

Work together; Succeed together



# Curriculum Vision

## Our St Mary's Curriculum

At St Mary's , we recognise that improving educational outcomes is the biggest way we can positively impact our students' futures. Curriculum means more than just a set of results. Our Mission is to develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart. Our Core Values are Respect, Courage, Pride, Determination and Compassion. These core values have very much been created by all members of our school community. Respect, Courage and Pride came through as Values that staff feel are important to define us a community. Students selected the term Determination and parents very much suggested Compassion as a core values. We are committed to delivering these Values and broad and rich experiences through an ambitious yet inclusive curriculum for all pupils.

The infographic is set against a dark blue background with a faint world map. It features the following elements:

- Our Vision:** *WORK TOGETHER; SUCCEED TOGETHER*
- Our Mission:** We develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart
- Our Core Values:** Five icons representing Respect (shaking hands), Courage (trophy), Pride (star), Determination (climber), and Compassion (heart with hands).
- Logo:** Holy Family Catholic Multi Academy Trust in the top right corner.

## Broad, Connected and Knowledge Rich

At St Mary's pupils in years 7,8 and 9 experience a broad curriculum, building on previous knowledge with exposure to a range of subjects. We have expanded our curriculum offer at Key Stage 4 and 5 to reflect ambition and the global and regional trends. This has been collaboratively planned and quality assured with external partners and national experts. Regular review is also threaded through our calendar.

## Progress Focused

Pupils are given specific feedback on what they have done well on and what they need to improve. We do not grade work or give pupils levels. We focus on identifying knowledge gaps and how we can close these using a flexible yet rigorously sequenced and cyclical

curriculum as well as targeted intervention.

## Connected to the local community + parish.

We have carefully considered the options available to pupils to ensure that they are ambitious yet inclusive and authentically meet the needs and aspirations pupils within our local community and national labour market.

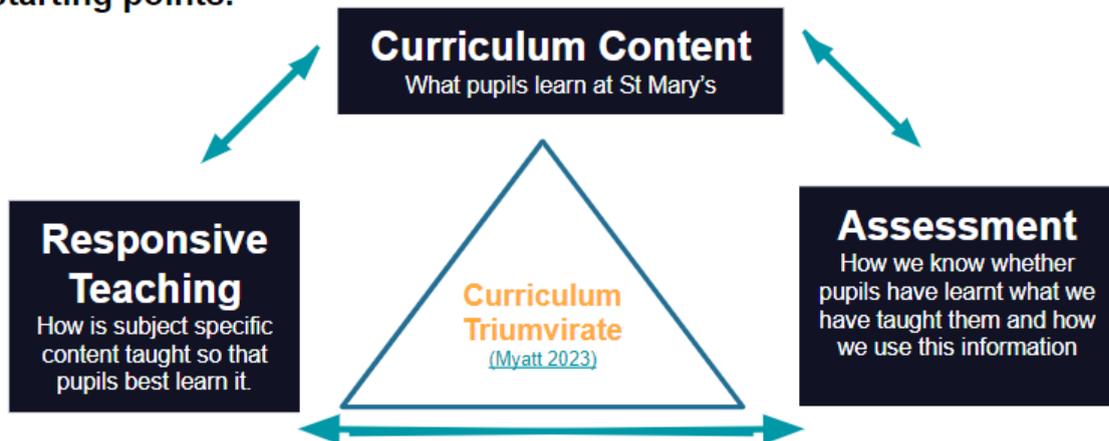
## Creativity as preparation for life

St Mary's are proud to be part of 1 of 8 national Creativity Collaboratives,

"C-Change" to develop and heighten the creative skills and employability of our learners in subject lessons and within our Inspire and Career Programme. We also see Creativity as the vehicle for ensuring our curriculum is simultaneously challenging and accessible.

