



THE TOWERS

CURRICULUM POLICY

Approved by:	SLT – 6 December 2018
Ownership:	Headmistress, Assistant Headteacher Pastoral\Academic/Junior Coordinator/Chaplain Senior Teacher
Next Review:	September 2019

Legal Status

This policy has been prepared with reference to:

- Education Act 1996
- Children Act 2004
- The Equality act 2010
- Early Years Foundation Stage 2017
- Prevent Strategy 2015
- Children and Families Act 2014
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)

Related Documents

This policy should be read in conjunction with:

- Equal Opportunities Policy
- SEND Policy
- Accessibility Plan
- Examinations Policy
- Early Years Foundation Policy

1. Policy Statement

The school aims to provide pupils with a broad and balanced curriculum following the guidelines of Père Vigne – the founder of the Sisters of the Blessed Sacrament. His guidelines include:

- to develop a sense of reverence for God
- to inspire affection and respect
- to be gentle and patient
- to encourage rather than reprimand
- to motivate the child
- to protect the child
- to prepare the child for the future

The school offers full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Each department within the school draws up appropriate plans and schemes of work. These plans: (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHCP; and

(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school aims to provide a sound hidden curriculum, which teaches individual responsibility, selfreliance, sound judgment, adaptability, self-respect and a care and respect for others and the environment. We provide opportunities across the curriculum for all pupils to learn and progress and ultimately prepare them for their roles and responsibilities in the future adult lives.

The school offers:

- subject matter appropriate for the ages and aptitudes of pupils including those pupils with a EHCP;
- that pupils acquire speaking, listening, literacy and numeracy skills;
- where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- where a pupil has a EHCP, education which fulfils its requirements;
- personal, social and health education which reflects the school's aims and ethos; (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

- appropriate careers guidance for pupils receiving secondary education that:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.
 - Pupils below compulsory school age, are offered a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
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- a programme of activities which is appropriate to the educational needs in relation to personal, social, emotional and physical development and communication and language skills of our pupils who are below the compulsory school age;
 - that all pupils have the opportunity to learn and make progress; and
 - adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society.

The school seeks to follow the National Curriculum wherever appropriate, and seeks to deliver it inclusively, coherently, with relevance and appropriate differentiation a variety teaching strategies and an awareness of pupil's learning styles. There is a programme of activities appropriate to pupils' educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Areas of Experience

- Linguistic – opportunities to develop communication skills and increase their command of language through listening, speaking, reading and writing.
- Mathematical – opportunities to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of maths should be developed in a variety of ways, including practical activity, exploration and discussion.
- Scientific – opportunities to develop pupils' understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- Technological – opportunities for developing technological skills include the use of ICT, developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products: and evaluating processes and products.
- Human and social – opportunities (in geography and history particularly) to learn about people in their environment and how human action, now and in the past, has influenced events and conditions.
- Physical – opportunities to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

- Aesthetic – opportunities for making, composing and inventing in areas such as; art, music, dance, drama and the study of literature. **Educational Needs**

All pupils on the SEND register work with the SENCo to ensure their needs are catered for. This may involve in class support, one-to-one out of class support or teachers differentiating tasks in class. Staff at The Towers are fully committed to meeting individual learning needs wherever possible. For pupils with an EHCP the SENCo works closely with the staff and any external agencies to ensure that the child receives an education that fulfils his/her requirements.

In line with the Equality Act 2010 the school aims to;

1. To reach high levels of achievement for all.
2. To be an inclusive school.
3. To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
4. To meet individual needs through a wide range of provision.
5. To attain high levels of satisfaction and participation from pupils, parent and carers.
6. To share a common vision and understanding with all stakeholders.
7. To give transparent resourcing to SEND.
8. To provide curriculum access for all.
9. To achieve a level of staff expertise to meet pupil need. EHCPs are stored on SIMS.

2. The Quality of Education/teaching provided;

- Enables pupils to develop self-knowledge, self-esteem and self-confidence.
- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- Involves well-planned lessons and effective teaching methods, activities and management of class time.
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils and ensures that these are taken into account in the planning of lessons.
- Demonstrates good knowledge and understanding of the subject matter being taught.
- Utilises effectively classroom resources of a good quality, quantity and range.
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Actively promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
- Enables pupils to distinguish right from wrong and to respect the civil and criminal law in England.
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

3. Description of Setting

- The Towers is a Roman Catholic School, which provides education for boys from 4 – 11 years, and girls from 4-16 years.

