.

- Levels of attainment and rates of progression are discussed with HOD on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- 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.
- They keep the Senior Leadership informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Sims team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to 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 school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- 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, working 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.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed of any decisions to change the setting of their children.

(EEF Research Parental Engagement)

D. Monitoring, evaluation and review

The governing body will receive an annual report from the Deputy Headteacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disappplied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

3. Curriculum Delivery

The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Teaching Assistants and Higher-Level Teaching Assistants.

(EEF Research Teaching Assistant Interventions)

A. Teaching Groups, Class Sizes and Ability Grouping

Each year group at KS3 and KS4 is split into 9 sets, the year group is split into two equal halves which is mainly of mixed ability with some setting in place for Maths and Science subjects only.

Most sets contain approximately 23-25 students, whereas Set 9 in the ULCHN half will be smaller where possible, to consist of only 12-15 students with a targeted curriculum model. This is to allow for more personalised support for students from low prior attainment.

In order to allow students to make excellent progress, a variety of setting arrangements are arranged across subject areas. All setting arrangements are initially informed using transition information from Key Stage 2 with all students being baseline assessed on entry in CAT tests, English/Maths and Reading tests. Where Key stage 2 data is not available students will undertake baseline assessments within English, Maths, Cats Tests and Reading tests to determine a baseline bench mark.

At KS4 students are placed into ability settings for the duration of their GCSE's studies with the year groups being split between a X and Y half.

(EEF Research Reducing Class Size, EEF Research Setting and Streaming)

B. Citizenship Education

Citizenship education is delivered via:

- 1 PHSE time slot over a two-week timetable.

C. Relationship and Sex Education

Relationship and Sex Education at KS3 is delivered through the PHSE/RSE curriculum.

Relationship and Sex Education at KS4 is delivered through the PHSE/RSE/Science/RE curriculum.

D. Computing

All students in KS3 receive ICT/Computing lessons and have the opportunity to progress to Key Stage 4 options within ICT with GCSE Computer Science, Cambridge Nationals in Interactive Media and Business Studies on offer.

E. Form Time

Students in Key Stage 3 and 4 receive 10 x 25 minutes of afternoon form time over a fortnight of Form time which is designed to help promote St Paul's Catholic High School Core values, Belong, Believe and Achieve.

Form time comprises assemblies (Houses/specific year group/students' groups) and work in either tutor groups or year groups. Form time seeks to support the citizenship education of students by addressing issues such as:

- Spiritual life.
- Attendance.
- Goal Setting and Motivation.
- Careers Information and Guidance.
- Health Well-being.
- E-Safety, Safeguarding and Child Protection.
- British Values.
- Social, Moral, Spiritual and Cultural Education.
- Inter-house competition.

Spiritual, moral, social and cultural development

The personal development of student (SMSC) is a major aim of education and is central to the education of the whole child. Our ethos is focused on the development of the whole person and SMSC values encompass all aspects of school life and all subjects.

British Values

We agree with and uphold Department for Education's five British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Examples within curriculum planning documents identify where within our curriculum offer we embed British Values as well as where opportunities are provided for pupils to engage with and understand the values outside of curriculum subjects and at whole school level.

Cultural Capital

As a school we aim to give all our pupils' access to the cultural experiences vital to them in life, this is an integral part of our rewards curriculum. We link these experiences with our curriculum to deepen pupils' knowledge and understanding of what they are learning. Some pupils require support to access experiences available to

children in more advantaged areas. We work tirelessly to provide a broad, deep and balanced curriculum to all our pupils, including wider experiences. We review our provision regularly to ensure all pupils have access to the wide range of opportunities available to support and deepen their learning. Our school values are intrinsic to our rewards curriculum, pupils we have a termly focus so that pupils can work towards success in each key area.

(EEF Research Arts Participation, EEF Research Physical Activity)

Careers guidance

We facilitate the delivery of impartial information, advice and guidance. This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year.