# Curriculum Vision

**When all three are aligned and of the highest quality, they should facilitate effective learning for all students, irrespective of their starting points.**



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# Curriculum Vision

- Fully meets the National Curriculum and the statutory requirements set out in programmes of study for each subject.
- Is planned to ensure every pupil regardless of background or prior attainment receives the same broad and knowledge rich curriculum, covering a wide range of disciplines.
- Provides varied opportunities for every pupil to develop cultural capital and cultural literacy throughout our formal and wider curriculum
- Is fair, equal and inclusive and allows all pupil groups, irrelevant of background, the opportunity to study all subjects and courses.
- Is designed to ensure all pupils regardless of ability, study the EBacc suite of subjects over 3 years and are given the option to continue to study these subjects moving into KS4 and KS5.
- Is planned to build on our strong knowledge of the KS2 content to ensure there is no loss of learning as pupils move into KS3.
- Careful planning and scaffolding of work by teachers ensures all pupils are taught the same knowledge and skills regardless of ability,
- Every teacher has the same high aspirations for every child in every class
- Reading is prioritised for all



**St Mary's Catholic College**

**WORK TOGETHER; SUCCEED  
TOGETHER**

At St Mary's, we aim to nurture citizens who are able to self-improve, develop multiculturalism and engender a better society. We believe that this leads to students having better mental and physical wellbeing, being agents of change, having excellent communication skills and creating a more cohesive community. Reflective citizens and learners are able to analyse, listen carefully and observe effectively. They are patient, can manage their emotions, are able to evaluate and plan and have high levels of metacognition.

## **Experience a broad, deep, connected and knowledge rich curriculum**

Our curriculum offer, in its broadest terms, helps students to achieve high standards and make excellent progress. At KS3, the curriculum is broad and students learn essential knowledge built around our medium term plans to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge can be consolidated.

# Components and Composites

Pupils at St Mary's are on a learning journey made up of incremental steps. We believe that KS3 is the powerhouse of the school and have fully reviewed our curriculum to make these steps explicit in planning, teaching and assessment.

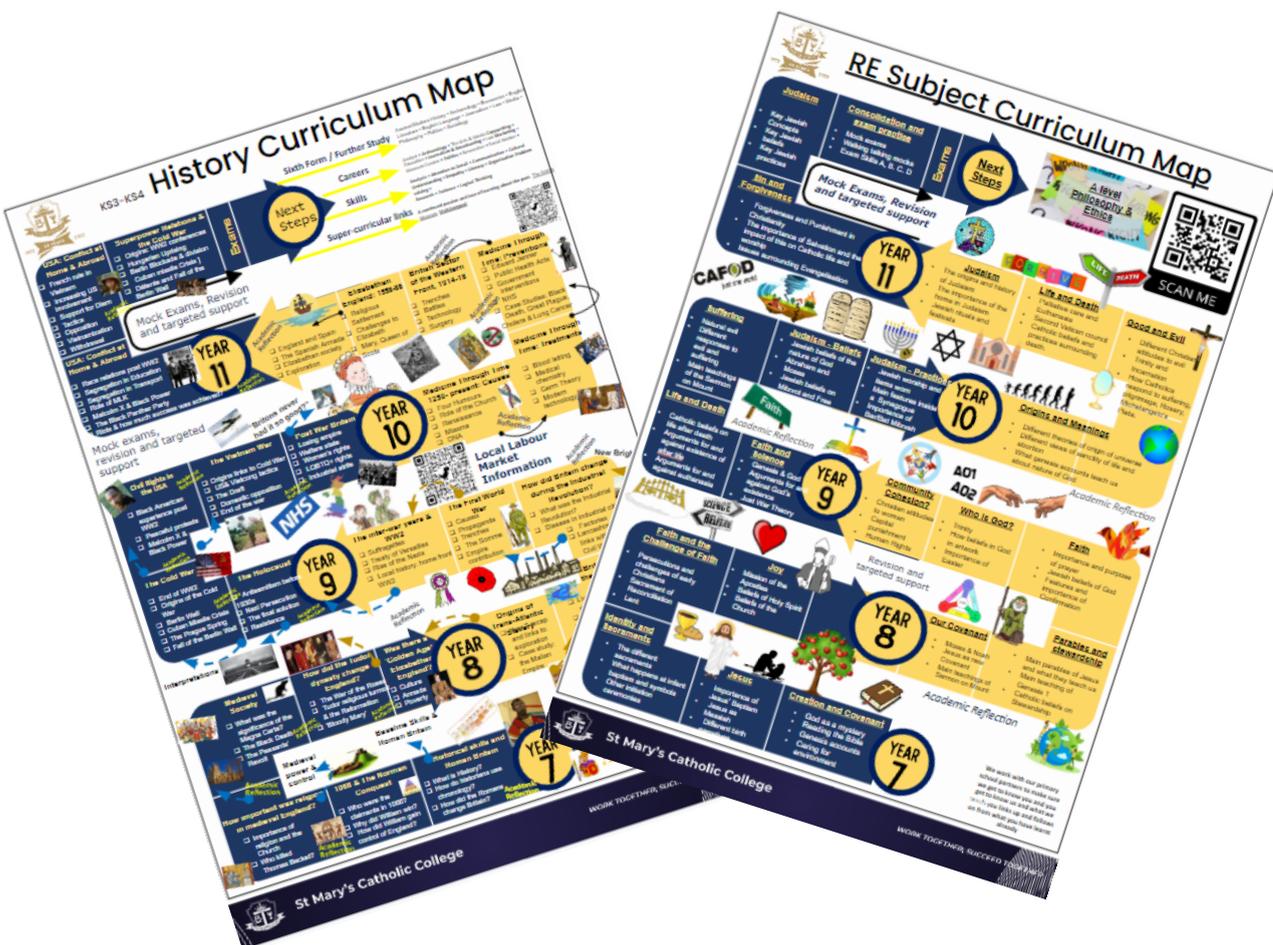
These steps are known as **components** of the curriculum.

