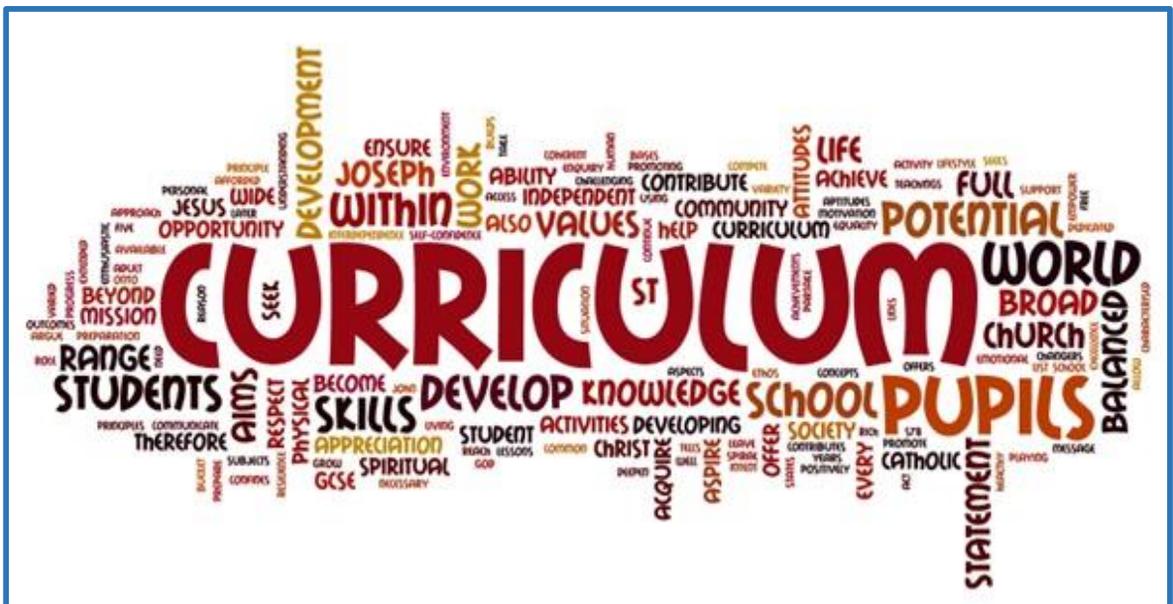


Curriculum Development: Intent and Implementation



Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.



Curriculum 2020-2021

St Joseph's Curriculum Intent

Curriculum Intent

Our Mission Statement states that Jesus Christ is our role model. Jesus tells us that "I have come so that they may have life and have it to the full" (John 10.10). Therefore our curriculum is characterised by Academic Excellence and aims to allow our students to achieve their full potential and prepare them for the world of work and life beyond school. It will be broad and balanced (Education Act 2002 S78) so that every student is afforded the opportunity to reach their potential regardless of aptitude, ability or situation.

Mission Statement

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do.

**ASPIRE
NOT TO
HAVE MORE
BUT TO
BE MORE.
ARCHBISHOP OSCAR ROMERO**

Our curriculum aims to empower every student to develop as an independent, free thinking individual with a conscience rooted in Christian values, who can cope with challenges by developing resilience and living Christ's message. This will enable them to contribute positively to society, the Church and later to the world of work. Our curriculum intends that students should 'aspire to be more' and that most should aim to progress onto university. As such we will offer a range of challenging GCSE subjects so that our pupils can compete with the best.

We will also seek to ensure that our provision caters for those with vocational aspirations through CEIAG and a broad and balanced curriculum that builds on skills as well as knowledge in a spiral approach across the five years that students are with us. We recognise that there is more than GCSE outcomes to the curriculum and seek to offer all students an entitlement to a rich and varied extra curriculum through a 'bucket list' of activities to partake in whilst at St Joseph's. We encourage all pupils, with the support of their families, to take all the opportunities which our curriculum offers, both within formal lessons and beyond the classroom, so that when they leave our school they can continue to 'aspire to be more' and become 'game changers' in God's world.

