

Curriculum

The McAuley Catholic High School



2019-2020

Curriculum Allocation

Key Stage 3 (Year 7 & 8)

| Subject | Y7 Allocation (p/f) | Y8 Allocation (p/f) |
|-----------------------------------|--------------------------------|--------------------------------|
| Core: | | |
| English | 6 | 6 |
| Maths | 6 | 6 |
| Science | 6 | 6 |
| Foundation: | | |
| Physical Education | 4 | 4 |
| Computing | 2 | 1 |
| Religious Education | 5 | 5 |
| PSHEE/Personal development | <i>Form Time/Drop down day</i> | <i>Form Time/Drop down day</i> |
| EBacc: | | |
| History | 4 | 4 |
| Geography | 4 | 4 |
| <i>Language (Spanish/French)</i> | 4 | 5 |
| Widening: | | |
| Drama | 2 | 1 |
| Technology | 3 | 4 |
| Music | 2 | 2 |
| Art | 2 | 2 |
| <i>Gap Intervention- Literacy</i> | 4 | 5 |

Key Stage 4 (Year 9, 10 & 11)

| | Year 9 Allocation (p/f) | Year 10 Allocation (p/f) | Year 11 Allocation (p/f) |
|--|------------------------------------|------------------------------------|------------------------------------|
| Core: | | | |
| GCSE English Language and English Literature | 10 | 10 | 10 |
| GCSE Maths | 10 | 10 | 10 |
| GCSE Trilogy & Triple | 10 | 12 (Set 1 do triple) | 12 (Set 1 do triple) |
| Foundation: | | | |
| Religious Education | 5 | 4 | 4 |
| Physical Education | 3 | 2 | 2 |
| PSHEE/Personal development | <i>Form Time/Drop down day</i> | <i>Form Time/Drop down day</i> | <i>Form Time/Drop down day</i> |
| 3 Options from: | | | |
| - Allocated Ebacc Option (Most do at least 1, can opt for full EBacc suite) History Geography French Spanish Triple science (Y9) | 4 | 4 | 4 |
| - Widening Art Photography Business studies BTEC Enterprise and marketing Y9 & 10 Technology: Electronic products; resistant materials (Y9 & 10); food and nutrition; hospitality and catering. Health and Social Care Cambridge National Creative I-media Music BTEC Sport Studies Drama BTEC Performing Arts (Y9) Psychology (Y10 & 11) | 4 | 4 | 4 |
| Gap intervention- literacy/numeracy | 4 | 4 | 4 |

Key Stage 5 (Year 12 & 13)

More details with regards to KS5 course information can be found via the sixth form prospectus at <https://mcauleysixthform.org.uk/>

| | Year 12 Allocation (p/f) | Year 13 Allocation (p/f) |
|--|--------------------------|--------------------------|
| PSHEE/Personal development | 2 | 2 |
| General Religious Education | 2 | 2 |
| Level 2 offer: | | |
| GCSE maths | 4 | |
| GCSE English | 4 | |
| Health and Social Cambridge Technical | 16 | |
| Employability Skills | 6 | |
| Work Experience | 10 | |
| Level 3 offer up to 4 options from: | 10 (per option) | 10(per option) |
| English Language | | |
| English Literature | | |
| Biology | | |
| Chemistry | | |
| Physics | | |
| Maths | | |
| Further maths | | |
| Core Maths (AS) | | |
| Religious Education | | |
| BTEC Sport Studies | | |
| Computer science | | |
| History | | |
| Geography | | |
| French | | |
| Spanish | | |
| German (Y13) | | |
| Polish | | |
| Turkish | | |
| Art | | |
| Photography (Y12) | | |
| Business studies | | |
| Design Technology(Product Design) | | |
| Health and Social Care | | |
| Creative iMedia (Y12) | | |
| Music | | |
| Drama | | |
| Performing Arts | | |
| Production Arts (Y12) | | |
| Psychology | | |
| Sociology | | |
| Criminology (Y12) | | |
| Economics | | |
| Film | | |
| Politics | | |

