

CURRICULUM POLICY

(Reviewed and updated June 2017)

‘Schools should produce young people with ideas and dreams, with a vision of what they want to achieve in life, who have a strong sense of service, of care and compassion for those in need and who have above all else a love of life, a zest for living life to the full.’
(Cardinal Hume).

Students at Trinity Catholic High School will experience a balanced, academic curriculum and a rich extra-curricular programme, which together promote spiritual, moral, cultural, mental and physical development, thereby preparing students for the opportunities and responsibilities of adult life. The whole curriculum, as approved by the Governing Body, is concerned with the holistic needs of all the students. The school is committed to providing the valuable opportunities of the National Curriculum but with emphasis on the development of the ‘whole’ person and positive attitudes toward learning. We seek to provide a curriculum that addresses individual needs supporting all students to fulfil their God given talents and potential.

AIMS AND VALUES

To provide a curriculum that

- is broad, balanced, relevant, purposeful and enables the academic and personal progression of all students.
- provides a programme of personal and religious education which reflects the school’s aims and distinctive Catholic ethos.
- fosters and encourages a love of learning. A curriculum that inspires students to a commitment to learning which will last a lifetime.
- promotes excellence in all aspects of teaching of learning.
- enables our students to experience and demonstrate continuous progress and achievement with opportunities for assessment to inform their learning needs.
- provides a programme of careers education, support and guidance that suitably prepares students for the next stage of their lives, for higher education and adult life.
- fosters students' creativity and develops essential skills for life, including learning skills.
- is dynamic and flexible in an ever changing world.
- ensures that students develop the essential skills of literacy and numeracy.
- ensures students are provided with opportunities to experience and celebrate success and achievement.
- fosters self-esteem, self worth and personal responsibility, linked to respect for the needs of all within the school community and beyond.
- ensures provision for equal opportunities, and that students of all abilities can access the curriculum provided. We will ensure that our planned curriculum is accessible to all students and delivers subject matter appropriate to the ages and aptitudes of our students.
- creates effective partnerships with carers, parents, other professionals and external agencies.
- promotes personal, social, health and economic education.

The school’s curriculum follows statutory requirements and the requirements of the National Curriculum.

Equal Opportunities: The equality act 2010 states that schools have a duty to have ‘due regard’ to equality considerations whenever significant decisions are being made or policies developed. It is the policy of TCHS that when making decisions in relation to curriculum provision to assess whether there are implications for people with particular protected characteristics. It is our intention that decisions will have due regard to the advancement of equality of opportunity between people who share a protected characteristic and people who do not share it. The protected characteristics are: Sex, Race, Disability, Religion or Belief, Sexual Orientation, Gender Reassignment and Pregnancy or Maternity.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all subjects and courses to meet the needs of all students.

STRUCTURE OF THE SCHOOL DAY

The school day begins at 8.50 am in the morning and ends at 3.45 pm in the afternoon.

Each day is divided into 4 periods; 20 periods per week. In the main at GCSE and A level, and for the core subjects at KS3, subjects will be studied in double periods (either all morning or all afternoon). The structure of the school day is as follows:

8.45 am Staff Briefing

8.50 am Students start

8.55 – 9.10 am registration / form period

9.15 am – 10.30 am - period 1 (1 hr 15 mins)

10.30 am Break

10.45 am – 12 noon - period 2 (1 hr 15 mins)

12 noon Lunch break

12.50 pm Staff and students move to period 3 and pm registration

12.55 – 2.15 pm period 3 - (1 hr 20 mins) (12.55pm -1.15pm Reading Period years 7-11)

2.15 pm Break

2.30 pm -3.45 pm - period 4 (1 hr 15 mins)

3.45 pm End of School

READING INITIATIVE

The reading initiative occurs between 12.55 -1.15 pm every day for years 7-11. Students bring either a fiction or non-fiction text to read. Students will read their chosen book for 20 minutes. The aim of the initiative is to

- give students the opportunity for quiet reading each day;
- encourage students to develop a love of reading;
- encourage students to develop an interest in a wide range of texts.

TEACHING GROUPS

Each student at Trinity has the entitlement to a curriculum that will develop and enrich the individual. The school is built upon the ethos of equality and it is on this basis that the philosophy of mixed ability is structured. With the exception of mathematics all classes are taught in mixed ability groups. A great deal of time and thought is given to the formation of form classes as the students enter the school. Once students have been allocated a place, both the Head of Year 7 and the Head of Learning Support visit the feeder primary schools in order to learn more about the students, whether it is a particular talent or special educational need. This information is disseminated to appropriate staff to assist them in their planning and teaching.

The emphasis at Trinity is on the quality of teaching and learning of every class and every student. Differentiated strategies and methods are adopted that will support all students to achieve their potential.