*Be the change
you wish to
see in the
world*

Curriculum Development: Intent and Implementation

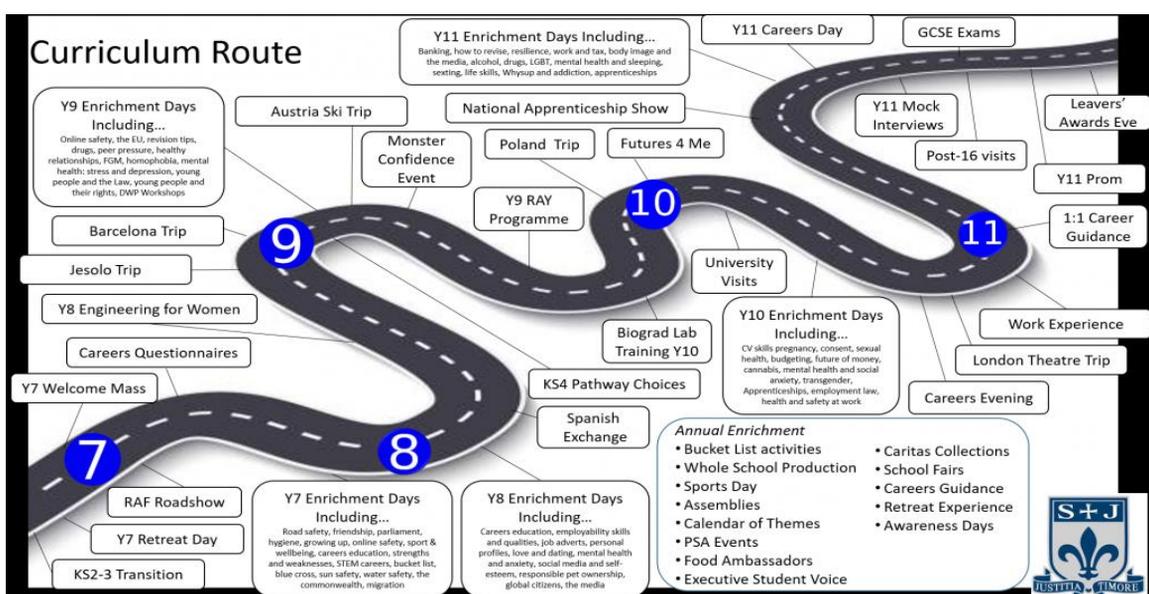
St Joseph's Curriculum Implementation

Curriculum Design and Content

St Joseph's curriculum is designed as a 5 year spiral curriculum where key concepts are presented repeatedly through the curriculum but with deepening layers of complexity. This is to ensure that all pupils are offered a rich curriculum that provides them with a deep understanding of content and skills to prepare them for life at St Joseph's and beyond.



St Joseph's curriculum achieves breadth by bringing all pupils into contact with a wide range of areas of learning and experience. This breadth in the curriculum is underpinned by the range of subjects offered under the National Curriculum, the implementation of which is audited to ensure that National Curriculum end points are reached by each pupil in KS3. It is then enhanced by a vast range of opportunities as part of our enrichment offer to deepen a pupil's "Joey's" experience".



St Joseph's Curriculum Implementation

SMSC in the Curriculum

Spiritual



Moral



Social



Cultural



SMSC stands for Spiritual, Moral, Social and Cultural development, which encompasses personal development across the curriculum. SMSC requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. SMSC underpins our curriculum intent to develop well-rounded young people who are ready to positively contribute to society following their time at St Joseph's. "...our curriculum is characterised by Academic Excellence and aims to allow our students to achieve their full potential and prepare them for the world of work and life beyond school."

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.



Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

St Joseph's Curriculum Implementation

Fundamental British Values Gospel Values

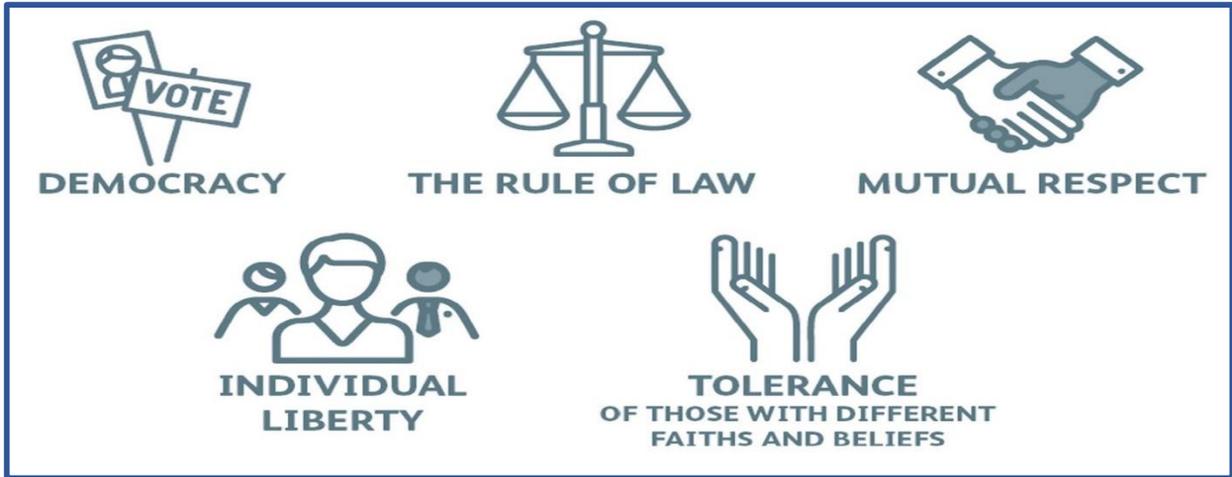
Fundamental British Values are promoted in school to ensure young people leave school prepared for life in modern Britain. This ensures that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. The Fundamental British Values are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.