Literacy including Phonics

We have an extensive literacy provision which stretches our most able pupils and provides support to those pupils who need it. A number of pupils require additional literacy catch-up. This small-group teaching aims to fill the gaps in pupils understanding in order that their literacy is not a barrier to them accessing the rest of the curriculum. To address this recurrent issue, some of our year 7 and year 8 pupils follow a programme of personalised Literacy intervention using Lexia. Work using this software takes place in school and at home. In addition to this, all pupils in years 7 and 8 have a library lesson which focuses on reading, either independently or in small groups depending on the child's ability. We provide the most able pupils with complex and challenging texts so that they can access more challenging aspects of the curriculum and increase their hinterland knowledge. Pupils' identification and progress is monitored through testing windows, the testing structure below allows us to measure impact and provide support or challenge where it is necessary:

- September = Year 7-11
- February = Year 7-11
- June- Year 7-10

(EEF Research: Phonics, EEF Research Reading Comprehension Strategies, EEF Research Small Group Tuition, EEF Research One to One Tuition, EEF Research Teaching Assistant Interventions)

Numeracy

We have a numeracy provision which stretches our most able pupils and provides support to those pupils who need it. We test pupils using the testing structure below, allowing us to identify pupils in need of additional support. Various strategies are used within our support sessions, encompassing online software packages, small group teaching and one to one support. The sessions are either delivered by specialist teachers or members of our support staff. Pupils' identification and progress is monitored which enables us to measure impact proactively:

- September = Year 7-11
- February = Year 7-11
- June- Year 7-10

(EEF Research Small Group Tuition, EEF Research One to One Tuition, EEF Research Teaching Assistant Interventions)

4. Curriculum Impact

Assessment and Reporting

A. Target Setting

The data manager sets all targets based on more than expected progress from Key Stage 2 to the end of year 11. This is evaluated by SLT. As a school we are aspirational for each of our pupils and set targets on an individual basis looking at FFT 20% and Subject Progress Index (SPI) depending on which is best for each pupil.

Key Stage 3:

Years 7-9

At St Paul’s High School, we recognise that students have different starting points and are different types of learners. All students in Years 7 to 9 are assigned a different **LEARNING PATHWAY** based on their starting points (Key Stage 2 performance).

All students will follow the same learning journeys; however, they may travel at different speeds and face different challenges.

All students at Key Stage 3 will be assigned to their Learning pathway (A,B or C) based on their KS2 attainment or CATs testing data correlated with the English and Mathematics baseline tests. The pathways are:

Learning Pathways	Starting point for Year 7 students	If a student makes expected progress throughout each year they will be on track
Pathway A	These students will have been working at greater depth than the expected standard at the end of KS2. 111 – 120 scale score.	If they make expected progress each year they will be on track for a GCSE Numerical Grade of 6-9
Pathway B	These students will have been working at the expected standard at the end of KS2. 100 – 110 scale score.	If they make expected progress each year they will be on track for a GCSE Numerical Grade of 4-6. If students are constantly exceeding their individual targets then these students will be on track for higher than a Grade 6+.
Pathway C	These students will have been working towards the expected standard at the end of KS2. 80 – 99 scale score.	If they make expected progress each year they will be on track for a GCSE Numerical Grade of 1-4. If students are constantly exceeding their individual targets then these students will be on track for higher than a Grade 4+.

It is possible that a student could be on more than one pathway due to different results in the English and Mathematic Key Stage 2 assessment or CATs testing against the English and Mathematics baseline tests in Year 7.

B. Assessment

All year groups have two whole school assessment pupil progress snapshots scheduled in the school calendar, with year 11’s having three.

This data is entered into the school data system and analysed according to priorities and groups of learners. This is referred to as the current working grade and is looked at considering the target grade. It allows all stakeholders to look at progress over time and identify and implement appropriate intervention. The data will then be analysed using SISRA. This will be done by cohorts, individual learners or specific groups of learners (supported by FFT).