McAuley 7 year Curriculum map

https://docs.google.com/document/d/1y3VzOLPbRHu3W5g3sS6Hev_19M_qH2KqTqA-cLa46j0/edit?usp=sharing

Please click on the following link for more information about each subject area:

<https://docs.google.com/document/d/1HEhkb9lcA69kA45z3UGx76vOd8VN0cO0gNQOZIDZj0o/edit?usp=sharing>

Curriculum map- guidelines

Leaders should use a proportion of meeting time to enable subject teams to frequently discuss the subject curriculum to ensure that it contains content that has been identified as most useful (required and chosen) and that the department resources can be effectively deployed to deliver this. Changes to the content must be updated in the Google Doc curriculum map and course information documents.

Curriculum Progression Model- guidelines

Every subject area should have a clear curriculum intent document, detailing:

- The subject vision
- Subject purpose
- How they implement McAuley's central curriculum principles
- The subject aims mapped against McAuley's central aims
- The subject endpoints for each phase mapped against McAuley's central endpoints

The subject progression model should then detail the knowledge and skills required to meet the endpoints in each phase and detail term-by-term and year-by-year how these are sequenced, identifying the way points/pivotal concepts.

Assessment and intervention should take place against the identified waypoints /pivotal concepts.

Cross-curricular links

Curriculum maps and progression models must be published on Google Docs and professional learning time allocated to enable cross-curricular planning. Subject teams should have a clear understanding of where and when there is overlap in the knowledge and skills they expect students to acquire so that:

- (1) Specialist skills and knowledge, e.g. mathematical requirements, are delivered initially by the specialist department and then this content is spaced by other departments and re-capped as retrieval practice activities using the same content pedagogy as the specialist department to ensure coherence.
- (2) They can use, connect current learning in the subject area to prior learning in other subject areas to maximise cognitive load and improve long-term memory.

Transition from KS2 to KS3

Subject Leaders must have a secure understanding of progression from KS2 to KS3, understanding the knowledge and skills that students should have acquired to meet the KS2 endpoints in the subject area. For example, <http://www.primarycurriculum.me.uk/year6> .

Subject Leaders should couple their knowledge of the KS2 curriculum with other useful data such as KS2 results and the outcomes of their own baseline assessment to demonstrate a thorough understanding of students starting points when they arrive at McAuley in Year 7.

Appropriate support must be given to any student who does not demonstrate the knowledge and skills identified for the end of KS2 has not met the KS2 endpoints so that they are able to access the KS3 curriculum.

Planning Schemes of Work

Curriculum progression model should be underpinned by good quality schemes of work that outline the specific details for individual lesson delivery. The following is a guide only:

| Lesson no. | Specification / national curriculum reference | Wider curriculum (personal development / safeguarding / cross-curricular links etc) | Learning Objective and Outcomes (SOLO for KS3) | Resources & Activities | Challenge and support | Teacher comments |
|------------|---|---|--|------------------------|-----------------------|------------------|
| | | | | | | |