- The Curriculum covers five phases; Early Years, Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4. The school is well resourced with specialist facilities in science, information communication technology, art, design technology, sport, music, drama and has a covered heated swimming pool.
- The Junior School is able to share facilities and expertise with the Senior School. Appropriate formative and summative assessment is an integral and implicit part of the curriculum system.
- The entire curriculum is supported by a wide range of extra-curricular activities and/or individual tuition including various music and dance lessons, sporting activities and a wide choice of lunchtime and after school clubs.
- The curriculum is also supported by visiting speakers, including the Police Liaison Officer and relevant study visits, field study courses, adventure and sports holidays, cultural visits and exchanges.
- Throughout the school opportunities are given to experience leadership and involvement in the running of the school through participation in the House system and School Council, Junior Sports Leader, D of E and running the fair trade school tuck shop.

4. Early Years

Details of the Early Years Curriculum can be found in the Early Years Foundation Stage Policy.

5. Junior School

- In the Junior School we believe that learning is fun and that happy children who have the chance to develop their own unique gifts and talents will have the skills to become independent, lifelong learners. To achieve this we follow the National Curriculum Guidelines but teach through a creative, topic-based curriculum.
- All subjects are delivered throughout each topic and children are able to see the links between different areas of the curriculum; religious education, maths, science, ICT, design & technology, literacy, art, geography, history, PSHE & citizenship.
- By developing a broad knowledge and skill based education we prepare our children for the ever-increasing demands of 21st century society, educationally, morally and spiritually and equip them with skills they can adapt to the rapidly changing job market.

5. SENIOR SCHOOL

KEY STAGE 3

5.1. At this Key Stage generally the pupils follow the National Curriculum guidelines for each subject. The pupils are taught in sets for mathematics in Year 7 however the setting is flexible, and pupils can move between sets when appropriate for their learning needs.

5.2. Usually pupils are set at the beginning of Year 9 for their English, French and science lessons. In Years 7 & 8 pupils study the core and foundation subjects English, mathematics, science and religious studies. This is accompanied by French, Spanish, history, geography, art, food preparation and nutrition, textiles, design technology, music, drama, photography, physical education and ICT. PSHE is delivered through the RE curriculum, assemblies and outside speakers.

5.3. Pupils for whom English is a second language receive extra tuition in order assist their access to the rest of the curriculum and prepare them for appropriate University of Cambridge EFL examinations.

5.4. In the Christmas and Easter Term of Year 9 pupils are given a short programme of study to assist them in making wise choices for their Key Stage 4/GCSE curriculum.

KEY STAGE 4/GCSE

5.5. The Towers has a policy of protecting pupils' future Curriculum and Career choices by retaining the following subjects as compulsory:

- English, English literature, mathematics, science, religious studies & a course of physical education, careers/citizenship and PSHE. Careers/citizenship and PSHE are not examined.

5.6. In addition pupils may choose 3 more subjects from the following:

- Triple science, history, geography, art, music, French, Spanish, food preparation and nutrition, photography, design technology (graphic products), physical education, music and drama.

5.7. Senior pupils have the opportunity to work for a Duke of Edinburgh Bronze Award and have the opportunity to apply to become school leaders.

5.8. EAL Pupils whose first language is examined by British GCSE Boards are encouraged to sit the relevant examination. They are also entered for University of Cambridge examinations according to their level of attainment.

5.9. In Year 11 after their public examinations, all pupils are also offered the opportunity of Work Experience.

6. PSHE

6.1. In the Junior School learning PSHE & citizenship helps pupils to develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, and socially and to understand their relationships with others.

6.2. In the Senior School the pupils experience a wide range of age relevant PSHE and citizenship topics that build on their learning from KS2.

6.3. Topics such as drugs awareness, sex and relationships, alcohol and substance abuse, healthy lifestyles, human trafficking, fair-trade, alternative lifestyles and same sex marriage, selfimage/self-esteem are covered. For full details please see the Scheme of Work.

