

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive
School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Curriculum Policy

Approved by Standards Committee: November 2023

Reviewed by Full Governing Body: December 2023

Next Review Date: November 2024

1. Curriculum Intent

Curriculum Intent Statement

At St Cuthbert Mayne School we aim to deliver an ambitious, world class curriculum that educates students and adults for life in all its fullness.

Our curriculum is designed to:

1. Enable all students to reach their full potential both academically and personally so that they can live life to the full both now and in the future
2. Be an ambitious and connected curriculum that enables our students to develop a breadth of essential knowledge, understanding and skills
3. Extend beyond the academic curriculum and provide a range of enrichment opportunities to nurture, develop and stretch students' talents, interests and cultural capital.
4. Develop student character so that they become responsible and respectful global citizens and make a positive contribution to life in modern Britain.

We believe our students possess unique talents, skills and qualities. They have the right to succeed and the right to develop who they are in a respectful and nurturing environment. Our curriculum is rooted in our values and mission with the love of learning being a key driver.

We have high expectations of our students and our intent is to empower excellence through quality teaching, which enables students to enjoy their learning, make good progress, as well as develop as individuals. Our curriculum requires students to be motivated, challenged and stretched, and also recognised and celebrated for their efforts.

We strive to ensure that the school community is a happy and inclusive one. All students have in common a need to acquire the knowledge, concepts, skills and character necessary for their own development, and for participating positively in society.

Our curriculum is designed to provide opportunities for students to develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical growth, and as such our curriculum and its delivery reflect our Christian ethos, mission statement and values. Our curriculum builds on the knowledge, understanding and skills of all students whatever their starting points so that they progress successfully through the key stages and onto their next stage of education, training or work.

St Cuthbert Mayne School is committed to developing a safe and purposeful learning environment, which values all members of our community and fosters mutual respect between all members of the school community.

Curriculum Principles

In order to deliver our Statement of Intent, St Cuthbert Mayne will:

- Ensure all students have access to the provision of a broad, balanced and relevant curriculum, irrespective of their personal aptitudes and abilities.
- Develop enthusiastic, aspirational learners, with the ability to question, argue rationally and reason through developing self confidence and character, leadership, organisation, resilience, initiative and communication
- Celebrate achievement and development in every individual's personal growth and academic results
- Tailor the curriculum delivery and content to meet student needs throughout their journey in our school
- Deepen their understanding of Christian values, the core values and their own spiritual potential
- Promote respect and responsibility for their communities, the environment, and world issues caring for our global community
- Develop knowledge, skills and character transferable to the world of work
- Promote healthy lifestyles and emotional and physical well-being, encouraging participation in physical activity and nurturing talent

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Senior Leader with responsibility for the curriculum will ensure that:

- They have an oversight of curriculum structure and delivery.
- Work with the Headteacher to ensure that all statutory requirements are met.
- Work with the Headteacher and Governing Body to understand how curriculum design might impact on the school's performance table position.
- The timetable is written in an open and fair manner, and any deviations to the planned curriculum are shared with the Headteacher and Governing Body.
- Detailed and up-to-date schemes of learning are in place for the delivery of all courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Curriculum Leaders on a regular basis and that actions are taken where necessary to improve these.

Curriculum Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of learning 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 used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the needs of our learners.
- 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 Leader (curriculum) informed of proposed changes to curriculum delivery.
- All relevant information / data is shared with the Data Administrator / Exams Officer. 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/JPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teachers and Learning Mentors will:

- Ensure that the 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:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- 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 to get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage Four and Five.

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.

4. Organisation and planning

In each department we plan our curriculum within the following three areas;

1. Curriculum Intent

- Curriculum design, coverage and appropriateness

2. Curriculum Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

3. Curriculum Impact

- Attainment and progress (including GCSE and other outcomes)
- Literacy and Numeracy skills o Destinations
- Developing students who are rounded citizens, well-prepared for life in modern Britain

Our curriculum is:

- Balanced in its breadth of subjects and topics
- Rigorous to the disciplines taught
- Coherent within and across subjects
- Integrated to promote progress over time
- Appropriate for the stage of the students' learning
- Focused in its choice of content
- Ambitious and sequenced well to build on and develop prior learning
- Relevant to the students in our school/local area

Breadth

A broad curriculum will bring students into contact with the elements of learning, knowledge, concepts, skills and attitudes and areas of learning experience including aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological. The primary method of delivery for this is through subject areas. The school recognises the part that the informal and extended curriculum has to play in these areas.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience so that these do not appear as discrete and unconnected, but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will link schoolwork to students' own experiences and make plain the application of what is learned to adult life.

