

CARDINAL POLE CATHOLIC SCHOOL



Quality of Education Curriculum

Approved by
Governors

Signed:

A handwritten signature in black ink, appearing to read 'J. Madubane', is written inside a rectangular box.

Date:

26/01/2022

Review due date (3 year):

January 2025

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1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of pupils and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teaching or non teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teaching and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in pupils and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should, in their behaviour and attitudes, set positive examples for pupils and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly, we attempt to bring before God our work and the needs and concerns not only of the school but also of the wider community.

3. Responsibilities

It is the responsibility of all teachers to provide the highest quality of education for our students. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching in Cardinal Pole Catholic School should comply with these Standards (**see Appendix 1**)

It is the responsibility of the Subject Leader or Head of Department to monitor the quality of the curriculum within their department and to offer support as needed. The Senior Leadership Team, led by the Deputy Headteacher (Quality of Education), is responsible for monitoring the quality of education across the school and to identify where development is needed. This monitoring will take the form of learning walks, book scrutiny, student voice, assessment data and, where relevant, observations with accompanying support and development activities as required.

To ensure the quality of education does not remain static, there is a whole school Quality of Education SIP. In addition, each department will have SIP which reflects the whole school priorities and their own identified areas for improvement or development. Governors have a statutory duty to monitor processes in place and that the school is addressing students' needs.

4. Curriculum Intent

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum focus for each key stage (Figure 1).

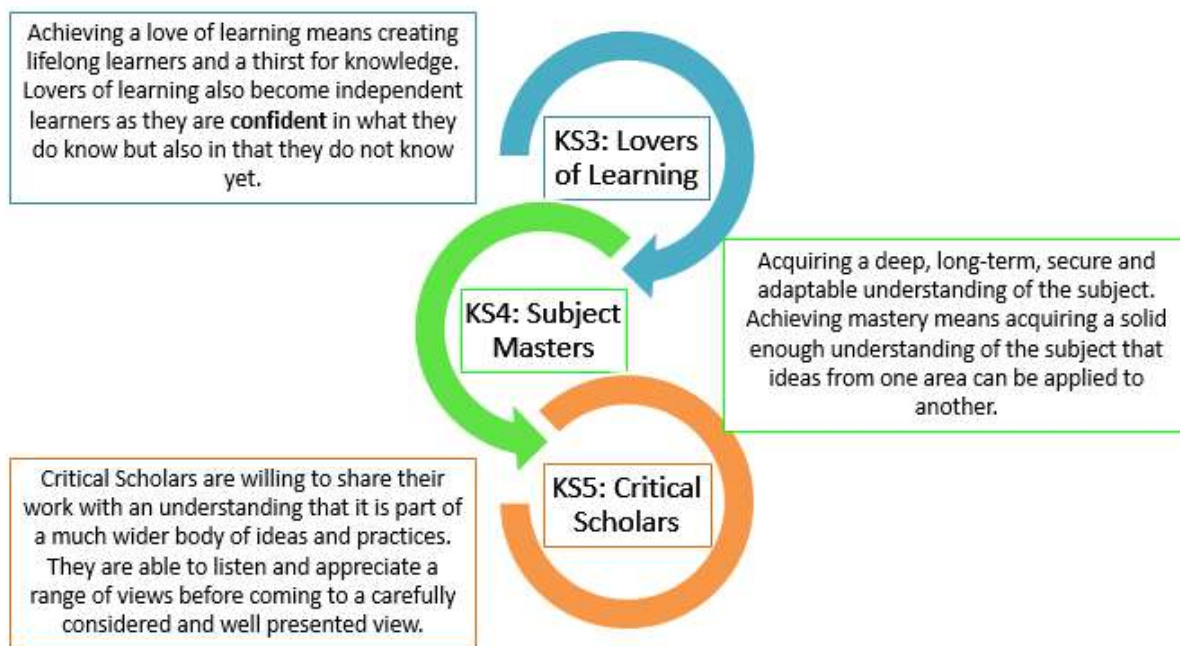


Figure 1: Cardinal Pole's Curriculum Intent

5. Curriculum Offer

50 minute lessons are taught over a six period day. As a result, students are timetabled across a wide range of subjects in 50 minute periods as per the allocations below:

KS3:

Subject	Periods	Subject	Periods	Subject	Periods
English	4	Geography	2	Art	1
Maths	4	History	2	Computer Science	1
Religious Education	3	MFL – French / Spanish	2	Design & Technology	1
Science	4			Drama	1
				Music	1
				Physical Education	2
				PSHE	1
				Accelerated Reader*	1

*Accelerated Reader is in Y7 only. In Y8, students study an extra period of French or Spanish per week.

