

Curriculum Development: Intent and Implementation



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



Curriculum 2023 -2024

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.

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. It aims to instill ambition in our young people, dream the impossible and achieve beyond wildest imaginations, with a curriculum that is ambitious in a bespoke way to meet the needs of learners.

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

At St Joseph's our students will develop knowledge and skill for young people to be the game changers in the world bringing about a positive change and a new world with greater capabilities for social change and development. Through the taught curriculum and extracurricular experiences we expose young people to experiences that invest in the social and cultural capital aspect of the mindsets of young people and allow opportunities to see beyond their current everyday experiences irrespective of financial situation or special needs. Our curriculum aims to create students who will 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.

Curriculum Development: Intent



St Joseph's Curriculum Aims and Principles

Curriculum Principles

The curriculum at St Joseph's comprises all those activities and experiences which contribute to the intellectual, spiritual, physical, social and emotional development of members of our community. This includes the extended or out-of-hours curriculum which contributes to the ethos of the school, promoting the values expressed in our Mission Statement and School Aims. St Joseph's bases its curriculum on the principle that all students 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 students within the confines of the available resources – financial and structural.

Our curriculum is designed to be:

Ambitious and aspirational model with academic rigour

Broad, balanced built for knowledge and cultural capital

Clearly planned and sequenced

Delegated curriculum leadership

Equal ambitions and opportunities for all

Full and rich curriculum offer founded on our core values



All students have in common a need to acquire the knowledge, concepts, skills and attitudes necessary for their own development, and for playing a full part in society. In general, the purpose of the curriculum is to help all students to achieve this development, each to their own potential within the context of the teachings of the Catholic Church.

Therefore, our curriculum aims to help students:

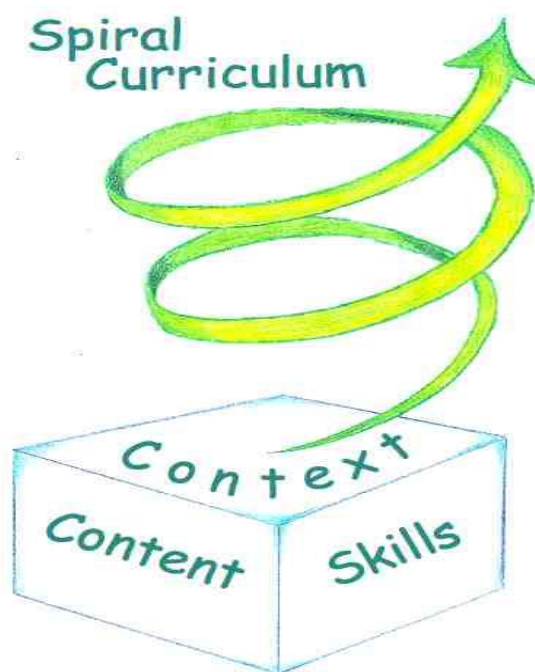
- To deepen their understanding of Gospel values, of the teaching of the Roman Catholic Church and of their own spiritual potential.
- To become enthusiastic learners, with the ability to question, argue and reason, developing the skills and motivation to pursue independent lines of enquiry
- To develop self-confidence, and self-discipline, grow in self-esteem, and develop sensitivity to and respect for others.
- To communicate in a variety of ways, using a wide range of media.
- To develop a respect for their community and for the environment, and an appreciation of the interdependence of all aspects of the world.
- To foster an appreciation of a wide range of human achievements.
- To acquire knowledge and skills in preparation for adult life, and the world of work.
- To promote a healthy lifestyle, encouraging participation in physical activity and nurturing talent.

St Joseph's Curriculum Aims and Principles

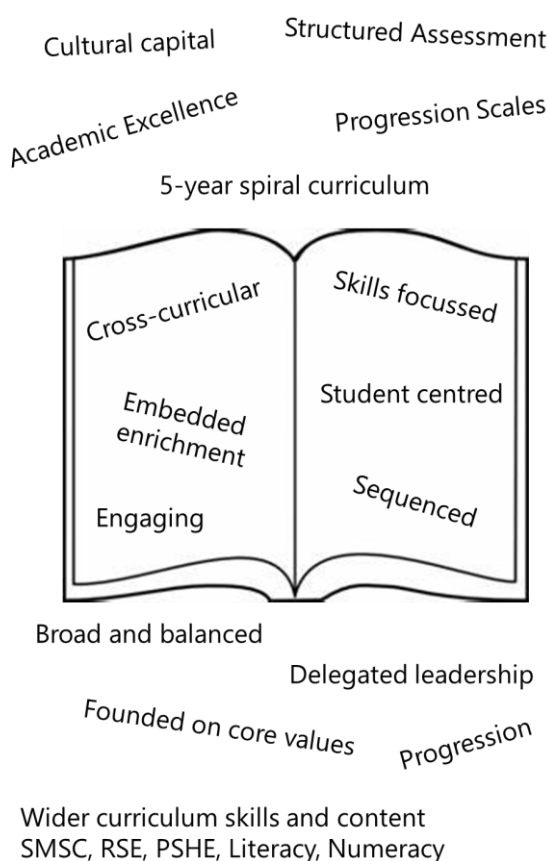
Curriculum Implementation

Through a 5 year curriculum journey we cover the breadth of the KS3 curriculum during Y7-9 providing a foundation for GCSE and equivalent study in Y10&11. In order to deliver our curriculum intent at St Joseph's we offer a range of challenging GCSE and equivalent subjects so that our pupils can compete with the best.

We 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. Within our curriculum 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.