Departmental "Learning Journeys" provide a visual summary of a student's pathway through each subject curriculum. These can be viewed on the school website.

Enrichment opportunities and co-curricular provision complement the core curriculum offer. (For example: our Deep Learning Mornings, guest speakers and educational visits.

Strategic Groupings

Key Stage 3 (Year 7, 8 and 9)

At St Cuthbert Mayne School, students are placed in mixed ability groups for the majority of students in Key Stage 3. There is also one group for students who are working at greater depth across the curriculum in Year 7, 8 and 9.

In Year 7, there are a small number of students who require extra support particularly for literacy and numeracy and they are placed in a nurture group and taught for many of their subjects by one teacher who will support them in ensuring they are secondary and Year 8 ready by the end of the academic year. This group is overseen by our SENDCO Mrs Toohey.

Key Stage 4 (Year 10 and 11)

In Key Stage 4, students are grouped according to ability for Maths and Science, this is due to the tiered papers sat at the end of Year 11. The top group in Science will have the opportunity to complete the Triple Science qualification.

In all other subjects including option subjects, students are grouped in mixed ability classes. In English and Religious Education there is one group for students who are working at greater depth across the curriculum.

Groupings are reviewed by Senior Leaders, Heads of Year and Curriculum Leaders at key points across the academic year and changes are made, where possible, if this is in the best interest of the student.

Bespoke Curriculum

The school recognises that it is appropriate for a small number of students to follow a bespoke curriculum, particularly at KS4 in order to meet their individual needs. The school places particular emphasis on offering high quality and diverse opportunities for students to study vocational courses, or to have extra support in literacy and numeracy. Where practical, the school provides additional opportunity through partnerships with other providers. This is for a minority of students and is carefully considered with parents and school staff. This bespoke curriculum is regularly reviewed in order to ensure it continues to meet the needs of the student.

Use of Technology

We aim to reinforce students' awareness of the centrality of modern technology to their world and to the learning process. In particular we aim to develop the use of IT as an essential tool for communication and personal development. Our students in Year 10-13 are issued with a Chromebook to support them with their learning. Google Apps for Education are used to support learning both within and outside the classroom.

Teaching and Learning

We place great emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience, between teachers and students. We encourage teachers to review their teaching methodology and monitor approaches through a coaching model and professional review meetings. We also recognise the importance of shared experience between students themselves and that teachers can learn from students. We value non-formal learning situations as a distinctive aspect of the ethos of the school.

Entitlement

Students are entitled to receive a curriculum, which prepares them for adult life by reflecting the needs of society which is broad and balanced and which provides learning experiences in all of the key areas. R.E is at the heart of our curriculum; in recognition of this all KS3 and KS4 study RE. At KS5, R.E is taught through Philosophy and Religious Education (PRE) as it supports the spiritual and moral development of all our students. To ensure a breadth of subjects students have an entitlement to be offered a range of subjects.

Curriculum Deployment

Subject delivery and the organisation of students within classes is the responsibility of Curriculum Leaders, subject teachers and the Senior Leaders. In Years 7, 8 and 9 students are in mixed ability sets in most subjects. (Year 10-11) students are set according to ability whenever possible for Maths and Science and are in mixed ability groups in option subjects.

To determine a student's position in a group, performance data is used, this includes:

- Use of prior attainment data including KS2 data
- School generated assessment data
- Qualitative information from subject teachers
- Qualitative data from pastoral teams

Where cohorts are taught together in a population, for example, if all Yr10 English students in a population are taught at one time, the Curriculum Leader has the flexibility to move students between teaching groups.

The timetable operates on a Week A and B timetable with a 50 period week. The subject allocation is listed below in the curriculum model.