- Service
- Truth and Justice
- Forgiveness & Mercy
- Purity & Holiness
- Faithfulness
- Tolerance and Peace
- Sacrifice
- Humility & Gentleness
- Dignity & Compassion
- Integrity

The Fundamental British Values that are developed within the curriculum are founded on the Gospel Values of our Catholic school. We teach the importance of British Values by going much deeper into the meaning of what it means to live a good life, within a framework of Catholic Christian Values. Our framework for understanding British values draws on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic Social Teaching. At St Joseph's, we provide an education that focuses on the formation of the whole person and on our vocation and purpose in life.



St Joseph's Curriculum Implementation

Literacy Across the Curriculum

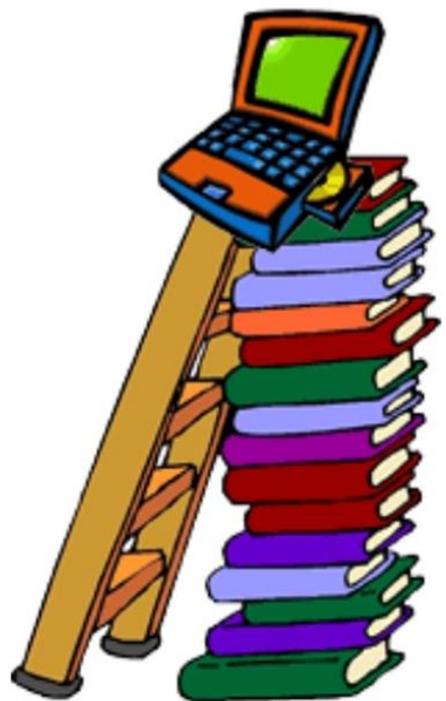
Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. A literate individual is granted greater life opportunities because they have built a foundation for lifelong learning and employment; this strongly contributes to the development of all aspects of social and academic life.

All teachers have a responsibility for promoting language and literacy development across all subjects within a well-designed curriculum. Young people must be encouraged to explain their thinking: they need to confidently articulate ideas through reading, writing and Oracy, all at a level which develops their skills, values and attitudes. This requires careful sequencing of learning to ensure children are provided with the opportunities to develop these skills and apply them to a wide range of situations.

St Joseph's will use literacy as a vehicle to allow our students to access all areas of our curriculum, contextualise their learning and enable each individual to not only realise their full potential, but achieve or surpass it. Closing the vocabulary gap, developing reading acquisition, improving the fluidity and sophistication of writing, as well as extending opportunities for Oracy development, are key areas the staff at St Joseph's are targeting to improve students' outcomes.

To achieve this intent, staff at St Joseph's need to work collaboratively to create a consistent and holistic approach to the development of literacy across the curriculum. Whilst each subject is developing their own bespoke materials to address literacy skills in their subject area, shared resources are available to be used to create consistent approaches to teaching certain skills.

Without the foundation of understanding brought about through reading comprehension, students would be without the skills to contextualise their learning and articulate their ideas with fluency and confidence: essential skills needed to master the final exams and flourish in the wider world of work. Simplifying exam terminology has made a significant impact in improving comprehension. Understanding the term is the first step to understanding the skill needed to be utilised by the student. These have been promoted in wall displays, planners, books, classrooms, and referred to in lessons. Leaders across school now need to further integrate the use of these within their curriculum areas. The accurate testing of pupils' reading acquisition will also be fundamental to identifying the gaps in their learning that will inform purposeful intervention. The Literacy Lead is liaising with Senior Leaders to source an accurate measure for testing students upon entry to provide accurate and tangible data staff can use to address issues across subject areas.



St Joseph's Curriculum Implementation

Literacy Across the Curriculum

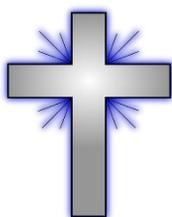
To further raise the aspirations of our students, staff are developing how they model academic language for all. This will begin to encourage our students to verbally articulate their ideas as confidently as when in the written form. Leaders across school are developing their curriculum plans to address this issue and provide opportunities for Oracy skills to flourish in each subject. The sharing of expertise amongst staff will be essential in continuing to create a consistent approach within teaching at St Joseph's.