Heads of department are to determine the correct path of assessment throughout the academic year for both KS3 & KS4 cohorts, however must ensure that data is entered and available on pupil progress before each data snapshot, as per the assessment calendar. Before KS4 formal mock examination weeks:

- Exam papers must be shared with the exams officer and agreed so that they are accessible to all leaders as needed
- KS4 mock assessments will take place in the hall (timetable created by exams officer)
- KS3 assessments will take place within the classrooms and designated by the HoD responsible for each department dependent on their individual scheme of work. It is the HoD's responsibility to ensure all staff adhere to this
- Success criteria are to be shared with all pupils

Following planned assessments: :

- All scripts are to be marked using agreed mark scheme
- Data to be entered into Pupil Progress dependent on HoD scheduled criteria
- Standardisation and moderation of scripts to take place internally and where possible externally
- HoD to analyse data with department and identify gaps in understanding so as to inform future planning
- Exam review meeting with HoD and SLT as per the calendar

(EEF Research Feedback)

C. Assessment reports

For years 7, 8 and 9 we report assessment data using Pupil Progress. Formative assessments are measured against learning themes for each subject, teaching staff record the progress pupils are making against the assessment themes every term. The statements below are given to indicate the stage a student is working compared to where they should be.

EMERGING You are not always working at the expected level

DEVELOPING You have shown progress towards your expected level

SECURING You have shown that you are secure in the knowledge and skills and are confident in the subject

ADVANCING You are working at or above your expected level consistently

MASTERING You have excelled and shown that you are working at the highest level for your current age

For year 10 and 11 students, teachers submit a current working grade and a predicted grade for each subject which are directly linked to their GCSE grading criteria for that subject. For GCSE's this is grades 1-9 with 9 being the highest grade. For other subjects this maybe, pass, merit or distinction, with distinction being the highest grade.

Attitude to Learning.

Reports will also show the Attitude to Learning grade for each subject, based on the following criteria:

Excellent - Completes all classwork and homework to a high standard. Comes to lesson appropriately equipped. Demonstrates excellent oracy skills during lessons. Shows positive behaviour for learning at all times. Demonstrates good progress.

Good - Completes all classwork and homework. Comes to lesson appropriately equipped. Engages with oracy skills in lessons. Shows positive behaviour for learning. Demonstrates good progress.

Satisfactory - Completes most classwork and homework. Comes to lesson equipped sometimes. Displays some oracy skills. Behaviour for learning is positive but not all at all times. Demonstrates some progress.

Less than satisfactory - Completes some classwork and homework but presentation is not of the expected standard. Sometimes comes to lesson equipped. Behaviour for learning is not of the expected standard. Some progress is made but not at the expected level.

Requires improvement - Completes little classwork and homework. Never comes to lesson equipped. Behaviour for learning is poor and disruption of the lesson is common. Very little progress is made.

D. Pupil Progress

Using the 'Pupil Progress' system, data is inputted into trackers at teacher and department level. There is no time delay between data entry points, there is the ability to see the whole picture immediately. Specific staff members are able to access grades and results for all students across all subjects, pulling data directly from the trackers for an instant overview of individual, department and whole school progress.

The software package provides:

- Whole school overview
- Live tracking of data
- Individual student reports
- Snap shot and compare
- Forecasting

E. Monitoring, evaluation and review

The governing body will receive an annual report from the Deputy Headteacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made. The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

F. Inclusion

Teachers set high expectations for all pupils. All are welcomed at St Paul's and we show love for all our family. We will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Appendix 1: Key Stage 3/4 Setting arrangements

