

ST. PETER'S CATHOLIC HIGH SCHOOL

CURRICULUM POLICY

At St. Peter's we aim, in keeping with our Mission Statement, to provide a curriculum which is characterised by **Breadth, Balance, Coherence, Relevance, Differentiation** and **Progression**.

All pupils are entitled to full access to all areas of the curriculum regardless of gender, ability or race.

BREADTH

A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (spiritual, aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, and technological).

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 take account of the previous learning of students and their readiness for new experience.

DIFFERENTIATION

Differentiation involves matching tasks to students, across the ability range. It implies a need for variation in teaching approaches and classroom organisation.

The curriculum provided is in keeping with the requirements of National Curriculum at both Key Stages and also places great importance on Religious Education and Personal and Social Education including issues related to tolerance and discrimination. Within the

curriculum clear targets should be set for both pupils' progress and process within departments and faculties.

- Learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building. Teaching should be informative, interesting and varied in style and approach.
- Assessment is regarded as an integral and valuable element of the learning process, in order to diagnose difficulties and chart progress. Assessment procedures are termly and assessments are recorded via SIMS assessment manager. SMT and middle management analyse and monitor results. Targets are set using their Key Stage 2 level as a starting point (sub level) and formulating an aspirational target based on expected and above expected levels of progress.
- Schemes of work indicate where and when an appropriate variety of teaching and learning styles and assessment (see A.R.R. Policy) should be adopted. Monitoring and evaluation across departments and faculties will ensure this is delivered (see Monitoring and Evaluation Policy).

Both the curriculum structure and provision is reviewed annually at the Autumn Term meetings of Heads of Faculty and the Senior Management Team.

Parents are informed about the curriculum at the new intake evening held in June of the year preceding their child's entry.

School provides parents with information regarding assessments via the school journal and a Parent Information Booklet

They are informed of the Key Stage 4 curriculum through the Y9 Curriculum Evening, Options Booklet and Year 9 Parents' Evening.

Parents may obtain further information by contacting Head of Faculty or Department, the Deputy Curriculum or the Headteacher.