Our aim as teachers is to help them reach different destinations on that journey. These are known as **composites**.

By definition, **composites**, relating to the National Curriculum, are top level outcomes which are multi-faceted summaries, involving a range of knowledge and skills. Each of these **composites** is made up of its constituent parts referred to as the **components**. These **components** need to be sequenced so that all children can build upon previous learning and apply prior knowledge and skills.



As well as detailed Medium and Long Term plans, all our departments also have a curriculum learning journey to share the story of the curriculum with pupils.



## **Curriculum Implementation**

At St Mary's , we believe that a carefully sequenced and progressive curriculum is the foundation upon which excellent learning and development is built. Subject leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Skills, knowledge and understanding are developed throughout each medium term plan. The medium term plan follows a rhythm of learning and review that ensures that students make rapid progress by responding appropriately to teachers' feedback.

Each medium term plan builds on prior learning. The teacher explains how the learning links with previous learning and supports the learning to come.

### **Key Stage 3**

At St Mary's , we follow the **Key Stage 3 National Curriculum**, which equips our students with the knowledge, skills and attributes to become confident and proficient life-long learners. Not only does our curriculum provide a solid foundation for progression to Key Stage 4, it offers our students a wide range of opportunities to develop a real love of learning. There are a range of enrichment opportunities and a very strong focus on acquisition and mastery of the key skills of literacy and numeracy. We follow the RSHE and PSHE Diocese approved programmes of study. Our curriculum actively promotes the spiritual, moral, social and cultural development of our students. In addition, our students gain a clear understanding of the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

#### **The curriculum includes:**

Art	Computing	Drama	Design Technology
English Language	English Literature	French	Geography
History	Maths	Music	Physical Education
RSHE and PSHE	Religious Education	Science	

## **Key Stage 4**

The curriculum we offer at key stage 4 is broad and balanced and provides a platform to enable our students to progress to further academic studies at A level or to follow a vocational, work-related pathway.

The journey towards becoming a successful life-long learner starts at an earlier age, but key stage 4 is extremely pivotal in determining the options/pathways available to students later in life. The subjects we offer our students equip them with life-long skills of literacy, numeracy and independence.

## **Understanding the Curriculum**

At KS4, the following subjects are compulsory:

- English Language and English Literature
- Mathematics
- Physical Education (core)
- Religious Studies
- Science: separate (Biology, Chemistry & Physics) or combined
- French (for most pupils)

Options are structured in such a way as to allow students some choice. Within the option subjects, we offer a range of different accreditation routes including academic and vocational options. This gives every student a broad and balanced curriculum and still offers flexibility to maximise the outcomes achieved by each individual. Students can choose from:

- Art
- Business Studies
- Computing
- Dance
- Drama
- Design Technology
- Geography
- Health & Social Care
- Childcare
- History
- Hospitality
- IT
- Media
- Music
- Physical Education
- Psychology

## **Curriculum Hours**

In response to the disruption to learning caused by the COVID pandemic there has been a thorough curriculum review at St Mary's and within our Holy Family Catholic MAT. This aims to address any gaps in learning that have arisen from the pandemic and ensure our curriculum is effectively broken down into component parts and sequenced so that all children can achieve.

We have reviewed the programmes of study at each key stage to ensure that they are challenging and allow all students to acquire the intended knowledge and skills that will support them in their next stages of study.

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five.

Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned.

### **How are students grouped in key stage three at St Mary's ?**

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five. Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned.

