



St Thomas More Language College

Serving God, Striving for Excellence

Curriculum Policy



The Mission Statement of St Thomas More College

To develop as a community of faith, one in which the teaching of Jesus Christ is the foundation of all we undertake. This will be evidenced through:

- The example given by staff
- The delivery of the pastoral and academic curriculum
- The expectation that students will strive for excellence

The principal aims are

- To develop the whole person in the image of Christ
- To allow young people to be formed according to a Christian view of the world
- To teach students following Christ's own teaching and through the advancement of knowledge to understand God and humanity better.

Curriculum objectives in relation to the principal aims of the College

- To provide a broad and balanced curriculum in accordance with National Curriculum requirements and in line with our position as a Catholic Language College.
- To develop the potential of literacy and numeracy of every student and to help all students to acquire experience, knowledge and skills relevant to adult life and employment, as specified in the curriculum statements of each subject area and in accordance with the College Mission Statement.
- To provide education in personal and social development, including health, relationship and sex education, careers guidance and experience of the world of work in accordance with the College policy statements.
- To enable all students to experience success and to develop a sense of their own worth.
- To create an environment free from racism, sexism and prejudice and to help students to be sensitive to the needs of others.

Statement of Curriculum Policy

This statement is to be interpreted in accordance with the requirements of the Education Reform Act (1988) and within the context of the School's Aims and Objectives and of the Local Education Authority's Policy Statement on the Curriculum.

The College Curriculum aims for all Students:

- To enable every student to achieve the highest level of success of which he or she is capable.
- To further awareness of their spiritual and moral values and to motivate them to develop to the full their knowledge, skills, attitudes and understanding.
- To foster a respect for and pleasure in learning.

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- To foster a willingness to contribute to the work of the College and to the wider community in which they live.
- To develop their capacity to question and argue rationally.
- To develop their ability to persevere in applying themselves both to collaborative and to independent tasks.
- To develop their confidence and self-respect, enabling them to make informed choices.
- To allow them to become responsible and caring people, able to develop satisfying relationships.
- To foster a respect and understanding for peoples of different races, beliefs and cultures.
- To develop their personal creativity, aesthetic awareness and appreciation of the achievements of others.
- To promote their physical development, well-being and safety.
- To equip them with the understanding to make safe use of new technologies

All teaching Departments within the College produce their own Aims and Objectives, Schemes of Work and Syllabuses in line with whole College statements.

Curriculum Content

All students are entitled to a balanced and broadly based curriculum, providing planned continuity and progression in accordance with the requirements of the revised National Curriculum.

The Learning Process

Every student is entitled to be involved fully and actively in the learning process. The organisation of learning should enable all students, of whatever age or level of ability, to raise their level of achievement consistently as they progress through the college. Students should learn in an environment that is challenging and stimulating, but never threatening. A high quality of teaching develops successful learning, and this quality should be reflected in a varied, lively and imaginative methodology. Home learning should develop and extend the work done in the classroom, and should enable parents to monitor and have an active involvement in the learning of their children. At Key Stage 3 students should spend 1.5 to 2 hours per night on home learning and at key Stage 4 this increases to 2 to 3 hours per night and may increase further as the GCSE exams approach.

Assessment and Reporting

There are five formal assessment and monitoring periods during the Academic year. Students are tracked for their learning attitude at each cycle and progress towards their aspirational target grades for GCSE for cycles 2,3 and 5. At the conclusion of each period tracking reports are generated which are used to inform the Academic Review Day target setting process and copies of the reports sent home.

In addition to the whole college policy each Department has its own Assessment Policy that complies with the College policy. All students are entitled to have a clear idea of the criteria being used for assessment, should be able to relate grades in one subject area with any other, and should have the opportunity to appraise their own performance and set targets that will assist them to develop their full potential. Regular assessment of students, both formally and informally, should also enable staff and parents to measure accurately the academic progress being made in moving through the college, and facilitate meaningful target-setting.

An annual summative Profile Report is prepared for each student towards the end of each year, covering all subject areas as well as evidence of personal and social qualities and achievements.

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Monitoring

Department schemes of work will be regularly reviewed. Regular monitoring will ensure effective delivery of the curriculum in accordance with the College Aims and Objectives and with this Statement of Policy.

The work of students will be monitored by regular review. The Head of Department has an important role to play in ensuring marking criteria are applied consistently and regularly, and in overseeing the quality of work produced within the Department. Senior colleagues will also take an active role in reviewing and monitoring work across different subject areas within a Year Group.

Subjects Which Form the Academic Curriculum

Key Stage 3 Years 7, 8 & 9 (11-14)	Key Stage 4 Years 10 & 11 (14-16)
English Mathematics MFL (French or Spanish) RE Science Art Geography History ICT Music PHSCEE Physical Education Technology	English Language & Literature Mathematics MFL (French or Spanish) RE Combined Science Physical Education (core) PHSCEE Two further subjects chosen from Art Business BTEC Sport Citizenship Computer Science Drama Geography History ICT creative iMedia Media Studies MFL (German/Italian) Music Separate sciences (Biology, Chemistry, Physics) Statistics

Person responsible for Policy:

C Graham – Associate Headteacher

Policy updated:

March 2017

Policy to be reviewed:

September 2017