Curriculum model 2023/2024

Timetable

Teaching periods are 55 minutes long and the school operates a 2 week, 5 periods per day timetable. It is a 50 period timetable cycle and is referred to as Week A and Week B.

Students in years 7-11 have 20 minutes of reading every day with tutors. Students in Year 12 and 13 have a programme at the same time which includes reading, academic reading, metacognition and the news and current issues led by tutors.

Key Stage 3 Curriculum

At St Cuthbert Mayne School we have a three-year Key Stage 3, where students are able to follow the national curriculum subjects in order to provide them with the breadth and depth of subjects required as a foundation for their Key Stage 4 studies and the knowledge and skills required for adulthood. Students study Personal Development (PD) which supports them in their understanding of Personal, Social, Health and Citizenship Education including Careers. In addition to the timetabled lessons, students also take part in Deep Learning Days throughout the year.

Subject	Number of Lessons per fortnight		
	Year 7	Year 8	Year 9
English	7	7	7
Maths	7	7	7
Science	7	7	7
Religious Studies	4	4	4
Physical Education	4	4	4
French	4	4	3
Geography	3	3	3
History	3	3	3
Computing	2	2	2
Music	2	2	2
Drama	2	2	2
Art	2	2	2
Design Technology	2	2	2
Personal Development	1	1	2
TOTAL	50	50	50

Key Stage 4 Curriculum

St Cuthbert Mayne School follows a two-year Key Stage 4. The students are able to select a broad range of options which includes the EBACC, comprising of English, Maths, Science, a humanity and modern foreign language. All students study Religious Education at GCSE level. Students have three option choices as well as the other core curriculum subjects of Physical Education and Personal Development (Personal, Social, Health and Citizenship Education

including Careers). In addition to the timetabled lessons, students also take part in Deep Learning Days throughout the year.

Subject	Number of Lessons per fortnight	
	Year 10	Year 11
English	8	8
Maths	8	8
Science	9	9
Religious Studies	5	5
Physical Education (Core)	3	3
Option 1	5	5
Option 2	5	5
Option 3	5	5
Personal Development (PD)	2	2
Computing	0 (Included in PD)	0 (Included in PD)
TOTAL	50	50

Key Stage 4 Options

Students at St Cuthbert Mayne School choose their Key Stage 4 options in Year 9.

This page will be updated in the 2023-24 academic year for those students currently in Year 9.

Key Stage 5 Curriculum

The curriculum is constructed from a broad range of A Levels and Level 3 BTEC courses. All students are expected to study 3 A Level or Level 3 courses during Year 12 and 13 from the range options offered. Each student receives 9 hours of taught curriculum time across two weeks plus additional study outside of lessons. Some students in Year 13 are offered the opportunity to complete an EPQ and work experience where possible, as well as volunteering in order to build 'the best mindset' and be 'ready for the world'.

We also offer a Foundation Year where students have the opportunity to study Level 2 courses such as Public Services across a year and then begin Level 3 courses the following year. In addition to the timetabled lessons, students also take part in Deep Learning Mornings throughout the year.

Year 12 Foundation Year						
Foundation Level 2 Course	English	Maths	Work Experience	PSE	PRE	PE
30 periods	5 periods	5 periods	5 periods	2 period	1 period	2 periods

Subject	Number of Lessons per fortnight	
	Year 12	Year 13
A Level	9	9
Cambridge Technical	9	9
BTEC	16	16
Extended Project		2
PSE	2	2
PRE (Philosophy and Religious Education)	1	1
Sixth Form Recreation (PE)	2	2

Blended Learning

At St Cuthbert Mayne we are utilising Google Apps for Education. All subjects and year groups have a Google Classroom where teachers will mirror the learning that takes place in the classroom with resources students can access online. Students will be invited by their teacher to join their subject and Year Group Google Classrooms. The school also issues Paper Based Independent Learning Packs where appropriate on request. All students in Years 10-13 are issued with a chromebook to support them in their Key Stage 4 and 5 studies.

Deep Learning Mornings (DLM)

The provides an increasingly wide range of options for our students, helping to provide academic, vocational and technical opportunities in the day to day curriculum.

