

# Curriculum Policy



## St Aloysius' College

Hornsey Lane,  
Highgate,  
London  
N6 5LY

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<b>Governor's Signature:</b>	





## St Aloysius' College: Curriculum Policy

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The School is committed to providing a high quality Curriculum for all. This policy sets out the Mission, Aim and Objectives of the Curriculum at St Aloysius' College.

### ST. ALOYSIUS' COLLEGE MISSION STATEMENT

The St. Aloysius' College mission is to educate our students in an environment where Gospel values are defined and the St. John Baptiste de la Salle traditions of learning, justice, respect and community cohesion are promoted.

In pursuing our mission we seek to:

1. Promote a Christian community whilst respecting other world faiths. Create a culture of high expectations and achievement which will enable students of all abilities to prosper, develop and take responsibility for their own learning.
2. Encourage students to respect and support others; their peers, their teachers, those in the wider community and particularly those in society who are marginalised.
3. Value all students as individuals of equal worth in an atmosphere of respect, tolerance and understanding so that they will grow into responsible adults with an appropriate respect for the environment in which we all live.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about the Curriculum. We set out our rationale for and approach to the Curriculum in the school.

#### **In doing so we have consulted;**

- School council
- Parents and Carers
- Review of the Curriculum content with staff and pupils
- Consultation with school governors

#### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Spring term 2023.

This policy meets the criteria laid out in statutory curriculum DFE guidance (Nov 2021).

#### **Dissemination**

The draft policy will be given to all members of the Governing Body, and all members of staff. Copies of the document will be available to all parents through the school's website.



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## 1. Aims

Our curriculum aims to:

- Meet DFE statutory curriculum guidance (Nov 2021)
- Provide a full range of subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Provide a broad and balanced education for all students
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Provide opportunities for service to community
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Nurture and develop cultural capital
- Assist students in their journey of faith

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets



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- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements including the RE curriculum as directed by the revised RE Curriculum Directory (Spring 2023).
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND).
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

These responsibilities are delegated by the Governing body to the Quality of Education Committee

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- In the interest of student welfare and progress they manage requests to withdraw children from curriculum subjects, where appropriate and communicate with parents.
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum



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- The governing board is advised on whole-school targets in order to make informed decision
- Proper provision is in place for students with different abilities and needs, including children with SEND

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The school's Leadership Team, and in particular the Leader with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the school and indicate how the needs of individual students will be met.

Heads of Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one-year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## 4. Curriculum organisation and planning

The curriculum is subject based, with all students studying the full range of subjects in each year group. The College is committed to mapping the Curriculum across all year groups to ensure coverage of the National Curriculum.

### 4.1 Key Stage 3

- Students complete their KS3 courses over three years and then embark upon GCSE courses at the beginning of year 10.
- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, Religious Education, Product Design, French or Spanish, History, Geography, Art, Music, Physical Education, Computing as well as RSHE (a programme which delivers personal, social, health, citizenship, enterprise and careers education).
- All students are provided with support in year 9 when making choices regarding GCSE subjects.

### 4.2 Key Stage 4

- At Key Stage 4 all students study the core curriculum of English (language and literature, Mathematics, Science (Combined Science or Separate Science), RE, PE and RSHE.
- Students study three choices from a broad range of subjects . All students have access to the full range of choices, with some students following the EBacc pathway and others following the non – EBacc pathway.



- The study of a modern foreign language and either Geography or History to GCSE is compulsory for the majority of students and will form two of their three choices. This enables them to achieve the full range of English Baccalaureate qualifications.
- Most students will go to gain 9 or 10 GCSEs. Some students will study fewer and will be given support through our Study Support programme, which supports those students in KS4 who have identified needs.

### 4.3 Key Stage 5

The Key Stage 5 curriculum caters for learners of all abilities. The 6th Form offers a full range of A level subjects as well as applied (BTEC or Cambridge Technical) courses at level 3. Core RE is a compulsory offer in both Year 12 and Year 13.

All students also complete the 6th Form Enrichment programme which provides a range of extra-curricular opportunities. They also choose from opportunities such as Duke of Edinburgh Award, Debating and Extended Project Qualification.

### 4.4 Relationships and Sex Education

Relationships and Sex Education (RSE) is taught as part of the PSHE programme to all students.

The curriculum for RSE follows Diocesan guidelines and covers the full RSE national statutory programme.

### 4.5 Careers Guidance

- Careers education, information, advice and guidance is provided through the PSHE programme to all students.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

### 4.6 British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of justice, tolerance, respect and community.



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### 4.7 Catholicity

Catholic principles, values and virtues are integrated into the curriculum. We look for awe and wonder in each subject as signs of God's creation.

### 4.8 Safeguarding

The College teaches students through the curriculum, as part of PSHE, Assemblies, Form time and through outside speakers, how to keep themselves safe within College and in the wider world.

## 5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds and underperforming groups
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

All teaching and support staff are provided with specific CPD on how to support pupils with SEND in the classroom.

## 6. Curriculum Documentation

The following documentation is published each year:

- Curriculum booklets for each year group with specific subject-by-subject information for parents on what is taught and when.

## 7. Monitoring arrangements

7.1 Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:





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- Meetings of the Governors' Quality of Education Committee
- Link visits to departments or covering specific areas of the School Improvement Plan
- Governor mornings at the school
- HoD presentations at Quality of Education meetings or at Governor mornings

7.2 Heads of Department monitor the way their subject is taught throughout the school by:

- Learning walks
- Peer observations
- Lesson observations
- Book monitoring
- Student voice exercises
- Line management with SLT line manager
- Raising Standards Meetings (RAG)
- External reviews
- Data analysis following public examinations and internal assessments

### **8. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Examination Policy Statement
- Assessment Policy
- Sex and Relationships Policy
- SEND Policy
- PSHE Policy
- Equality, Disability and Inclusion Policy