Whilst writing frames and structures can help students to understand how to develop and craft their written responses more effectively, at St Joseph's, staff need to allow pupils the opportunities to write with originality and flair. Leaders in subject areas need to ensure writing frames do not limit students in their written work but are used to help build a foundation of understanding before allowing creativity and individuality to grow once mastered. Departments need to evaluate how effectively they use modelling and share the ways in which they promote opportunities for students' to create their own individual voice within their writing; this will allow a more consistent approach to develop across the curriculum that challenges all of our diverse learners



St Joseph's Curriculum Implementation

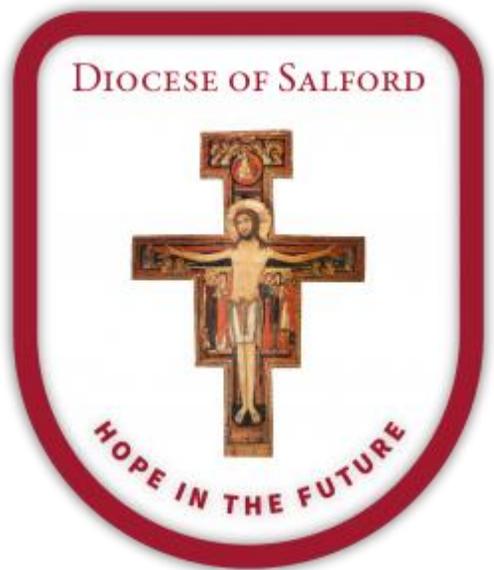
Gospel Values

<p>Service: Respect for others and supporting others is modelled by staff and pupils at St. Joseph's. Our pupils learn about service of others through our whole-school Lenten work for Caritas Salford who work to help the most vulnerable children, young people and adults in our communities to transform their lives and fulfil their potential.</p> 	<p>Truth and Justice: Our pupils learn about truth and justice and living a life of honesty and fairness. We live our lives by the rule of law, we enable students to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are encouraged to accept responsibility for their behaviour, show initiative, and understand how they can contribute to the lives of those living and working in the school and society.</p> 
<p>Forgiveness and Mercy: Pupils are encouraged to make the right choices in school and are provided support to do this. Our school invests in our most challenging pupils to ensure that our curriculum aims are achieved for all pupils in our care. Reconciliation is offered to our pupils at different points in the liturgical calendar.</p> 	<p>Purity and Holiness: Pupils are taught to be proud of who they are and encouraged to be true to themselves, celebrating and developing their God-given gifts and talents. Achievements and successes are celebrated in assemblies and thanksgiving is made for all our pupils achieve.</p> 
<p>Dignity and Compassion: Pupils are encouraged to take pride in their membership of the St Joseph's community and demonstrate this in all that they do. Pupils are encouraged to have a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. They also learn about this process with the election of Student Council representatives</p> 	<p>Tolerance and Peace: Respect is a quality that is modelled by our staff and pupils through interactions with one another, so that pupils have respect for themselves and for others. Further tolerance and harmony between different cultural traditions is developed through collective worship, assemblies and RE lessons by enabling students to acquire an appreciation for and respect for their own and other cultures.</p> 
<p>Sacrifice: Pupils are made aware of the reward of self-sacrifice and developing self-discipline to support others, for example learning in lessons or exam preparation and focus. Pupils' understanding of sacrifice is enhanced during CAFOD collections in school, where pupils are asked to have less so that they can support the less-fortunate.</p> 	<p>Humility and Gentleness: Our school is a safe place for pupils to learn where they are encouraged to make independent choices and learn from their experiences. A range of gifts and talents are celebrated for all pupils, allowing pupils to share in these positive experiences and learn from one another. This enables pupils to develop their self-knowledge, self-esteem and self-confidence.</p> 
<p>Faithfulness: Our school begins and ends with a prayer. The school has a Mission Team of staff and pupils to lead the witness of our faith. Pupils are taught about different faiths and appreciate and understand the differences between other faiths.</p> 	<p>Integrity: Pupils are taught a strength of character and are given resources to promote self-respect.</p> 

St Joseph's Curriculum Implementation

Special Status of Religious Education

In using Christ as “our family role model”, it follows that the path to full achievement of potential is, for each person, only to be found through sound knowledge of His teachings, followed ever more closely through a deepening spiritual awareness of His presence in our lives. Since as Catholics we believe that a person's potential can only be fully realised through a lived commitment to Christ, based upon an informed understanding of His way, it follows that Religious Education is central to St Joseph's curriculum. It is also essential to the rounded development of each pupil and will therefore form a core part of our curriculum. St Joseph's school also recognises that the spiritual and moral development of each pupil is not the sole responsibility of the Religious Education Department, but rather, in word and in deed, by teaching and by example, and at all times that of every member of the school community.