Curriculum Implementation

Subject content and pedagogical content knowledge

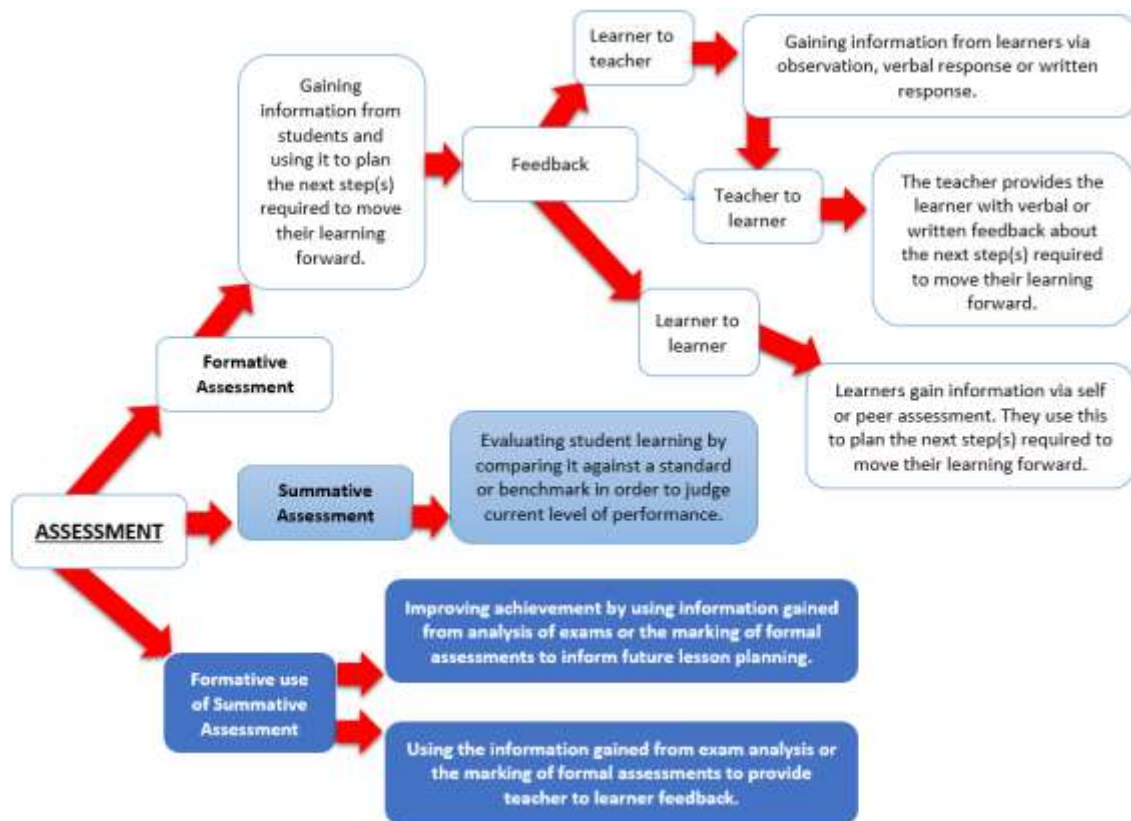
Subject Leaders must ensure all department members are secure in their subject content and pedagogical content knowledge, using the allocated department professional learning time and through frequent subject-specific audit. A copy of the audit should also be sent for central collation and needs-analysis.

Teaching and learning

Our teaching and learning environment seeks to nurture and develop the individuals within our school community, using the Gospel values as our basis. Teachers, through their implementation of the curriculum, promote deep learning in order for students to make sustained and secure learning gains. ‘Great Teaching’ (see our teaching observation pro forma) at McAuley Catholic High School is grounded in evidence based research and strategies. The framework of SOLO (Structure of Observed Learning Outcomes) is utilised, particularly in Year 7 and 8 in order to clearly support students as they are challenged to make sustainable accelerated progress towards and beyond their target grades. The Education Endowment Foundation Teacher Toolkit informs the range of strategies we choose from and utilised with all students, but in particular for those who are underachieving and may be part of our cohort of disadvantaged students. Moreover, in each lesson, and over time, our students can expect to experience a rigorous, carefully structured and stepped curriculum, delivered in a variety of engaging and challenging ways with students expected to take responsibility for using feedback and contributing to their own progress and encouraged to do so. Teachers identify gaps and misconceptions during lessons and through their assessment of student work and take effective steps to correct this and bridge gaps so that students remember and connect knowledge and skills and build understanding.