KS4:

At GCSE, all students study English Literature and English Language, Maths, Science and RE in addition to three option subjects chosen at the end of Year 8. Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	5	Option A	3	Physical Education	2
Maths	5	Option B	3	PSHE*	1
Religious Education	3	Option C	3		
Science	5				

*In Y11, PSHE is taught as a half termly drop down day. Students study an extra period of Science per week.

KS5:

Vocational Courses	Periods	A-Level Courses	Periods	Subject	Periods
Health & Social Care Or Business	18	Option A	6	General RE	1
		Option B	6	PSHE	1
		Option C	6	Enrichment	1

6. Curriculum Planning

All teaching staff have a responsibility for the development of the curriculum in their area because research shows that:

- Curriculum development is the essential function of school leadership. Whether this role is carried out by a principal, an assistant principal for curriculum, a team leader, a department head, or by leading classroom teachers, **the curriculum defines all other roles in a school** (Wiles, 2009)
- For a curriculum to be fit-for-purpose, **the people teaching need to be involved in its creation** (Smith, 2020)
- In order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process... **Without doubt, the most important person in the curriculum implementation process is the teacher.** With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they

are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom (Alsubaie, 2016)

Consequently, curriculum development is at the heart of our CPD Programme and is constantly reviewed and refined. It is the responsibility of the Head of Department to facilitate opportunities for individual and shared planning, including evaluation of previous teaching and learning, in department meeting time and departmental CPD slots. In addition, INSET days are signposted in the calendar specifically for curriculum development.

7. Long Term Curriculum Planning

The focus of long term planning is:

- Student flightpaths (what do students need to be able to do each year to prepare for GCSEs and A-Levels)
- Curriculum vision (how does the work encourage students to be lovers of learning, subject masters, critical scholars)
- Assessment (how does the assessment effectively test the curriculum and prepare students for the future?)

To support this, all departments have a five-year curriculum model, split into three strands. This is based on the skills and knowledge students should have at the end of KS2 based on whether they are attaining below / at / above expected for their key stage. For every year from Y7-Y11, departments have created 'I can' statements based on the skills and knowledge that students need to acquire each year in order to **at least** reach their GCSE target and to close the gap for those performing below expectation.

		BASILENE	END OF YEAR 7	END OF YEAR 8	END OF YEAR 9	END OF YEAR 10	END OF YEAR 11	GCSE TARGET
								7,8
								4,5,6
							I can <u>explain</u> how religious sources and arguments, e.g. scripture and teachings, are used in different ways by different religious groups to give answers to their religious beliefs, ultimate questions and ethical issues	
						I can identify the <u>reasons</u> why people have particular religious beliefs. I can quote religious scripture regarding particular religious beliefs.	I can <u>explain the significance</u> for religious believers of different forms of religious and spiritual celebration.	
					I can <u>describe</u> and show my understanding of religious stories, sources, beliefs and ideas, making links between them.	I can <u>describe and explain</u> the meaning of different forms of worship.	I can explain how religious beliefs and teaching <u>influence</u> peoples' actions, particularly their moral values and behaviour.	
KS2 Scaled Score 107-120	Flightpath C - HPA			I can <u>identify</u> links between religious stories and religious beliefs.	I can use <u>religious terms accurately</u> to show understanding of different liturgies	I can identify the <u>similarities and differences</u> to people's reactions to social and moral issues based on their religious beliefs.	I can <u>express an appreciation of the reasons</u> for people's beliefs and values. I can understand the challenges of being part of a particular religion.	
KS2 Scaled Score 98-106	Flightpath B - MPA		I can retell some religious stories and recall names and events	I can use <u>some generalised</u> religious vocabulary to give reasons for religious actions and symbols.	I can <u>describe accurately</u> how people's lives and decisions are shaped by their religious beliefs.	I can <u>explain</u> what beliefs and values inspire and influence them and others.	I can <u>explain</u> using religious beliefs my own and others' answers to the big questions of life.	
KS2 Scaled Score 80-97	Flightpath A - LPA	I can recognise some stories	I can recognise some religious signs and symbols and use some religious words and phrase	I can <u>identify</u> reasons how religious beliefs can influence a religious believer's actions.	I can <u>describe accurately</u> how of how people's lives and decisions are informed by their religious beliefs.	I can <u>describe</u> how religious beliefs and teachings can help explain the purpose and meaning of life.		
		I can recognise some religious signs and symbols	I can <u>recognise</u> some ways in which religious people act.	I can use <u>some generalised</u> links to show how feelings and beliefs can affect behaviour and that of others.	I <u>present arguments</u> and respond to questions of life in the light of religious teachings			
		I can recognise that people because of their religion act in a particular way	I can ask and <u>respond</u> to questions, my own and others feelings and experiences	I can <u>identify comparisons</u> between mine and other people's ideas on important questions of life.				
		I can talk about my own experiences and feelings	I can ask questions about why I wonder. I can ask questions about what others wonder. I realise that some of these questions are hard to answer.					
		I can state what I wonder about.						