CURRICULUM DETAILS

The curriculum is taught through discrete subjects and linked topic areas where relevant. Schemes of work set out the long term plan of what is to be taught over the year. Where appropriate more detailed medium term plans set out learning objective, teaching strategies, resources, assessments and success criteria for topics covered. Wherever appropriate HODs and teachers look for ways to make cross curricular links in their planning.

KS3, KS4 Curriculum Booklets and Sixth Form Prospectus (available via the school website) provide an overview of the curriculum at Trinity and details of subject provision in years 7-14.

KS3 CURRICULUM OUTLINE YEARS 7 AND 8

All students take the following subjects for the number of periods per week indicated in brackets:

- Religious Education (1)
- English (3)
- Maths (3)
- Science (2)
- French or Spanish (2)
- Geography (1)
- History (1)
- Art (1)
- Music (1)
- Technology (2)
- Physical Education (2)
- Computing (1)

There are a total of 20 periods per week. Personal and Religious Education, Sex and Relationship Education, Citizenship (including British Values) and Career support and guidance are taught across the curriculum.

YEAR 9

In Year 9, the following changes take place:

- Science - 3 periods (Students begin GCSE Science in year 9)
- Music and Drama - 1 period
- Computing is taught in years 7 and 8 only.

OPTIONS

During the course of Year 9 students embark on the process of choosing their KS4 options. This is a process whereby, through a programme of talks, general discussions and individual advice students are guided in making their subject choices for study at KS4. This process begins at the start of the spring term. Students and parents receive an Options Booklet to support the process of choosing options.

KS4 CURRICULUM OUTLINE – YEARS 10 AND 11

The year 10 and 11 curriculum is composed of two parts, the 'core' subjects and the 'option' subjects. These two parts reflect the requirements of the National Curriculum. The curriculum is composed as follows:

- R.E. (2) – all students study GCSE RE
- P.E. (2)
- English Language and Literature (3 in Year 10; 4 in Year 11)
- Mathematics (4 in Year 10 and 3 in Year 11)
- Science (3) leading to two GCSEs in Combined Science
- PRE / Citizenship (British Values) taught via cross curricular input and 'drop down' days in Years 7-10.

Option subjects are as follows:

- Art
- Business Studies
- Computer Science
- Construction
- Drama
- Economics
- Food
- French
- Geography
- Graphics
- History
- Media Studies
- Music
- PE
- Psychology
- Science – Triple
- Spanish

The subjects above are offered subject to staffing and the numbers of students opting for subject areas.

ICT, Citizenship (British Values), Career support and guidance, Sex and Relationship education are taught to all students across the curriculum.

The 'option' subjects for years 10 and 11 are arranged in option blocks. RE forms part of the option blocks to provide greater flexibility in the choice of GCSEs but all students are required to study this subject.

Most students follow a course of study leading to 9 GCSEs, although there is scope to study additional GCSEs. In addition a modified curriculum is offered to those students who would benefit from following a course leading to fewer GCSEs.

KS5 CURRICULUM OUTLINE – YEARS 12 -14

Twenty-six A Level subjects are available in the Sixth Form. Most Sixth Form students choose to study for three A2 Levels and have the option to study for the Extended Project Qualification (EPQ) or Core Maths. Most Sixth Form leavers (usually over 90%) progress to higher education.

In addition to A Levels, all students in the Sixth Form follow the Sixth Form Religious Education Programme and the Sixth Form Tutorial Programme.

Subjects offered are:

- Art and Design
- Biology
- Business
- Chemistry
- Computing
- D&T Product Design Graphics
- D&T Food Technology
- Economics
- English Combined
- English Literature
- Film Studies
- French
- Further Mathematics

Geography
History
Mathematics
Media Studies
Music
Philosophy and Ethics
Photography
Physical Education
Physics
Psychology
Sociology
Spanish
Theatre Studies

OTHER CURRICULM INFORMATION

- Students typically study for 9 GCSEs at KS4. Able students have access to additional GCSE options.
- SEN and some lower ability students at KS4 are provided with a modified curriculum to support achievement in English and Maths.
- All students in year 9 complete the Foundation Certificate in Secondary Education - a qualification to accredit language learning in either French or Spanish at KS3.
- All year 8 and year 9 students study for a level 2 BTEC in Home Cooking Skills.
- The PE department provide access to a range of leadership courses across KS3-KS5 – these include the Duke of Edinburgh Programme, Junior Sports Leader Award programme; Community Sports Leader Award, Basic Expedition Leaders Award. An extensive range of extracurricular sporting activities is provided.
- Tuition in musical instruments and voice is available in all years. It is given by peripatetic music teachers from Redbridge Music School who offer tuition in voice and a range of musical instruments. Students obtain permission to leave part of a timetabled lesson to receive this tuition.
- Trinity has the benefit of Modern Languages Assistants in French and Spanish who assist within the MFL department for most of the academic year.
- Students in year 10 have access to a two week work experience programme.
- The school provides a rich and varied programme of extracurricular activities. Support for underachieving students and workshops to support examination achievement are extensive at KS4 and KS5.