The Curriculum and the Community



The school recognises that close involvement with the community enhances the quality of teaching, learning, attainment and progress. Where resources permit it, we aim to take every opportunity to:

- use the knowledge and expertise of members of our local, national and international communities to enrich the work of departments.
- use the facilities and environment of the community as teaching and learning resources in helping to develop pupils' knowledge, skills and attitudes.
- develop a healthy community approach in our pupils by introducing them to important local, national and international issues, and by encouraging them to become actively engaged.
- involve the pupils practically in community work (e.g. SVP, choir; assemblies, Masses, primary schools; help with community projects etc).
- ensure that each department updates and revises schemes of work to include new community projects as they are introduced.

In this way, “the community” is regarded as a natural resource, to be drawn upon across the curriculum as an essential part of school life.

St Joseph's Curriculum Implementation

Parent Partnership

In meeting its responsibilities to parents, St Joseph's seeks to foster an open door policy. The school endeavours to inform parents as fully as possible on the progress of their child, and on the performance of the school as a whole. Parents are welcome into school at any time to discuss their child's schooling and are warmly invited to attend the many functions and celebrations which take place during the school year.

The school will endeavour to ensure that;

- All pupils are positively engaged in the whole range of curricular provision.
- All curricular areas contribute towards a broad and balanced education.
- All curriculum areas contribute towards the moral and spiritual development of each individual.
- Access to the curriculum is extended to pupils having special educational needs through the provision of appropriate support.
- Wherever possible, parents are engaged in the process of supporting children through the education programme.
- Due consideration is given to recognising the importance of community involvement in enhancing the quality of teaching, learning, attainment and progress.
- Processes of assessment and recording enable pupils' strengths to be extended and limitations reduced.
- Manageable processes of recording ensure continuity and progression of pupils' learning

The school curriculum as a whole promotes high expectations of pupils' performance.

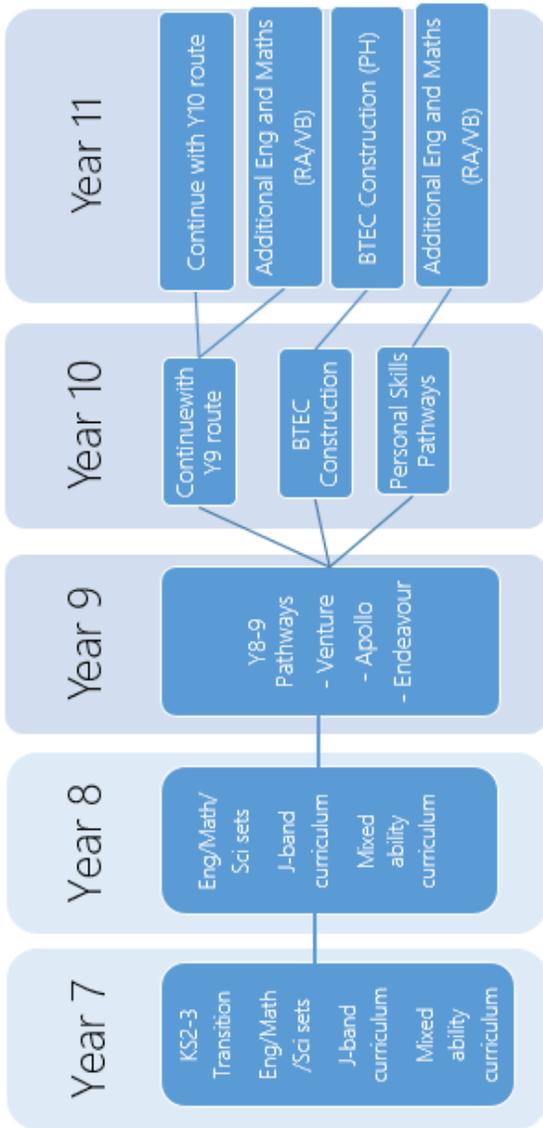
The delivery of the curriculum encourages the development of self-esteem.

St Joseph's curriculum will be reviewed regularly in order to reflect current educational understanding, the changing nature of the school's intake and the latest governmental and national requirements and the available resources.