Figure 2: Model flightpath with 'I can' statements

8. Medium Term Curriculum Planning

The focus of medium term planning is:

- The overall enquiry question for a topic or scheme of work (how do a series of lessons work together?)
- Opportunities for retrieval, consolidation and application of prior learning across a series of lessons
- Overall objectives for scheme of work (what are the key skills and knowledge needed for that topic and why?)
- Assessment opportunities (what are the key tasks for the topic, how assessment is carried out and how progress is measured?)

To support this, all HoDs complete a single page overview for each year group that is contained in curriculum booklets which are shared with parents. This outlines 'What We Teach and Why' which is the curriculum intent for each term. This should focus specifically on the skills and content required based on the 'I can' Statements.

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>A Monster Calls Through Patrick Ness' moving novel, students will build on their basic language and structural analysis skills. They will also have an opportunity to develop their emotional literacy and explore issues such as toxic masculinity.</p>	<p>War with Troy Students will study the story War with Troy. The unit retains its sense of storytelling while exploring themes of responsibility, betrayal, jealousy and conflict through a dual narrative told from both the perspectives of the Greek and Trojan sides. Students will also be given opportunities for both creative and analytical writing.</p> <p>Diverse Shorts Students read a variety of short stories from diverse backgrounds. Students will be introduced to and explore themes of integration, disability, appearance and immigration.</p>	<p>Shakespeare's Villains With ties to GCSE and Macbeth, this unit is an introduction to Shakespeare's biography and historical context through the concept of the Shakespearean villain. Students will have an opportunity to practise analysing and writing texts to persuade while developing <u>oracy</u> and <u>team work</u> skills.</p> <p>Off by Heart Students will read a variety of poems and speeches and learn them off by heart. They will create a performance for their speech or poem to compete in our annual competition. This unit does not only prepare students for their Speaking & Listening exam by encouraging confidence and <u>oracy</u>, but also gives them an opportunity to engage with poems in a new way.</p>

Figure 3: What we Teach and Why – Curriculum Booklet extract

HoDs also ensure that a curriculum overview of the year is completed which identifies both class and home learning across the year. It also starts with a clear statement about 'What we Teach and Why' based on the above and any other issues arising from gap analysis or missed learning as well as a breakdown of the key topics and skills in each term. This is used to write more detailed schemes of work for each topic, identify key tasks (those which will receive red box feedback – see formative assessment) and complete the home learning cover sheet for students.