HOME STUDY

Detailed information is contained with the Home study Policy (available on the website). As guidance the school expects students to spend the following times on home study

Years 7 - 9 - 1.5 hours per evening – approx 45 mins per subject

Years 10 - 11 – 2 - 3 hours per evening – approx 1 hour per subject

Years 12 - 13 - 3.5 hours per evening – approx 2-3 hours per subject.

PE

All students are expected to take part in the school's Physical Education programme. Students can only be excused from PE lessons for medical reasons – a note from the parent/ guardian is required. For PE, students may go by coach to the Sports Grounds available to us. Students may also go to other locations for specialist sports or to local field centres in order to extend the curriculum provision given by the school.

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

allow a student to participate in extended work-related learning;
allow a student with individual strengths to emphasise a particular curriculum area; and
allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.
Decisions about any of the above will only be made after discussion with the student and parent.

SEX AND RELATIONSHIP EDUCATION

The school provides Sex and Relationship Education in the curriculum for all students. The school's Sex and Relationship policy is available on the school website.

SPECIAL EDUCATIONAL NEEDS

The school has a special educational needs policy for statemented and non - statemented students. The school will determine the appropriate courses to support students in consultation with the parents/guardians.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these, in the first instance, with the child's Head of Year. If the issue is not resolved parents should make an official complaint in writing to the Headmaster.

MONITORING AND REVIEW

The Headteacher, Deputies, Teaching and Learning Coordinators, Heads of Departments and Year Leaders all share responsibility for monitoring the way the curriculum is implemented in the School. Lesson observations by colleagues and student work scrutiny take place throughout the year. Further monitoring and review of the curriculum and its effectiveness on students learning takes place throughout the year using, for example, appropriate assessment procedures, the results of external and internal examinations and the reporting process with opportunities for feedback from parents and students.

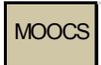
Our review process is subject to ongoing scrutiny. The following questions will help to focus our review and evaluation:

1. Are individual student needs being met?
2. Does planning ensure continuity for individual students over time and across the whole curriculum?
3. Is there progression across the key stages?
4. Are curriculum aims met in subject areas?
5. Have possibilities for cross curricular activities been fully exploited?
6. Is there a balanced coverage of all areas of the curriculum?

Appendix 1: Curriculum Map

Trinity Catholic High School - Curriculum Map 2016 - 2017

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 7	En	En	En	Ma	Ma	Ma	Sc	Sc	RE	Hi	Gg	ML	ML	Co	DT	DT	Ar	Mu	PE	PE
Year 8	En	En	En	Ma	Ma	Ma	Sc	Sc	RE	Hi	Gg	ML	ML	Co	DT	DT	Ar	Mu	PE	PE
Year 9	En	En	En	Ma	Ma	Ma	Sc	Sc	RE	Hi	Gg	ML	ML	Co	DT	DT	Ar	Mu/Dr	PE	PE
Year 10	En	En	En	Ma	Ma	Ma	Sc	Sc	RE	RE	PE	PE	Option 1	Option 2	Option 3					
Year 11	En	En	En	Ma	Ma	Ma	Sc	Sc	RE	RE	PE	PE	Option 1	Option 2	Option 3					
Year 12	A level 1		A level 2		A level 3		AS level 1		Tu	SCS	MOOCS									
Year 13	A level 1			A level 2			A level 3			Tu	SCS	MOOCS								

 English	 Maths	 Science
 Religious Education	 History	 Geography
 Modern Foreign Languages	 Computing	
 Design and Technology	 Art	
 Music or Drama	 Physical Education	
 Tutorial		
 School Community Service		
 Massive Open On-line Courses		

Notes:

20 x 75-minutes lessons on one-week cycle for Year 7-13

KS3

- All Year 9 students study FCSE in French or Spanish.
- All Year 8 and 9 students study BTEC: Jamie Oliver Home Cooking Skills.

KS4

- GCSE RE is compulsory.
- All students study 2 Sciences.
- Students in top sets for Maths study GCSE Statistics as additional subject.

KS5

- Year 12 and 13 - maximum of 4 options.
- All Year 12 and 13 include 1 period group tutorials, including a RE programme.
- All Year 12 students carry out 2 periods of School Community Service while Year 13 are encouraged to do so.
- All Year 12 and 13 are encouraged to study from a range of recommended on-line courses.

The following subjects are offered after school:

- Cambridge Latin
- GCSE Psychology