Assessment, recording and reporting

All forms of assessment must be used throughout curriculum delivery:



Formative assessment- Facilitation of Learning within and between lessons

Teachers will:

- communicate short term and **long term** learning objectives and outcomes
- share the specific assessment/success criteria with learners and, as appropriate, parents making sure that these criteria can be easily understood by all
- identify the standard the students is trying to achieve
- elicit information about where the learner is (**feedback from learner to teacher**)
- provide verbal feedback that allows the learner to progress (**feedback to learners**)
- review the impact of the feedback on learning, acknowledge progress and/or provide further feedback where necessary.
- **Modelling quality**
Teachers will:
 - Share examples of work with learners so that they can see the standards they are aiming for;
 - Use examples of work to highlight the ways that assessment criteria are met;
 - Encourage learners to review examples of work that do not meet the assessment criteria;
 - Include in their teaching activities designed to model the necessary skills.
- **Marking and feedback** Teachers will provide regular effective feedback to learners that:
 - Allows them to understand the level at which they are currently working;
 - Focuses on the learning objective/outcomes and task, not simply presentation;

- Applies the literacy marking code in order to raise standards of literacy across the curriculum;
 - Indicates what went well (WWW);
 - Suggests challenging next steps the learner could take to improve their work (Even Better If...);
 - Teachers will provide dedicated improvement and reflection time (DIRT) within and/or outside of the classroom for learners to reflect on feedback and respond to it (feedforward). Departmental stamps can be used for this, especially for formative marking in exercise books.
 - Teachers will acknowledge where learners have made observable progress as a result of responding to feedback.
 - Teachers will provide further feedback where necessary.
 - Teachers will provide parents with feedback about how their child can improve at parent evenings.
- **Activating students as owners of their own learning** (see Marking Matters Handbook). Teachers will:
 - show learners how to use assessment/success criteria to assess their own work (**self-assessment**);
 - provide learners with metacognitive opportunities to think about how to bridge the gap between current and aspirational achievement;
 - create a learning environment that allows students to admit problems without the risk of losing self-esteem;
 - give learners the opportunity to work problems out for themselves;
 - encourage learners to consider a number of possible solutions before deciding on a course of action.
 - **Activating students as learning resources**
Teachers will:
 - show learners how to use assessment/success criteria to assess and provide feedback on the work of peers (**peer feedback**);
 - provide learners with opportunities to work collaboratively to respond to feedback and improve work.

Summative assessment and formative use of summative assessment

Every subject area should create a **minimum of three** stepped summative assessments per year group in line with their progression model so that progression towards identified waypoints/pivotal concepts can be recorded within the assessment trackers on SIMS.

Stepped assessment potentially (from the amount of revision the student engages in) tests all elements of the course covered to date, not simply an individual topic area/skill in isolation. For example, students revise everything for their examinations because they don't know what will come up, however not everything is tested.

Stepped summative assessments should:

- have clear criteria which are shared with the students linked to the progression model
- be based on exam-board materials, where relevant, in KS4 and 5
- be standardised and marked consistently by all staff
- be moderated by curriculum leaders/TLR holders. Any opportunity for external standardisation should be utilised e.g. TSA subject network.
- Be kept in portfolios as exemplars of agreed assessment standards. These can be used to support new colleagues, Newly Qualified Teachers and students on ITT placements.
- inform future teaching
- inform intervention to ensure all students can access the curriculum

Through assessing, recording and reporting on students' work, we aim to:

- plan our curriculum more effectively
- accurately evaluate the effectiveness of our teaching
- inform our lesson planning to meet the needs of **all our students** and give them the opportunity to show what they know, understand and can do.
- ensure assessment is manageable

- give understandable and useful information to all stakeholders on give information about strengths and areas for development
- set challenging targets
- engage parents in their child's learning and progress
- produce detailed reports to school leaders, parents, governors enabling effective intervention.