In Key Stage 3, pupils are grouped to ensure that every student can learn and progress at an appropriate pace. For English, Maths and Science, pupils are placed in vertical sets that span the whole year group, allowing for bespoke and targeted grouping to focus progress and quickly close any gaps. For RE, Humanities and French, pupils are set within the Alpha and Beta halves of the year group, providing smaller learning communities that support targeted teaching. This structure enables teachers to deliver challenging, targeted and adapted lessons that meet the needs of all learners. At Key Stage 4, pupils are set for English, Maths and Science. There are 5 lessons per day and 50 lessons per fortnight on a two week timetable.

SUBJECT	Key Stage 3 - Lessons PER FORTNIGHT
Religious Education	5
English	7
Maths	7
Science	6
Art	2

Computing	2
Food / DT	2
Drama	1
French	4
Geography	4
History	4
Music	2
PE/Dance	4
TOTAL	50

## Year 10 and Year 11

<b>SUBJECT</b>	<b>Y10 HOURS PER FORTNIGHT</b>	<b>Y11 HOURS PER FORTNIGHT</b>
RELIGIOUS EDUCATION	5	5
English	7	7
Maths	7	7
Science	9	9
Option Subject 1	5	5
Option Subject 2	5	5
Option Subject 3 including French	5	5
History or Geography (both can be studied by choosing History in an option)	5	5
Core PE	2	2

## **Assessment and Reporting**

Our St Mary's curriculum is our progression model at Key Stage 3.

At KS3 students are assessed against curriculum related expectations. The curriculum objectives are formatively tracked for each student and reported to parents along with an attitude to learning grade.

At KS4 and KS5, students are assessed in line with the specification for each subject but still using the highest standards of curriculum practice.

## **Curriculum Review**

Curriculum implementation is reviewed and quality assured through line management, lesson visits and subject reviews from within the college, the trust and wider organisations. Particular attention is given to ensuring the broad, balanced, ambitious curriculum that designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and **ambition**.

The curriculum delivered in each subject is reviewed throughout the year to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged.

The curriculum hours and subjects offered is reviewed by the senior leadership team and governors on an annual basis.

Parents and students will have the opportunity to review the curriculum content and delivery through parent and student surveys.

## **Special Educational Needs and Disability provision at St Mary's Catholic College**

The Equality Act 2010 and the Special Educational Needs and Disability (SEND) Regulations 2014 place certain duties on schools to make sure that pupils with special educational needs and disabilities (SEND) are able to take advantage of the same opportunities that other pupils have.

At St Mary's we:

- Set high expectations for all pupils (e.g. by setting ambitious targets)
- Remove barriers to allow pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments)

Pupils' needs are met through high quality first teaching supported by a broad, deep, connected and knowledge rich curriculum. All pupils with a SEND are taught in mainstream classrooms and academic support and intervention is classroom based. Some pupils receive targeted specialist intervention alongside a broad and balanced curriculum.

We are an inclusive mainstream school which supports pupils with SEND to ensure that barriers to learning are removed, and enable them to enjoy all that St Mary's has to offer. We do this by ensuring that:

- all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- no pupil is ever excluded from taking part in these activities because of their SEN or disability.

Additional support will be provided to enable a pupil to access these opportunities if needed, and if necessary specialist resources/facilities/equipment will be sourced.

The St Mary's SEND Department is committed to: Ensuring that all pupils can access the curriculum and wider school opportunities. Supporting teaching colleagues with appropriate strategies as they deliver Quality First Teaching.

### **PSHE Develop holistically**

At St Mary's , we believe that our Relationship,Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Social, Moral and Cultural (SMSC) RSHE, PSHE and SMSC provision truly create a culture shift in our community. At St Mary's we call this curriculum our Inspire Programme. We pride ourselves on delivering a curriculum which develops students holistically, ensuring that they are fully prepared for life in modern Britain. They are able to envision 'the bigger picture' and show that learning is linked to the real world and experiences. We have a thriving junior leadership structure from Y7 to Y13. Students are encouraged to put their faith into action by taking part in and leading a range of sporting, cultural and charitable activities. Links with local and national businesses enrich the curriculum offer and help to contextualise learning.

RSHE and PSHE are delivered during Inspire Time and theme days. During these events, guest speakers visit school to deliver sessions and collaborate with students in order for them to learn how to keep themselves (and others) healthy and safe. These themes are carefully chosen in order to encourage students' awareness and understanding of their protected characteristics within The Equality Act 2010.