The school currently follows a model of Deep Learning Mornings that support and stretch the SMSC education of all learners outside of the regular curriculum. These are run in addition to the timetabled lessons for students. Each day contains a separate focus, chosen to match the needs of individual year groups, age and relevance.

All students will have several entire days dedicated to the focus of SMSC, PSE, Personal Wellbeing and Work Related Learning (WRL). These sessions are designed with the intent to provide all learners with the skills they need to be successful in the wider community, and to equip learners with the skills to engage in the world around, challenge conceptions and

function as active citizens. Crucially these DLM have been developed to introduce, consolidate and further progress the skills that all students require. The structure is designed to provide all students with the confidence to find their own unique place in the community.

Careers

Students have the opportunity to experience a variety of work related learning and careers guidance.

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at St. Cuthbert Mayne. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. CEIAG is delivered through standalone lessons delivered in Developmental Studies and is embedded into each subject's curriculum in line with Gatsby Benchmark 4.

Extra Curricular Activities

The development of students is significantly enhanced by the organisation of a range of high quality extra-curricular activities and experiences. The school community is committed therefore to offering opportunities at all stages for students to learn from first-hand experience; to display and develop individual talent, to pursue individual interests in a wide range of areas, for example, sport, music and drama and to experience learning within new, exciting and diverse contexts. Examples are many and varied and form an important part of our curriculum offering.

Activities include:

- Sports clubs and teams
- Competitive sport (including inter year tournaments)
- Sports Day held annually
- Students acting as Guides and / or Ambassadors
- Outdoor education, including the Duke of Edinburgh Award Scheme
- Music (Orchestra, Band, Choir, Ensemble, Individual performance and practice)
- Drama and Dance (including one school production)
- Subject based clubs
- Offsite learning experiences, including international exchanges, geographical and historical fieldwork, theatre trips, residential experiences and work-related visits
- Recreational trips
- Work experience
- World of Work
- Mock Interview experience
- Fund raising activities and charitable events
- Competitions like the Maths Challenge
- Subject specific or thematic Drama in Education productions and visits by outside 'experts'.
- The annual Year 11 "Prom" and 6th Form "Summer Ball"
- Enrichment days

- Retreats
- Deep Learning Days
- Faith days

The Timetable

The timetable is organised to facilitate effective delivery of the Curriculum.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

The Governing Body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks.
- The 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.
- The number of students for whom the curriculum was dis-applied and the arrangements which were made.

The Governing body will also use methods such as school visits, learning walks and meeting with the school council (student voice), curriculum leaders and SLT to monitor the implementation of the curriculum.

SLT and Curriculum Leaders monitor the way their subject is taught throughout the school by:

- Curriculum Conversations
- Learning walks
- SLT Climate Walks
- Book scrutinies
- Student Voice
- Parent Voice
- Coaching
- QA process
- School Reviews

Curriculum Leaders also have responsibility for monitoring the way in which resources are stored and managed.

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.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Marking and Feedback policy
- Teaching and Learning policy
- SEND policy and information report
- Equality information and objectives
- SRE Policy
- Careers Policy
- Safeguarding Policy
- Behaviour for Learning Policy
- E-Safety Policy

Appendix A

Our Curriculum Implementation	
●	KS3, KS4 and KS5 options, subjects, syllabi and schemes of learning reviewed annually

<ul style="list-style-type: none"> • Termly review informs gap analysis and interventions where necessary
<ul style="list-style-type: none"> • Roles for different levels of staff re. curriculum implementation clearly defined (planning, monitoring and evaluation)
<ul style="list-style-type: none"> • Curriculum planning; subject year overviews for sequential progression, schemes of learning, Recipe for Learning lesson plans

Our Curriculum Impact
<ul style="list-style-type: none"> • Annual monitoring schedule (data drops, Curriculum conversations, work scrutinies, student voice, learning walks)
<ul style="list-style-type: none"> • School Improvement Plan (SIP), Department Improvement Plans (DIPS), Year Improvement Plans (YIPS) Appraisal/Performance Management, School Self Evaluation Form (SEF), Raising Attainment Plan (RAP), Accountability reports for Governance