St Joseph's Curriculum Implementation

St Joseph's Student Curriculum Summary



Pathway Route Detail

Year 9

- All students are provided with a recommended Pathway based on ability and aspiration.
- Full consultation is offered to students and parents to ensure informed decisions are made

Year 10

- Most students continue with the curriculum that they studied at Y9.
- Some students change option subject to study BTEC Construction in consultation with SLT and HoY
- Some students are withdrawn from a third option to study a range of alternative personalised provisions in consultation with SLT and HoY

Year 11

- Most students continue with the curriculum that they studied at Y10.
- Students who study BTEC Construction continue with qualification
- Students withdrawn from option in Y10 receive additional English and Maths as required and/or continue with alternative personalised provision.
- Some students are withdrawn from a third option to receive additional English and

Personalised Skills Pathways (Pastoral Staff/Additional Teaching capacity)

- IDEA: The Duke of York Inspiring Digital Enterprise Award
- Duke of Edinburgh Award Scheme: Volunteering/Skills
- Barclays Life Skills
- Princes' Trust Achieve Programme

Initial Pathway Routes Y8-Y9

- Venture Pathway: EBacc compliant
- Apollo Pathway: MFL included in pathway choice
- Endeavour Pathway: Personalised Foundation Learning programme

Y7 and Y8

- English, Maths and Science are set from KS2 data
- Two parallel bands of mixed ability students – including a J-band class in each band
- Technology taught on carousel

RE Curriculum

- 10% curriculum time is allocated to the teaching of RE in every year group.

St Joseph's Curriculum Implementation

Year 8

During Year 8, consultation between the Head of Year, Form Tutors and interviews with Senior Leaders take place to agree an appropriate Pathway for each pupil from Year 9, this ensures that the individual needs of each child are carefully considered. Parents/carers and students are invited to information evenings and have one to one guidance with a member of the senior team.

At this time most students will choose the Specialist subjects that they wish to specialise in at Level 2 (GCSE). Compulsory subjects currently include English, Maths, Combined Science, Religious Studies and core Physical Education.

Most pupils will follow an Venture Pathway which fulfils the EBacc criteria as on entry to St Joseph's a significant number of our pupils are high prior attainers. Some pupils may study the Apollo Pathway in which MFL is a specialist subject. Some pupils may follow the Endeavour Pathway where one Specialist subject is replaced by a Foundation Learning Programme; some pupils may follow a tailored vocational programme and some pupils may undertake an extended work experience programme. During the consultation in Year 8 parents are invited in to school to a meeting to ensure that the individual needs of each child are carefully considered. All pathways ensure that pupils study a broad and balanced curriculum which provides them with a wide range of future opportunities.



National
Curriculum

Our KS3 audit indicates that the KS3 National Curriculum end points are met within Y7 and Y8. The clearly planned and sequenced Schemes of Work in each department ensure that all topics are covered in the required breadth and depth for each pupil.

In the core curriculum subjects, Maths and English where pupils are taught in sets there may be some KS3 National Curriculum content that is delivered in breadth but developed in detail as pupils move from Y8 to Y9, this is to support the mastery of the content and skills that are covered to promote further learning and progress across the subjects. Subject leads are aware of where this occurs and with which classes, in the best interests of the pupils.

Pathways are structured in such that promotes equity of delivery and are designed to stretch and challenge pupils and to meet the demands of the local labour market and the future employability of our pupils.

St Joseph's Curriculum Implementation

Year 9 - 11

From Year 9 our pupils will follow GCSE or equivalent courses which comprise of Compulsory Core subjects and Specialist subjects lasting three years. This is a deliberate action to engage pupils and enable pupils to really enjoy their subject and learn the depth of their subject over a three year course. Early in year 9, pupils are able to move between subjects within option blocks thereby ensuring that they are satisfied with their option choices at the start of KS4.



Careers Education, Information, Advice and Guidance



Citizenship

Where a National Curriculum programme of study exists for a subject, all pupils will follow it. Careers Information, Advice and Guidance and Personal, Social, Health and Enterprise Education and Citizenship are delivered in a range of subjects and also in form time and Curriculum Enrichment Days. Most of our learners go onto further education, studying A-Levels and Level 3 BTECs. Our Tutor time programme and CEIAG approach is to encourage as many of them to go to study at University and gain high quality degrees. Some of our learners decide to enter the world of employment, training or apprentice at 16 but whatever route they choose, they have the support and encouragement from school to help them succeed.

The requirements of Citizenship and the Enterprise Curriculum together with the promotion of Fundamental British Values and Spiritual, Moral, Social and Cultural education are met by tailored programmes for each year group as well as cross-curriculum mapping. The development of SMSC is further supported by the promotion of Gospel Values within our context of a Catholic school. There are two nominated members of staff with specific responsibilities for each to these areas to ensure the quality of these programmes. Each curriculum area identifies aspects of their schemes which contribute to such coverage, in particular during the Curriculum Enrichment Days. Curriculum Mapping demonstrates where each of the statutory strands are delivered to pupils in our curriculum.