Year 7 Setting

Curriculum Grouping	Core Art, Computing, Drama, Geography, History, MFL, Music, PHSE, Technology & RE.	Maths, Science	English	Physical Education
Half Set S	Mixed ability sets	High prior attainment in Maths used for Science sets.	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2
Half Set T	Mixed ability sets	Mixed ability sets	Mixed ability sets	Baseline tests in the first two weeks
Half Set P				
Half Set A				
Half Set U	Mixed ability sets	Mixed ability sets	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2 Baseline tests in the first two weeks.
Half Set L	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set C	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set H	Mixed ability sets	Mixed ability sets	Mixed ability sets	Baseline tests in the first two weeks.
Half Set N	Low ability sets	Low ability sets	Low ability sets	

Year 8 Setting

Curriculum Grouping	Core Art, Computing, Drama, Geography, History, MFL, Music, PHSE, Technology & RE.	Maths, Science	English	Physical Education
Half Set S	Mixed ability sets	High prior attainment in Maths used for Science sets.	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2
Half Set T	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set P				
Half Set A				
Half Set U	Mixed ability sets	Mixed ability sets	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2
Half Set L	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set C	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set H	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set N	Low ability sets	Low ability sets	Low ability sets	

Year 9 Setting

Curriculum Grouping	Core Art, Computing, Drama, Geography, History, MFL, Music, PHSE, Technology & RE.	Maths, Science	English	Physical Education
Half Set S	Mixed ability sets	High prior attainment in Maths used for Science sets.	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2

Half Set T	Mixed ability sets	Mixed ability sets	Mixed ability sets	Baseline tests in the first two weeks
Half Set P				
Half Set A				
Half Set U	Mixed ability sets	Mixed ability sets	Mixed ability sets	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2 Baseline tests in the first two weeks.
Half Set L				
Half Set C				
Half Set H	Mixed ability sets	Mixed ability sets	Mixed ability sets	
Half Set N	Low ability sets	Low ability sets	Low ability sets	

Year 10 Setting

Curriculum Grouping	English	Maths	Science	RE	Options	Core Physical Education
X Half Set 1	High prior attainment in English Using internal progress data as well.	High prior attainment in Maths used for sets. Using internal progress data as well.	Triple Science option students	High prior attainment in English Using internal progress data as well.	Mixed ability based on option choices.	Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2
X Half Set 2	Middle prior attainment in English. Using internal progress data as well.	Middle prior attainment in Maths used for sets. Using internal progress data as well.	High prior attainment in Maths/English using progress data for Science sets.	Middle prior attainment in English. Using internal progress data as well.		
X Half Set 3			Middle prior attainment in Maths/English using progress data for Science sets.			
X Half Set						
Y Half Set 5	Middle prior attainment in English. Using internal progress data as well.	Middle prior attainment in Maths used for sets. Using internal progress data as well.	Middle prior attainment in Maths/English using progress data for Science sets.	Middle prior attainment in English. Using internal progress data as well.	Boys Set 1 Girls Set 1 Mixed set	
Y Half Set 6	Middle/Low prior attainment in English. Using internal	Low/Middle prior attainment in Maths used for sets. Using	Low/Middle prior attainment in Maths/English using progress data	Middle/Low prior attainment in English. Using internal		
Y Half Set 7						

	progress data as well.	internal progress data as well.	for Science sets.	progress data as well.		
Y Half Set 8	Low prior attainment in English. Using internal progress data as well.	Low prior attainment in Maths. Using internal progress data as well.	Low prior attainment in Maths/English using progress data for Science sets.	Low prior attainment in English. Using internal progress data as well.		