Target Setting

On entry Year 7 students are assigned to a flightpath based on their KS2 score. The target set is an end of KS4 target based on the grades 9-1 using the table below.

| Scaled Score | SOLO Target |
|--------------|-------------|
| 80-83 | 1 |
| 84-89 | 2 |
| 90-94 | 3 |
| 95-99 | 4 |
| 100-104 | 5 |
| 105-109 | 6 |
| 110-114 | 7 |
| 115-120 | 8 |

Subject targets for years 7 to 10 will be set using the following:

KS4 school targets using KS2 scaled scores to SMID Bucket estimates (minimum grade) the initial departmental target will be set using this, there will be the opportunity to amend this up if the data supports it

- Maths Targets set against KS2 Maths scaled score to Maths Bucket SMID estimates
- English Targets set against KS2 Reading scaled score to English Bucket SMID estimates
- Ebacc Targets set against KS2 average of Maths and Reading scaled scores to Ebacc Bucket SMID estimates
- Open Targets set against KS2 average of Maths and Reading scaled scores to Open Bucket SMID estimates

For students entering the school with no KS2 data, challenging targets are set through baseline testing and comparison to students with similar academic profiles.

For Y11 targets (Final year group through on KS2 fine point scores.)

- KS4 School targets using KS2 fine points using KS2 fine grades to 2018 Validated Bucket Estimates. Curriculum Leaders can amend these upwards in instances where the data suggests this is appropriate.
 - Maths Targets set against KS2 Maths fine grade to 2018 Validated Maths Bucket
 - English Targets set against KS2 Reading fine grade to 2018 Validated English Bucket
 - Ebacc Targets set against the average of Maths and Reading fine grade to 2018 Validated Ebacc Bucket.
 - Open Targets set against the average of Maths and Reading fine grade to 2018 Validated Open Bucket.

At KS5, students are set end of Key Stage target grades A* - D based on their GCSE results. KS5 target grades are generated using the Level 3 Value Added Ready Reckoner. The target grade set is at least the minimum grade required to reveal a positive Level 3 Value Added score. An aspirational target grade is also generated. Curriculum Leaders have the opportunity to adjust target grades upwards at the start of the course of study or during the key stage as appropriate; particularly for students who develop a particular aptitude for a subject or consistently perform above their initial target grade. KS5 target grades cannot be lowered. Consequently, KS5 targets are aspirational. Achieving or exceeding a target grade in KS5 represents performance above the national average compared with students with the same academic background.

Tracking Learning and Progress over time

Tracking progress and attainment over time is crucial in light of new performance measures. This will be particularly important for the tracking of sub groups of students. Summative Stepped Assessment **against waypoints** (and the

knowledge, understanding and skills covered up to that point) should be conducted at timely intervals to establish an overall summary of progress based on achievement over time. This supports the tracking of progress from starting points towards endpoints. In years 7-11, Student Assessment Report (SAR) summative assessment grades from September 2019 will be based on a 9 Point Scale in line with changes to outcomes at Key stage 4, where 1 is the lowest and 9 the highest. These will be used for all students for all subjects in Years 7-11.

By assessing students summatively in this way, it allows for clear tracking of performance against targets and to make comparisons on the rates of progress achieved by students in different year groups to help identify improvement priorities.

Teachers must keep clear records of grades achieved to inform the data input of whether students are making good progress.

SAR Recording

- SAR data should be inputted into SIMS in line with the dates specified in the monitoring and evaluation calendar. These consist of two per academic year for years 7 and 8 and three per academic year for years 9, 10, 11, 12 and 13.
- The predicted grade should be based on an amalgamation of the attainment data yielded from the above summative practices and the teacher's professional judgement.
- These grades will be quality assured by Curriculum Leaders prior to reports going out to parents.

Key Stage Managers should have the overview of progress in their year group, they will; after SAR analysis; determine the obstacles to learning the curriculum for an identified group / individual.

Following summative assessment points, leaders must conduct a thorough analysis of attainment and progress data through the moderation and standardisation of student work and outcomes.

This should be undertaken for each year group and will include the analysis of different sub groups. A detailed analysis of performance in relation to attainment should inform Subject Leader analysis meetings and improve individual staff accountability for performance where the contribution of every student grade in the school will contribute to whole school improvement.

SAR Reporting

It is important to keep parents and carers informed of the progress their children make. The most effective way to communicate this information is through regular dialogue between teacher and parent:

A dedicated parents evening will provide face to face opportunities to communicate these important areas and these should be the basis for any professional conversation between teacher and parent.