# The Inspire Programme

The **Inspire Programme** includes a wide range of topics all designed to enhance the whole student and encourage them to become engaged in topics that aren't taught within the normal curriculum.

The **Inspire Programme** will enable our students to develop the five creative habits and be; Imaginative, Inquisitive, Persistent, Collaborative and Disciplined and develop our core values of **Respect, Courage, Determination, Compassion and Pride.**

**Inspire Time** will play a huge part in our students daily life at College. Students will take part in Collective Worship and various theme based activities to inspire them and develop them as an individual.

**The Inspire Curriculum** will give students the opportunity to further develop the five creative habits through thematic projects that will encourage students to understand and celebrate what it means to be a young person growing up in the twenty-first century in a supportive, creative and dynamic atmosphere.

**Inspire Opportunities** will provide exciting opportunities and challenges for all students; both within and outside the classroom.



Respect

Courage

Pride

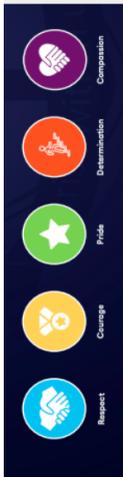
Determination

Compassion

*WORK TOGETHER; SUCCEED  
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# Inspire Time

Developing creative thinkers with a mind to be kind.



Faith in Humanity	PSHE	RSE
Oracy	Celebration and Recognition	Numeracy and Literacy
CIAG	Creative Habits	Agents of change
Wellbeing	Charity and Volunteering	P4C
Year Group Collective Worship		



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# The Inspire Programme

	Monday	Tuesday	Wednesday	Thursday	Friday
7	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship
8	Year Group Collective Worship	Respect and Courage	Determination	Compassion	Pride
9	Pride	Year Group Collective Worship	Respect and Courage	Determination	Compassion
10	Compassion	Pride	Year Group Collective Worship	Respect and Courage	Determination
11	Determination	Compassion	Pride	Year Group Collective Worship	Respect and Courage
12	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship
13	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship



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## Access the next appropriate stage in education, employment or training.

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work under the vision of **Work Together; Succeed Together** (which is also the school's overarching vision). Developing a progressive careers programme shaped and driven by a strategic careers plan, enables your students to make well informed decisions about education, training, apprenticeship & employment opportunities and supports them to cope with challenging labour market conditions.

*“Improving career guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education” Hanson, J. & Neary, S. et al (2021).*

*“A young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career” Kashefpakdel, E. Percy, C. & Rehill, J. 2019*

This is particularly important in schools with a high proportion of disadvantaged pupils as:

*“The associated impact of Gatsby Benchmarks on destinations is around twice as large in the most disadvantaged quarter of schools, suggesting that expanding careers provision across the board can contribute to narrowing the gap in outcomes between disadvantaged and advantaged cohorts.” Percy, C. & Tanner, E. (2021) p15.*

The Mission of our School and CEIAG Strategy is that **“We develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart”**. This Mission has been developed from a number of ideas that staff and Governors were part of creating. This statement is also the mission statement that drives Holy Family Catholic MAT. A shared mission between SMCC and the MAT can only be a vehicle to drive improvements.

This Mission is embodied in our Careers Curriculum at St Mary’s through the provision of a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills aligned with the Gatsby Benchmarks and enhance knowledge of national and local labour market information whilst providing them with the access to all career pathways.

Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounters of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Throughout these experiences and the PSHE Form Time Inspire Programme we will also be working on our Core Values of **Respect, Courage, Pride, Determination** and **Compassion** which will be woven through CEIAG to enhance and strengthen the provision.

These core values have very much been created by all members of our school community. Respect, Courage and Pride came through as Values that staff feel are important to define us a community, Students overcoming selected the term Determination and parents very much suggested Compassion as a core values.

St Mary's is also working on the development of Creativity as part of the North West Creativity Collaborative, "C-Change" to develop and heighten the creative skills of our learners. This is vital for successful CEIAG; the Organisation for Economic Co-operation and Development states that "*Beyond the classroom, creative thinking can help students adapt to a constantly and rapidly changing world. Supporting students' creative thinking can help them to contribute to the development of the society they live in, today and as future workers: organisations and societies around the world increasingly depend on innovation and knowledge creation to address emerging and complex challenges, giving urgency to innovation and creative thinking as collective enterprises.*" OECD 2022

<https://www.oecd.org/pisa/innovation/creative-thinking/>

St Mary's has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is achieving the eight Gatsby Benchmarks.