

Notre Dame Catholic College

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Curriculum Statement Section A

DRAFT

Opening Hearts, Minds and Doors

Curriculum Statement - Section A **Contents**

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1. Our curriculum aims

'To open hearts, minds and doors'

- 1.1 The Notre Dame Catholic College curriculum provides students with an introduction to the essential knowledge that they need to be educated citizens. It introduces students to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- 1.2 The subject-based curriculum is just one element of the education of our students. Our curriculum is the vehicle through which we profess and articulate our catholic ethos, the vision of our patron St. Julie Billiart 'to teach them everything that is necessary to equip them for life' and the college vision statement 'to open hearts, minds and doors' for every student regardless of background or starting point.
- 1.3 All at Notre Dame Catholic College are committed to providing a curriculum that:
 - is underpinned by our Catholic ethos and the values of our foundress, St. Julie Billiart, and the Sisters of Notre Dame de Namur
 - meets the needs of all students so that they are able to realise their full potential
 - develops the whole child by promoting students' spiritual, moral, cultural, mental and physical development
 - prepares all students for the opportunities, responsibilities and experiences presented by life in 21st Century Britain.
- 1.4 By doing so, all students will become:
 - Confident and optimistic individuals who take full advantage of the opportunities presented to them

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- responsible, virtuous and active citizens who conduct themselves in a way that benefits others
- academically passionate and emotionally resilient
- successful learners who develop an ever-increasing web of knowledge and autonomously seek and learn from feedback

2. Implementing our curriculum aims: The Model

‘Access, ambition and challenge for all’

2.1 Our curriculum is planned and structured on the following fundamental principles:

- All students have an entitlement to the whole curriculum provision; irrespective of their ability, gender, ethnicity, culture or social or economic background.
- The curriculum is broad, balanced and contributes to the education of the whole child.
- The curriculum is filled with rich first-hand experiences and is flexible and responsive to individual needs and interests.
- Our catholic ethos is implicit within the culture of the college and it is driven by our curriculum.
- The curriculum actively promotes the fundamental values of British citizenship; democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The college focuses on ensuring that all students make progress in reading, writing and mathematics.
- The curriculum encourages all students to be responsible for their own learning and to engage in a variety of learning experiences.
- The curriculum promotes the open and equal access to the curriculum through the setting and grouping of students according to ability and prior attainment.

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- Teachers have high expectations of all students and plan lessons to support yet challenge all learners. Appropriately ambitious targets are set which task all students to achieve.

2.2 The Notre Dame Catholic College curriculum is structured in a way that equally values all subjects in providing our young people with an enjoyable and diverse learning experience. This is enabled through:

- A 2-week timetable that allows for careful allocation of time to each subject and experience
- a 3-year Key Stage 3 that ensures students have sufficient knowledge from a broad and balanced curriculum before personalising their pathway
- A full 2-year Key Stage 4 in which all students are given the full two years to complete all programmes of study without early entry for final examinations in any qualification or subject
- a comprehensive extra-curricular offer during lunch times, after school and in a range of 'Deep Learning Days' that cover a range of personal development themes, topics and experiences
- a comprehensive offer of local, national and international travel to students of all backgrounds
- equal and open course choice for students of all abilities and backgrounds
- a first-class Character Education programme that promotes the college's Catholic values, fundamental British Values and SMSC development
- student leadership opportunities and a Careers Education programme that meets the expectations set by the Gatsby benchmarks.

2.3 The Key Stages are as follows:

- **Key Stage 3** includes Years 7, 8 and 9
- **Key Stage 4** includes Years 10 and 11
- **Key Stage 5** includes Years 12 and 13

2.4 Timings of the day:

| Period | Time |
|-----------------------|---------------|
| Form Time and Reading | 08.45 – 09.15 |
| Period 1 | 09.15 – 10.15 |