At identified points in the academic year, a Student Assessment Report (SAR) will provide a further opportunity to communicate vital information to parents from teachers, including progress towards their targets.

In years 7,8 and 9 students and teachers are aware of the target grade for the end of KS4 but their SARs will indicate progress through being colour coded as follows blue (above KS4 target), green (on KS4 target), amber (Requires Improvement to meet target) and red (serious concern working below KS4 target).

In years 10, 11, 12 and 13 students have reported numerical grade from teachers (their prediction for the end of KS4) and the box is shaded blue, green, amber or red as above.

In addition:

- Teachers also report on attitude to learning (see descriptors below). Extended Learning and coursework are not a separate judgement they are incorporated into the Attitude to Learning judgement. This colour coded as follows blue (excellent), green (good), amber (RI) and red (Serious concern).
- Attendance to date colour coded as above

- Rewards and Behaviour data with year group averages
- The final SAR will include a formative comment from form tutors.

| Attitude to Learning | | | |
|--|--|---|---|
| Excellent | Good | Requires Improvement | Serious Cause for Concern |
| The behaviour of your child contributes positively to their own and others learning. | The behaviour of your child contributes positively to their own learning | The inconsistent behaviour of your child limits their progress. | The inconsistent behaviour of your child limits their own and others progress. |
| Your child is highly motivated. They fully engage with tasks set. | Your child is motivated in lessons to complete tasks set. | Your child requires some teacher support to stay on task. | Demands a high level of teacher time to stay on task. |
| Work produced by your child is always completed with a high level of care and attention. | Work produced by your child is completed with due care and attention. | Work completed by your child is usually completed but may be lacking in care and attention. | Work is rarely completed and lacks care and attention. |
| All independent learning tasks undertaken by your child are completed to an outstanding level. Deadlines are always met. | All independent learning tasks undertaken by your child are completed to a good standard. Deadlines are met. | Any independent learning undertaken by your child is usually completed but deadlines are not always met. | Independent learning is rarely completed by your child and/or deadlines are missed. |
| Your child's learning is enhanced as a result of them being fully equipped and always punctual to lessons. | Your child's learning is well supported as a result of them being fully equipped and punctual to lessons. | Your child's learning is sometimes hindered due to their lack of equipment and/or regular lateness to lessons | Your child's learning is impeded as a result of their lack of equipment and/or regular lateness to lessons. |

| YEAR | PAR EVE 1 | PAR EVE 2 | OPTIONS EVE |
|------|---------------|------------|--------------|
| 7 | 10th October | 12th March | |
| 8 | 13th February | | 5th March |
| 9 | 23rd April | | |
| 10 | 2nd April | | |
| 11 | 12th December | 26th March | 17th October |
| 12 | 19th March | | |
| 13 | 5th December | | |

| YEAR | SAR OPENS | SAR CLOSES | SAR OPENS | SAR CLOSES | SAR OPENS | SAR CLOSES | SAR OPENS | SAR CLOSES |
|------|--------------|---------------|-----------|------------|-----------|------------|-----------|------------|
| 7 | 8th November | 22nd November | | | | | 12th June | 26th June |
| 8 | 8th November | 22nd November | | | | | 12th June | 26th June |
| 9 | 8th November | 22nd November | 6th March | 13th March | | | 12th June | 26th June |
| 10 | 8th November | 22nd November | 6th March | 13th March | | | 12th June | 26th June |
| 11 | 8th November | 22nd November | 6th March | 13th March | 6th April | 24th April | | |
| 12 | 8th November | 22nd November | 6th March | 13th March | | | 12th June | 26th June |
| 13 | 8th November | 22nd November | 6th March | 13th March | 6th April | 24th April | | |

Curriculum Impact

Implementation of the intended curriculum will take place through department review, monitoring and evaluation procedures, assessment of reading age and analysis of internal and external data.