St Joseph's curriculum must be differentiated, in that it must possess the capacity to cater for the needs, abilities and interests of each individual pupil. It is important, then, that departments identify and seek to meet the varying needs and ability levels of the pupils in each teaching group.

In RE and English students are set according to ability in two bands. Mathematics and Science are taught within two different ability bands. Specialist subjects are taught in mixed groups. Obviously GCSE and equivalent qualification provision at any given time depends on different factors, including government requirements, which are open to modification from time to time.

St Joseph's Curriculum Implementation

Our current arrangements are that all pupils will study a common core of:

- Religious Education
- Mathematics
- English Language
- English Literature
- Combined Science – Trilogy.
 - The more able pupils may be entered for Separate Sciences.
- Physical Education (non-examined compulsory non-GCSE course)



In addition to the core subjects, pupils can choose to study some of the following specialist subjects:

- GCSE
 - Art
 - Business Studies with Functional ICT
 - Drama
 - Food and Nutrition
 - French
 - Geography
 - History
 - Music
 - Spanish
 - Technology - focus in Resistant Materials, Graphics or Textiles
- OCR Cambridge National Diplomas
 - Sports Science
 - Creative iMedia
- BTec Technical Awards
 - Health and Social

St Joseph's Curriculum Implementation

Special Educational Needs and Disabilities

As reflected in our Mission Statement, every pupil at St Joseph's is recognised as having individual skills, talents and abilities and is equally important and valued. The school therefore is committed to responding to any individual's special educational needs at any stage of his/her school career in order that he/she may be fully included and given the opportunities to develop his/her skills, abilities and talents to the full.

St Joseph's RC High School is a Catholic mainstream school. Achievement with care is our vision for all our students. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school. The SENCo holds the NASENCo National Award for Special Educational Needs Coordination.



Special Educational Needs & Disabilities

St Joseph's Curriculum and environment is adapted for pupils including those with additional needs. Subject teachers are responsible for the progress of all students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible

for making the curriculum accessible to all students. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The Code of Practice 2014 suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

St Joseph's Curriculum Implementation

Special Educational Needs and Disabilities

At St Joseph's teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. Curriculum areas are taught in mixed ability groups except for maths and English where, students are grouped by levels of attainment in English and Maths. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with an TA
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

From Y9 onwards students specialise in a range of course, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

For students with SEND, the school has the service of connexions who hold 1:1 interviews with pupils and parents of pupils with Education and Health care plans and offer advice to make important decisions on post 16 provision. The Careers Advisor within school offers advice and support to all pupils regarding next steps in career pathways.

St Joseph's school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving a teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The SENCo and Senior Leadership team will ensure:

- Teachers understand a student's needs and are trained in meeting those needs.
- The quality of teaching for students with SEND
- Provision across the school is efficiently managed.



St Joseph's Curriculum Implementation

Careers Education Advice Information and Guidance

CEIAG (Careers Education, Information, Advice and Guidance) is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

CEIAG at St Joseph's uses the Gatsby Charitable Foundations to deliver a programme of advice and guidance that is stable, structured and relevant so that our pupils can choose the next stages of education or employment that is right for them.

The Gatsby benchmarks are:

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

St Joseph's Curriculum Implementation

Extra-curricular and Enrichment

Here at St. Joseph's, we believe that education is not all academic – the aim of an excellent school is to nurture children to become responsible, dynamic young people who can achieve academically and have the skills that can be used in the workplace maintaining the Catholic ethos, that is so important here at our school, in their future lives as adult Christians.

In addition to the many academic lessons and activities, we have a number of enrichment programmes that anyone can get involved in. St Joseph's enjoys a rich and vibrant extra-curricular programme which plays a vital role in building confidence and deepening personalities. These range from sporting clubs and fixtures through to Be Kind to Your Mind and the School Mission Team.

We also provide many opportunities for residential and day visits. These include retreats to Savio House, Duke of Edinburgh expeditions, sporting trips to Jesolo in Italy, the ski course to Austria and our pupil exchange to Spain. Here at St Joseph's, the world really is your oyster!