Y7 Recovery Curriculum			Y7 Recovery Curriculum		
Art and Technology Department			Year 7 Art		
Session One – Flightpaths:			Year Planner		
What are the key features of emerging / expected / extending answers?	Are there any gaps / overlap with our expectations in the 'I can' statements?	Is there any particular skills / content that needs extra attention in light of COVID?	Week	Date	Topics to be covered in class
Year 7 literacy in terms of art – targets (example): Emerging – I can identify colour and style. Expected – I can identify the type of colour/style and give a relevant reason for its use. Extending – I can identify it and say why it has been used in terms of the artist's aims and intentions.	We have newly mapped the literacy I can targets from what we expect at GCSE level and added these to the flight paths.	Most students not having had structured art lessons - will be introduced to all aspects with extensive extension opportunities. Based on the current year 7 tasks need to be simplified. Focus on literacy/practical.	1	01/09	INSET / New Student Induction
What are we teaching and why?			2	16/09	Literacy Focus – A3 analysis sheet of Diane Taylors work (paragraph outcome). Intro to the map of London and colour symbolism of emotions.
As we are back in practical rooms we will be focusing on recording and design in a wide range of media. Every pair of lessons will be based on artist's analysis and skill activities with a literacy focus to embed vocabulary and analysis skills. Much of the symbols and signs design tasks will be collated into homework booklets and class time will be applying the designs in media and colour. Key practical skills and colour theory will carry on as before, simplified but with extensive extension activities.			3	13/09	Literacy Focus – similarities and differences to Matisse. Mono printing motifs – symbolic of students favourite things in Hackney
Session Two – Assessment:			4	20/09	Literacy Focus – red box improvement on Diane Taylor paragraph Experience shapes – focus on dissecting the shapes into different emotions. Paint skills.
What is assessment at AP1 going to be based on?	How will this test our curriculum?	How do the assessments across KS3 seek to prepare all students for GCSE?	5	27/09	Literacy Focus – red box on similarities and differences paragraph Completion of practical outcome
All assessments will be a practical design challenge	This will test student's practical skills and decision making. Many students	Practical exams prep students for their GCSE	6	04/10	Literacy Focus – presentation of paragraphs with improvements
			7	11/10	Literacy Focus – artists description / analysis on Van Gogh's textures and movement... leading to copying and labelling/identifying different marks in his work
			8	18/10	Illustrators brief to create textured landscape (section) for a book on Hackney marshes – chalk and charcoal / Conte crayon? Ink?
					Literacy Focus – artists description / analysis on Henry Moore's animals

Figure 4: Curriculum Overview of the Year with Home Learning focus

9. Home Learning

Home learning is a pivotal part of the curriculum and student feedback showed it is valued and, where carefully planned, invaluable in supporting progress. All departments must produce a termly home learning overview for all year groups which:

- explain what the students are doing and why,
- breakdown the tasks that are set on a weekly basis
- identify key tasks (those which are formatively marked by teacher – see teaching & learning policy)
- are used to monitor the completion of home learning

RE HOME LEARNING YEAR 7		
AUTUMN TERM 2021		
What we do and why. In the first part of the term, you will be completing home learning that will build towards your final transition task that asks - What does it mean to be a Catholic? You will have the chance to re-draft and improve your work as we work through the tasks. You will then look at how and why Catholics believe that the world <u>was created</u> . You will have a range of tasks to complete that include storyboards, answering questions and different pieces of scripture and doing research about how best to save our planet. Before the end of the term, you will begin to look at the life of Jesus. You will answer questions about Jesus' life and use your ranking skills to decide what actions Jesus performed were the most important!		
WEEK	HOME LEARNING FOCUS	COMPLETED
Week 1		
Week 2	Paragraph 1 – Transition Project	
Week 3	Re-draft of Paragraph 1 and Paragraph 2 - Transition Project	
Week 4	Re-draft of Paragraph 2 and Paragraph 3 - Transition Project	
Week 5	Genesis storyboard task	
Week 6	Laudato Si research task	
Week 7	Abraham reflection questions	
Week 8	Moses multiple choice questions	
HALF TERM		
Week 9	Annunciation scripture task	
Week 10	Gospel writer profile task	
Week 11	Parables ranking task	
Week 12	Miracles essay question	
Week 13	AP1 REVISION	
Week 14	AP1	
Week 15	DIRT	

Figure 5 – Sample Home Learning Cover Sheet

Home Learning is set according to the Home learning timetable, which is created by the AHT (Curriculum & Assessment) at the start of each academic year. The setting, monitoring and impact of home learning is a focus of learning reviews and where areas of inconsistency emerge, this will be raised as a cause of concern in line management.

To support the completion of home learning, all students have a 25-minute prep session at the start of each day and there are study spaces for each year group running for an hour after school daily. Failure to complete home learning results in compulsory study space and repeated failure to complete 3 or more pieces of home learning results in a referral to the Home Learning detentions run by the SLT.

Appendix 1 – Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>