



ST. MARY MAGDALENE  
C OF E SCHOOL



**St Mary Magdalene C of E School**

# CURRICULUM POLICY 2021

## (Secondary Phase KS3 – KS5)

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	Next review	

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## **Statement of Intent**

The St. Magdalene Secondary Phase shares and adheres to a curriculum vision and set of principles as part of the whole Koinonia Federation of schools. Secondary-specific curriculum priorities and process are identified in this policy.

## **The Koinonia Federation curriculum vision**

At the start of 2020, a set of nine Koinonia Federation curriculum principles were designed alongside a curriculum vision statement, both of which closely align with the Federation's wider ethos. A clear understanding was established of how the school's vision and principles should manifest in the curriculum we offer and these now underpin all design and delivery, alongside the Secondary Teaching and Learning vision and principles.

**Our vision for curriculum is to ignite pupils' curiosity and encourage them to confidently explore and understand the world around them through a broad variety of learning experiences.**

**A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.**

1. Celebrates and reflects our Federation's social context.
2. Promotes our Christian ethos, offering opportunities for awe and wonder.
3. Accommodates personal growth, expression and equality.
4. Progressively builds on prior attainment through a spiral model reinforcing previous learning.
5. Intertwines skills and knowledge.
6. Encourages questioning, evaluation and creation.
7. Utilises our locality and our contribution to our communities.
8. Examines our place in the wider world and engages with global issues.
9. Offers enrichment opportunities which in turn broadens our pupils' cultural capital.

### KS3 and KS4 curriculum priorities

- Giving students access to the broadest and most balanced curriculum possible at KS3 in preparation for success in all subjects at KS4.
- Creating curriculum equality by giving students in all sets the same breadth of curriculum experience, whilst still allocating Alpha classes an extra hour of English lessons in Year 7 and Year 8 to accelerate students' progress and secure their knowledge.
- Preparing all students successfully for the next key stage, onwards to higher education, the world of work and adulthood.
- Decolonising our curriculum through scrutiny and design, regularly identifying opportunities to select texts, stimuli and include knowledge areas that seek to avoid a white, Eurocentric lens.
- Creating a connected curriculum to broaden the context of learning further, making useful links with other subjects. A connected curriculum allows learners to apply a broader spread of their knowledge and skills in various contexts, as we do in adulthood.
- In delivering the Secondary curriculum, teachers are encouraged to go to the 'hinterland' of their own knowledge, bringing wider reference points into the classroom to further expand students' learning.

### Overview of the Secondary curriculum model

For core subjects, students are taught in three ability sets: Alpha, Gamma and Omega, with Omega being the highest ability set. In each, there are two classes: O1, O2, G1, G2, A1, A2. At KS4, our Year 10s and 11s have a third Gamma class, to address the wider spread of needs in the middle ability groups and ensure our Alpha classes remain smaller. Where subjects are setted, students are placed in different ability sets for different subjects, apart from in English, R.S and core P.E which share the same stream. Students are able to move between curriculum sets at the end of each term, when attainment and progress are reviewed in all subjects.

Personal, Social, Health and Economic education (PSHE) is delivered in Family Groups and covers three strands: Health & Wellbeing, Relationships and Living in the Wider World. The PSHE curriculum includes Careers guidance and meets all statutory requirements for Relationships and Sex Education (RSE) as outlined in the Federation's RSE policy.

#### Streamed subjects

- English
- Maths
- Science (Y9)
- Religious Studies
- MFL (French and Spanish)
- Physical Education

#### Non-streamed subjects

- Science (Y7 & Y8)
  - PSHE
  - History
  - Geography
  - Music
  - Drama
  - Art & Design
  - Design Technology
  - Food Technology
  - Computing
- + KS4 other qualifications

### Key Stage 4

A rigorous GCSE Options process begins in the Autumn term for Year 9 students with the final deadline being in the Spring term. There is an evening where parents are invited to meet with teachers, an options booklet and teacher engagement. All Year 9 students undertake a 1:1 interview with a member of SLT, where they discuss their preferences for KS4 study and are guided towards making the most suitable choices based on their career aspirations. In addition to the mandatory core curriculum subjects, students are able to choose three options out of the following subjects to study at KS4:

**GCSEs:**

Art, Craft and Design

Computing Science

Design and Technology

Drama

Food Preparation and Nutrition

French

Geography

History

Music

Sociology

Citizenship

Psychology

Spanish

Triple Science

***Vocational alternatives:***

BTEC in Creative iMedia

BTEC Sport Level 1/2

Additional English and Maths

***Mandatory core GCSE subjects:***

English Language

English Literature

Mathematics

Science (Combined)

Religious Studies

Physical Education

PSHE (unexamined)

### Key Stage 5

The Sixth Form offers post-16 students the opportunity to study a variety of A Level and BTEC subjects. The Sixth Form delivers its own extended curriculum which includes enrichment activities, PSHE and Careers guidance.

Subjects studied at KS5:

A Levels	BTEC Extended Certificate (Equivalent to 1 A Level)	BTEC National Diploma (Equivalent to 2 A Levels)
Art and Design: Fine Art	Performing Arts	Sport and Exercise Science
Biology	Computing	Business
Chemistry		
Design Technology: Product Design		
Economics		
English Language and Literature		
English Literature		
French		
Geography		
Government and Politics		
Graphic Communication		
History		
Maths		
Media Studies		
Philosophy, Religion and Ethics		
Physics		
Psychology		
Sociology		
Spanish		

### Communicating our curriculum with students and families

Students should be clear about their learning journey in each subject and this should be clearly linked to the curriculum intent.

Subjects have also collaborated with Primary colleagues to map out their all-through curriculum, from Early Years up to KS5. These documents can be found on the Koinonia Federation website. They demonstrate how the curriculum spirals over time, building and developing the key subject skills and knowledge.

### **Curriculum team**

Subject Leads and Directors of Faculty play an important role in the design, implementation and quality assurance of the Secondary curriculum. This team works with the Assistant Principal for Curriculum as, in faculty teams and in individual subjects areas.

### **Cultural Curriculum Days**

As part of our co-curriculum offer, Cultural Curriculum Days (CCDs) are designed across Years 7, 8 and 9. These days have been a popular and successful addition to the curriculum since the Secondary Phase opened. Supporting our commitment to a connected curriculum, subjects work in partnership to plan exciting days in school and out, which may include off-site visits to museums, galleries, bespoke walking tours around the local area and London, or workshops in school led by external practitioners, in order to enhance students' learning across a number of subjects.

In addition to the CCDs, the Secondary Phase also offers a broad timetable of enrichment activities for KS3 and KS4, involving every Faculty.

### **Curriculum Support**

All subjects provide access to knowledge organisers for each unit of work undertaken by all year groups. This is to help students to acquire and secure the powerful knowledge, new vocabulary and exam skills necessary for them to access assessments.

### **Curriculum planning**

Subjects all have a clear curriculum intent which forms the basis of curriculum planning; subjects are required to create plans for all schemes of work. These include an Overview document, a Long Term Plan and a Medium Term Plan. Teachers can expect these documents to be in place for their subject's curriculum, from which they can create and adapt lesson resources accordingly. All teachers should be using common learning intentions, except in Maths where streaming leads to some variation.

Subject Leads and Heads of Department have overall responsibility for curriculum planning, however, all teachers are encouraged to contribute to the updating of the curriculum where opportunities arise, for their professional development.