	13.00 – 13.25 hrs	14.45 – 15.45 hrs
MONDAY SPORTS HALL FIELD/YARD	Dance show practice All Years KH & SM	Dance show practice All years KH/SM Y9 Football – Dome -MBS
MONDAY DOME	Tag Rugby – Open to all pupils - MH	OCR Sport Science Intervention Year 9,10,11 Departmental Detentions RC/MH
TUESDAY SPORTS HALL FIELD/YARD	Dance show practice All Years KH & SM	Departmental Meeting. (KH/RC/MH) SH-Inclusive Games – AW Year 11 Football – Dome – LS.
TUESDAY DOME	Coursework Clinic Dugout – RC & MH	
WEDNESDAY SPORTS HALL FIELD/YARD	Year 7 Basketball RC	Basketball fixtures/training RC / MH
WEDNESDAY DOME		Dance show practice Main Hall KH & SM
THURSDAY SPORTS HALL FIELD/YARD	Years 8&9 Basketball GP	Badminton fixtures/practice MR Rugby All Years Training - MH
THURSDAY DOME	Year 10 Football MH	Girls football training/fixtures MC & PS
FRIDAY SPORTS HALL FIELD/YARD	Dance show practice All Years KH	Dance club Main Hall KH & SM
FRIDAY DOME	Badminton All Years RC & MR	Year 11 and staff football - MH



Curriculum Development: Intent and Implementation

	Lunchtime			After School (2.45-3.30)		
Monday	Reading Club	HJ	1.20pm Rm 11	Y7-9 Maths Intervention	NW	Rm 16
	Choir	IH	Rm 32	Y9 and Y10 Drama	KC	Rm 44
	Be Kind to Your Mind	NP	Rm 5	Craft Club	PH FWS DO	Rm 39, 40, 34
				Baking Club (WkA) 2.45- 4.30	APO	Rm 22
Tuesday	Mission Team	SJP HH	1.15pm Rm 13	Inclusive Sports	AW	Dome
	Y8/9 Literature Lovers	RMI	1.00pm Rm7			
Wednesday				Film Club	KRY	Rm 10
				Y9 and Y10 Music	IH	Rm 32
				Y7 Science Club	LWE	Rm 29L
				Y7 8/9 STEM Club	BBM/JRN	Rm 30L
				Astronomy Club (A)	CTR	Rm 27L
				Eco-Warriors (B)	SKR	Rm 26L
				Creative Writing	HHE	Rm 4
				Y9-11 Philosophical Thinkers	SW	Rm 7
Thursday	Welcome Club	ZM HH	Rm 13	Y8/9 Bar Modelling Master Class	RF	Rm 17
				Award in Statistical Methods	AH	Rm14
	Y7/8 Books and Bites Big Book Quiz	LPR CBR	Rm1	Y7 Puzzle Club	SAY	Rm 18
				Ali's Mathletes	YAI	Rm 43
				Chess Club	AV	Chapel
Friday	Drama Club	KC	Rm 44			
	Humanities Film Club	JBK JDN PA ATA	Rm 24			

Curriculum Development: Intent and Implementation

Our Mission Statement states that Jesus Christ is our role model. Our curriculum is characterised by Academic Excellence and aims to allow our students to achieve their full potential and prepare them for the world of work and life beyond school. St Joseph's bases its curriculum on the principle that all pupils should have access to a broad, balanced, relevant and enriching curriculum, irrespective of their personal aptitudes and abilities. The school seeks to ensure equality of opportunity within the curriculum for all pupils within the confines of the available resources – financial and structural.



2019/2020

National Curriculum Audit	National Curriculum Audit to ensure that NC strands are taught in required breadth and depth in each subject area. Any gaps actioned and to be reviewed in curriculum planning for 20/21.
Curriculum Handbook	Curriculum Handbook created showing a rich and deep curriculum for all learners. Includes each department curriculum journey, progression and mapping of cross-curricular skills and content.
Literacy Interleaving	Literacy to be further embedded across the curriculum. Strategies for oracy and reading to support EAL and PP students to begin to close the "vocab gap".



2020/2021

Cultural Capital Days	Three extended learning days for pupils to take part in learning about the past, present and future opportunities in their local area. Linking this to NC strands and personal development.
Personal Skills Pathway	Using one curriculum pathway to develop Skills for Life through a range of experiences for pupils who may struggle to access three Pathway choices. Learning of transferrable skills and competencies
BTEC Construction	BTEC Construction introduced into Y10 curriculum for pupils who require a more vocational subject and whose career pathways are linked in this area. Use local industry to support this qualification.
MFL Stretch	Y7 and Y8 J-band study both French and Spanish in 1:3 timetable split to promote ongoing language learning and develop the MFL uptake by long term exposure to both languages.
Enrichment Experience	Each department will offer an additional qualification as part of their "Bucket List" offer. This is to increase uptake throughout the year groups and for pupils to be able to demonstrate learning.



2021/2022

Cultural Capital Curriculum	Cultural Capital days from 2020/21 to be developed into curriculum time in Y9 so that a rich and deep curriculum is experienced by all pupils.
Career-based challenge	Each department will offer at least one career-based experience for every pupil. This may be a project, timetabled lesson time, external speaker, extra-curricular opportunity, visit, etc.