Year 11 Setting

Curriculum Grouping	English	Maths	Science	RE	Options	Core Physical Education
X Half Set 1	High prior attainment in English Using internal progress data as well.	High prior attainment in Maths used for sets. Using internal progress data as well.	Triple Science option students	High prior attainment in English Using internal progress data as well.	Mixed ability based on option choices.	
X Half Set 2	Middle prior attainment in English. Using internal progress data as well.	Middle prior attainment in Maths used for sets. Using internal progress data as well.	High prior attainment in Maths/English using progress data for Science sets.	Middle prior attainment in English. Using internal progress data as well.		Boys Set 1 Boys Set 2 Girls Set 1 Girls Set 2
X Half Set 3			Middle prior attainment in Maths/English using progress data for Science sets.			
X Half Set 4			Middle prior attainment in Maths/English using progress data for Science sets.			
Y Half Set 5	Middle prior attainment in English. Using internal progress data as well.	Middle prior attainment in Maths used for sets. Using internal progress data as well.	Middle prior attainment in Maths/English using progress data for Science sets.	Middle prior attainment in English. Using internal progress data as well.		Boys Set 1 Girls Set 1 Mixed set
Y Half Set 6	Middle/Low prior	Low/Middle prior	Low/Middle prior	Middle/Low prior		

	attainment in English. Using internal progress data as well.	attainment in Maths used for sets. Using internal progress data as well.	attainment in Maths/English using progress data for Science sets.	attainment in English. Using internal progress data as well.		
Y Half Set 7	Low prior attainment in English. Using internal progress data as well.	Low prior attainment in Maths. Using internal progress data as well.	Low prior attainment in Maths/English using progress data for Science sets.	Low prior attainment in English. Using internal progress data as well.		
Y Half Set 8	Low prior attainment in English. Using internal progress data as well.	Low prior attainment in Maths. Using internal progress data as well.	Low prior attainment in Maths/English using progress data for Science sets.	Low prior attainment in English. Using internal progress data as well.		

(EEF Research Within class attainment grouping, EEF Research Setting and Streaming, EEF Research Reducing class size)

Appendix 2: Key stage 3 Curriculum Model (2019-20)

Currently KS3 students receive the following number of periods per subject per fortnight:

Year 7

Set	English	Maths	Science	MFL	Geography	History	Computing	RE	D&T	Music	Art	Drama	PE	PHSE
S	7	7	7	4	3	3	2	5	3	1	2	1	4	1
T	7	7	7	4	3	3	2	5	3	1	2	1	4	1
P	7	7	7	4	3	3	2	5	3	1	2	1	4	1
A	7	7	7	4	3	3	2	5	3	1	2	1	4	1
U	7	7	7	4	3	3	2	5	3	1	2	1	4	1
L	7	7	7	4	3	3	2	5	3	1	2	1	4	1
C	7	7	7	4	3	3	2	5	3	1	2	1	4	1
H	7	7	7	4	3	3	2	5	3	1	2	1	4	1

Year 8

Set	English	Maths	Science	MFL	Geography	History	Computing	RE	D&T	Music	Art	Drama	PE	PHSE
S	7	7	7	4	3	3	1	5	3	1	2	2	4	1
T	7	7	7	4	3	3	1	5	3	1	2	2	4	1
P	7	7	7	4	3	3	1	5	3	1	2	2	4	1
A	7	7	7	4	3	3	1	5	3	1	2	2	4	1
U	7	7	7	4	3	3	1	5	3	1	2	2	4	1
L	7	7	7	4	3	3	1	5	3	1	2	2	4	1
C	7	7	7	4	3	3	1	5	3	1	2	2	4	1
H	7	7	7	4	3	3	1	5	3	1	2	2	4	1

Year 9

Set	English	Maths	Science	MFL	Geography	History	Computing	RE	D&T	Music	Art	Drama	PE	PHSE
S	7	7	7	4	3	3	1	5	3	1	3	1	4	1
T	7	7	7	4	3	3	1	5	3	1	3	1	4	1
P	7	7	7	4	3	3	1	5	3	1	3	1	4	1
A	7	7	7	4	3	3	1	5	3	1	3	1	4	1
U	7	7	7	4	3	3	1	5	3	1	3	1	4	1
L	7	7	7	4	3	3	1	5	3	1	3	1	4	1
C	7	7	7	4	3	3	1	5	3	1	3	1	4	1
H	7	7	7	4	3	3	1	5	3	1	3	1	4	1

Across Key Stage 3, students from low prior attainment, including all SEND students receive intervention through our SEND provision for literacy and numeracy in order to close the gaps related to age-related expectations. In years 10 and 11 any students who are still at low levels of literacy and numeracy may be withdrawn from an option to receive further intervention and additional course if they are identifying as not accessing the options they choose at year 9, working with parents', but ultimately at the schools discretion.