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| | | |
|--------------------|---|--|
| Period 2 and Break | Y7 & 8 Break: 10.15 - 10.30 Period 2: 10.30 - 11.30 | Y9 - 13 Period 2: 10.15 - 11.15 Break: 11.15 - 11.30 |
| Period 3 | 11.30 - 12.30 | |
| Period 4 and Lunch | Y7 & 8 Lunch: 12.30 - 1.00 Period 4: 1.00 - 2.00 | Y9 - 13 Period 4: 12.30 - 1.30 Lunch: 1.30 - 2.00 |
| Period 5 | 2.00 - 3.00 | |

- 2.5 The organisation of students in **Key Stage 3**:
- In Key Stage 3, each year group is split into two, roughly equal, populations, N and D. Years 7 and 8 also include a 'nurture group' and a 'Sunflower Group' comprising of a small number of our most vulnerable students.
 - In Years 7, 8 and 9 English, Geography, History, Languages and Religious Education are 'set' together. Maths, Science and ICT are set together and Art, Music, Performing Arts, Technology and PE are set together.
 - The primary modern foreign language is Spanish. The department are committed to introducing and second foreign language in the future.

2.6 The following tables shows the time allocation for each subject at **Key Stage 3** (based on a 50 lesson 2-week cycle):

Years 7, 8 and 9

| | Years 7 & 8 (All classes) | Year 9 (N1-3, D1-3) | Year 9 (N4 and D4) |
|-------------|--|--------------------------------|-------------------------------|
| English | 8 | 8 | 8 |
| Mathematics | 8 | 8 | 8 |
| Science | 6 | 8 | 8 |
| RE | 4 | 4 | 4 |
| Geography | 3 | 3 | 3 |
| History | 3 | 3 | 3 |

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| | | | |
|-------------------|-----------|-----------|-----------|
| MFL | 3 | 4 | 2 |
| PE | 3 | 2 | 2 |
| ICT & Computing | 2 | 2 | 2 |
| Design Technology | 2 | 2 | 2 |
| Art | 2 | 2 | 2 |
| Music | 2 | 1 | 2 |
| Drama & Dance | 2 | 1 | 2 |
| PSHCE | 2 | 2 | 2 |
| Total | 50 | 50 | 50 |

In order to work towards, and eventually match, the government's ambition for the uptake of the full English Baccalaureate, adjustments have been made to the allocation in Year 9. This is designed to support students' transition into Key Stage 4 and to inform option choices.

2.7 The organisation of students in **Key Stage 4**:

- In Key Stage 4, each year is split into two tiered populations, A (higher) and B (lower). This is only to support qualifications with tiered papers (Maths and MFL) and both populations have open access to all option subjects and tiers.
- All students study English, Mathematics, Religious Education, Science, Core PE and PSHCE. Students are given individual advice and guidance to choose 3 options.
- Teacher specialisms and capacity allow the following subjects to be offered through the KS4 options process; Art, Business Studies, Design Technology (Food, Product Design and Textiles), Computer Science, Performing Arts, Spanish, Geography, Health & Social Care, History, IT, Music, Separate Sciences, PE and Travel & Tourism. This offer covers 12 of the 17 subject clusters identified by the DfE.
- A 'construction, engineering & manufacturing' qualification is available to a very small number of students through an accredited external provider and further 3 clusters are offered at Key Stage 5.
- Where students have opted for the separate sciences, this creates a stand-alone group within core science. These students then have 14 lessons of science.
- The college is committed to driving towards the government's ambition to promote the English Baccalaureate. Pathways have been created to encourage particular groups of students in opting for this combination of courses. Students are directed, with appropriate advice, towards the pathway that is most suited to them.

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2.8 The following table shows the time allocation for each subject at **Key Stage 4** (based on a 50 hour 2-week cycle)

Years 10 and 11

| | Hours per fortnight |
|-------------|---------------------|
| English | 9 |
| Mathematics | 8 |
| Science | 9 |
| RE | 5 |
| Core PE | 2 |
| PSHCE | 2 |
| Option A | 5 |
| Option B | 5 |
| Option C | 5 |
| Total | 50 |