6.4. Fundamental British Values feature in the PSHE programme, in history, English literature and throughout the assembly programme.

6.5. We have a variety of guest speakers arranged throughout the year to enliven and enrich the curriculum.

6.6. The PSHE curriculum reflects the school's aims and ethos by enabling pupils to grow, develop their own talents whilst being valued themselves and learning to value those around them.

7. Spiritual, moral, social and cultural education

Fundamental British Values

We actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We ensure that we actively promote principles which;

- develop pupils' self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil law in England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality, in which the school is located and to society more widely

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and a respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- encourage respect for democracy and support for participation in the democratic process including respect for the basis on which the law is made and applied in England. We preclude the promotion of partisan political views in the teaching of any subject in the school
- take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, whilst in school or taking part in extra-curricular activities provided or organised by the school, or promoting the school, they are offered a balanced presentation of opposing views

8. RE

8.1. Religious education is a major way of providing human and social education and promoting spiritual, moral, social and cultural development.

Pupils in the Junior School follow the 'Come and See' scheme of work. In the Senior School pupils build on this knowledge and in Key Stage 4 will explore both the Old and New Testament with a view to understanding God's relationship with his people and the mission and message of Christ. For full details please see the website.

9. Careers Education

9.1 Careers Education forms part of the PSHE programme. In KS3 pupils are taught about different learning styles and personalities and study skills.

9.2 In Yr9 pupils are given guidance regarding subject choices for GCSE and post-16 courses.

9.3 They are informed of the range of subjects available in an impartial way with no bias or favouritism towards any particular education or work option; without any gender bias. At this stage the provision includes input from the Careers Advisor and form tutors as well as work on ICT programmes such as Fast Tomato, which enable pupils to get to know themselves and how their strengths, weaknesses and interests relate to the world of work.

9.4 The programme builds up throughout KS4 during which pupils are offered work experience and gain information about training, occupations and education post-16.

9.5 Pupils can take Morrisby tests in order to receive ongoing careers support throughout their university education.

9.6 For full details of our careers education programme please refer to The Careers Education Policy.

10. Senior Curriculum Plan from September 2018

Lesson allocation per subject per fortnight – (90 x 35mins)

	Year 7 (20)	Year 8 (28)	Year 9 (23)	Year 10 (24)	Year 11 (28)
Maths	12	11	13	13	13
English	11	12	11	14	14
Science	10	10	12	18	18
RE	8	8	8	8	8
Games	8	8	8	6	6
French	7	7	7		
ICT	6	6	4	0	0
PHSE	0	0	0	1	1
Art/DT	5	0	3		
FN/Tex	4	0	3		
DT/Tex	0	4	0		
Art/FN	0	5	0		
History	6	6	6		
Geography	6	6	6		
Performing Arts	6	5	5		
Spanish	1	2	4		
Option D	0	0	0	10	10
Option E	0	0	0	10	10

Option F	0	0	0	10	10
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Options

Art & Design	History	Triple Science
Drama	Music	
Design Technology	PE	
Food Preparation & Nutrition	Photography	
French	Spanish	
Geography	Support	

Daily timings – Senior School

Time	Lesson/Activity
8.40	Morning registration
8.45	Assembly
9.00	Lesson 1
9.35	Lesson 2
10.10	Break
10.30	Lesson 3
11.05	Lesson 4
11.40	Lesson 5
12.15	Lesson 6

12.50	Lunch
1.55	Registration
2.05	Lesson 7
2.40	Lesson 8
3.15	Lesson 9
3.50	End of lesson 9/day

Daily timings - Junior School

Time	Lesson/Activity
08.50	Registration
09:00	Lessons
10.10	Break

10:30	Lessons
12:00	Lunch
13:00	Lessons
15:00	End of the day for R, and Y1
15:15	End of the day for Y2 and Y3
15:20	End of the day for Y4
15:25	End of the day for Y5
15:30	End of the day for Y6
15:30	Supervised recreation for day pupils who stay
16:00	Supervised after school activities/minibuses depart
17:00	Supervised Tea
18:00	End of supervised care for day pupils