SEND – Due to the increase in numbers of SEND students in particular a number of students on an EHCP plan our SENDCO and Assistant Headteacher have adapted the curriculum to meet the needs of these students across the year groups. We have made close connections with an Outstanding school who specialise in SEND to look at and review our curriculum offer to these students to ensure it is broad and balanced, but specifically addressing the needs of these students.

The SEND provision is split as followed across the Key Stages:

Key Stage 3

- New Horizons Year 7 - Max 15 students, preferably no more than 12
- New Horizons Year 8 - Max 15 students, preferably no more than 12
- New Horizons Year 9 - Max 15 students, preferably no more than 12

Key Stage 4

- Year 10 – New Horizons SEND pathway
- Year 11 – New Horizons SEND pathway

The SEND pathway will consist of a minimum of 5-6 qualifications that are tailored to the needs and abilities of the students who cannot access a GCSE level qualification. These courses will include a Maths, English, RE and Science qualification as well as other life skills-based qualifications. These will be taught by a selection of teaching specialists and HLTA4 trained staff capable of running small group sessions.

The rationale for this pathway for education within the mainstream setting is due to the larger volume of students entering mainstream secondary education with lower attainment grades (a lot of which arrive working at year 1 – 3 ability levels) and with less placements available in specialist provisions, we are having to ensure we offer curriculum for all of these learners using an approach that matches their needs. It is important to note that all national curriculum is covered for these learners, however our specialist SEND teachers adapt their teaching to suit the styles required for the learners and adapt the work to the level of ability that is accessible.

The philosophy across all provisions is 'transition' if the students can access the higher qualifications then they should. As such from day 1 in year 7, we work with the students to identify areas that they can transition to and help to make these transitions work. We also ensure that as the students develop, that we reassess and make these movements ongoing throughout their academic career at St Pauls. This is the same right the way up to GCSE, whereby if a student can access even a grade 1 level GCSE, then we will ensure that they work towards that qualification. The change of qualifications for any KS4 learners, is only to ensure that we are allowing the students to access some form of qualification if they cannot attain the grade 1 on their GCSE paper.

Appendix 3: Key Stage 4 Curriculum Model (2019-20)