2.9 The organisation of students in **Key Stage 5**:

- The post-16 curriculum is reviewed annually to ensure that we best meet the needs of our students. Students follow study programmes based on their prior attainment at Key Stage 4 and focused on ensuring that courses match student's abilities, career aspirations and/or university choices.
- A comprehensive programme of individual advice and guidance is offered to ensure that each student opts for the course that is most suited to them.
- GCSE English and GCSE Mathematics are provided for those students who have not already achieved grade 4 or above.
- There are two level 3 pathways available for post-16 learners, designed to support individual needs. The traditional A level pathway enables students to choose from over 30 different courses within 4 option groups, and to select from a range of Enrichment Core Studies. The bespoke vocational pathways route allows students to study either Digital Media or Health & Social Care alongside a full day of work experience.
- A level courses on offer at Notre Dame Catholic College are Art & Design, Biology, Business Studies, Chemistry, Computing, Criminology, English Literature, Spanish, Further Mathematics, Geography, History, Physical Education, Physics, Product Design, Psychology, Pure Mathematics with Mechanics, Pure Mathematics with Statistics, Religious

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Education (Morals & Ethics) and Sociology. The facilitating subjects are available within each of the options.

- Vocational courses on offer include: Applied Business, Health & Social Care, ICT, Sports Studies, Travel & Tourism and Theatre Studies.
- Enrichment Core Studies is timetabled each Wednesday afternoon and allows students to opt from a range of enhancement courses such as General Studies, Extended Project, work experience and sports leadership. Most of these courses are externally accredited.

2.10 The following table shows the time allocation for each option block at **Key Stage 5** (based on a 50 hour 2-week cycle)

Year 12 and 13

| Level 3 Option Block | Lessons |
|----------------------|---------|
| Option A | 10 |
| Option B | 10 |
| Option C | 10 |
| Option D | 10 |
| GCSE English | 5 |
| GCSE Maths | 5 |
| Tutorial | 2 |

3. Accreditation

The following table shows the qualifications that available for students in Key Stage 4 and Stage 5

| Subject | Year 10 | Year 11 | Year 12 | Year 13 |
|-------------------------|---------|---------|---------|---------|
| [table to be completed] | | | | |

4. Implementing our curriculum aims: Pedagogical Delivery

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The curriculum is delivered in a way that:

- actively seeks to creatively engage, inspire and capture the imagination of learners
- carefully sequences and presents curriculum content in a way that enables students' retention and fluent recall of knowledge
- identifies and addresses gaps in learning and common misconceptions
- develops students' reading and mathematics skills as the building blocks of effective learning
- caters for special educational needs and disabilities at all times
- promotes equality, fundamental British Values the college's Catholic values
- explicitly places all learning within its 'bigger picture' and its relevance to the world of work
- facilitates meaningful feedback that enables all students to improve performance
- explicitly develops students' study and recall skills, thus empowering them to lead their own learning
- fully enables parents to support their children's progress through the curriculum

5. Monitoring and Evaluating the effectiveness of our curriculum

The impact of the curriculum on students' academic progress is measured through a combination of:

- knowledge and vocabulary fluency tests
- knowledge application assessments
- review of class work and homework
- periodic mock examinations throughout Key Stage 4 and 5
- performance in external national examinations
- analysis of students' destinations

The impact of the curriculum on students' personal development and aspirations is measured through a combination of:

- reward and behaviour point accumulation
- participation rates (particularly disadvantaged students) in extracurricular activities and opportunities
- student voice feedback
- analysis of students' destinations

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Appendix: Executive Summary



Curriculum Intent and Aims: 'Opening hearts, minds and doors'

"Teach them everything that is necessary to equip them for life" and to "do small things with great love."

St Julie Billiart

All at Notre Dame Catholic College are committed to providing a curriculum that:

- is underpinned by our Catholic ethos and the values of our foundress, St. Julie Billiart, and the Sisters of Notre Dame de Namur
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- confident and optimistic individuals who take full advantage of the opportunities presented to them
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Curriculum Implementation: 'Access, Ambition and Challenge for All'

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Curriculum Impact: 'Achievement and Enjoyment for All'

The impact of the curriculum on students' academic progress is measured through a combination of:

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- knowledge application assessments
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- performance in external national examinations
- analysis of students' destinations

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