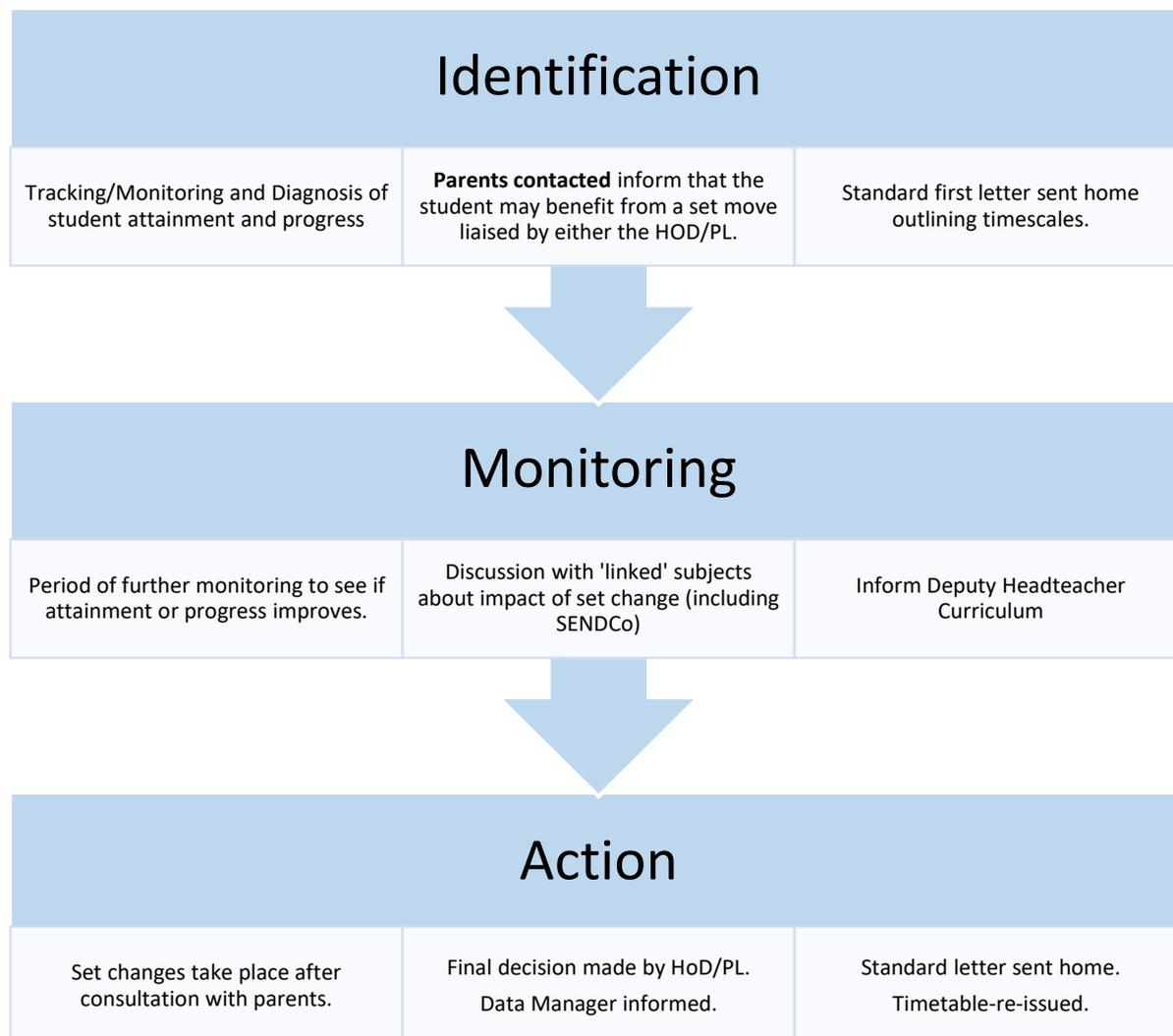
Year 10

Set	English	Maths	Science	RE	Options A	Options B	Options C	PE	PHSE
X1	8	8	8	5	6	6	6	2	1
X2	8	8	8	5	6	6	6	2	1
X3	8	8	8	5	6	6	6	2	1
X4	8	8	8	5	6	6	6	2	1
Y1	8	8	8	5	6	6	6	2	1
Y2	8	8	8	5	6	6	6	2	1
Y3	8	8	8	5	6	6	6	2	1
Y4	8	8	8	5	6	6	6	2	1

Year 11

Set	English	Maths	Science	RE	Options A	Options B	Options C	PE	PHSE
X1	8	8	8	5	6	6	6	2	1
X2	8	8	8	5	6	6	6	2	1
X3	8	8	8	5	6	6	6	2	1
X4	8	8	8	5	6	6	6	2	1
Y1	8	8	8	5	6	6	6	2	1
Y2	8	8	8	5	6	6	6	2	1
Y3	8	8	8	5	6	6	6	2	1

In order to make any change to the curriculum of any student in any year group, teaching staff must follow the process below to ensure that all necessary communication has taken place:



Curriculum

For all schools' subjects see full course list on the school website at the following link:

<https://st-paulshigh.net/overview-of-learning-teaching/>