Curriculum Development: Implementation



Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

At St Joseph's, we work to build our student aspirations and expose them to a range of different experiences to help them achieve goals and become successful. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

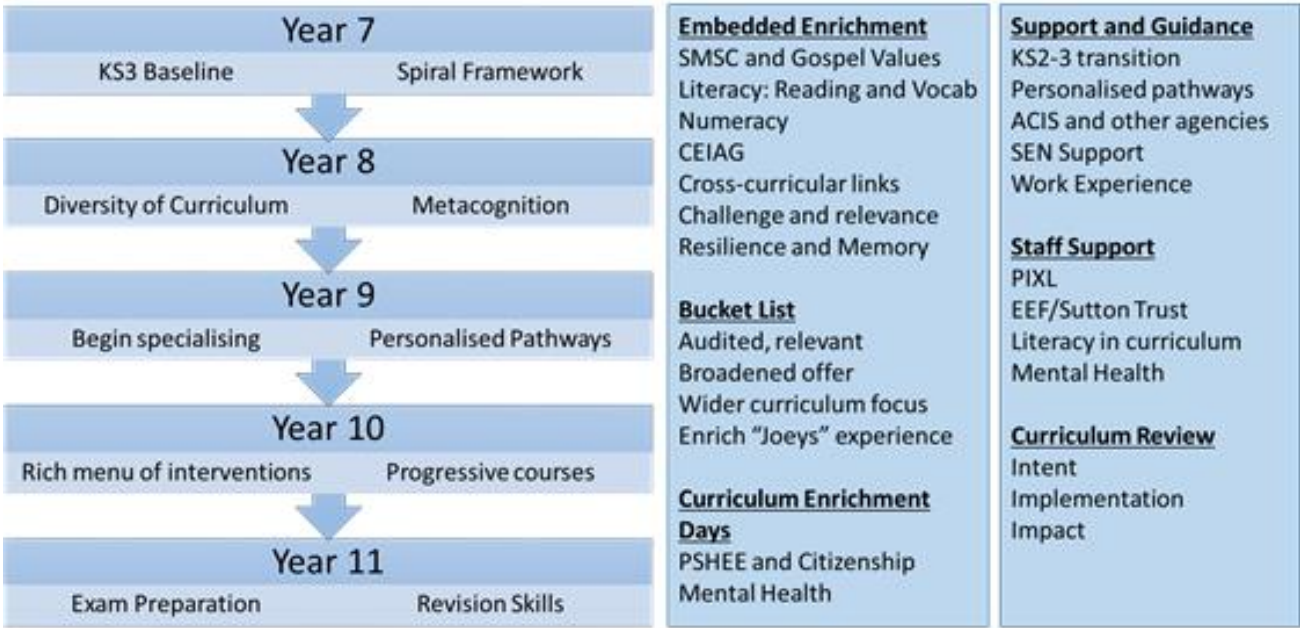
We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits and careers activities.

Curriculum Development: Intent and Implementation

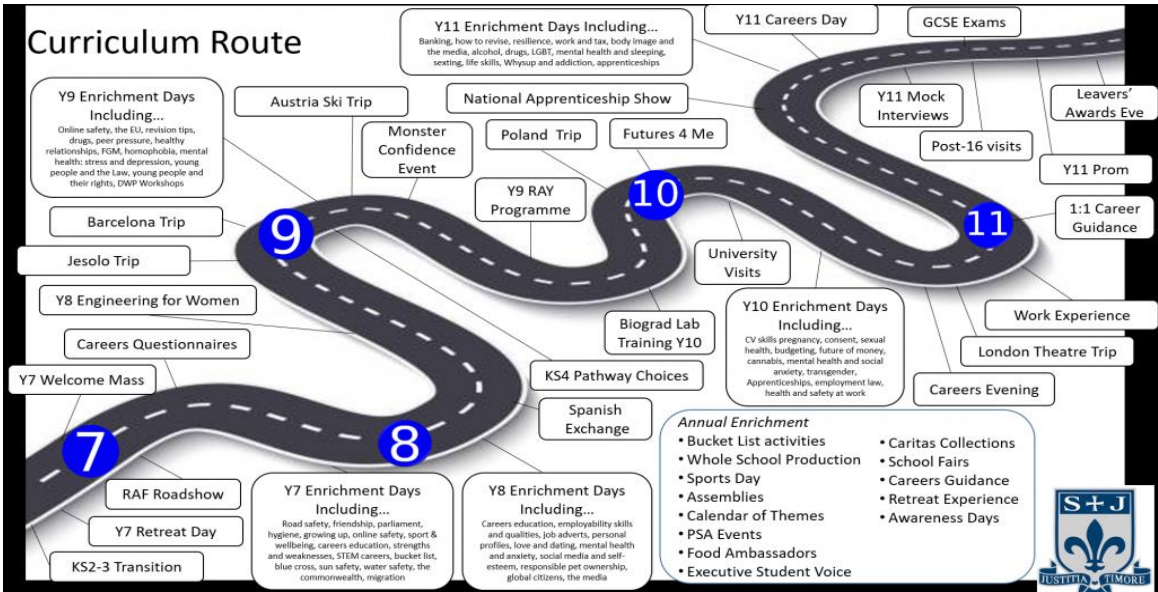
St Joseph's Curriculum Implementation

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 students 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 students 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 KS3 National Curriculum end points are reached by each student. It is then enhanced by a vast range of opportunities as part of our enrichment offer to deepen a student's "Joeys' experience".



St Joseph's Curriculum Implementation

Balance is achieved in the curriculum by ensuring that each of these areas across the 5 year curriculum, for each student, is allowed sufficient scope for development, in terms of time and resources with the available financial and structural resources. Equally, there should be a balance in the variety of teaching styles employed in each classroom, with avoidance of the over use of any one particular style. A balance should be achieved also across the range of types of work required of the students in each classroom, with avoidance of overdue emphasis on any one particular kind of work. Each area of learning should draw upon the student's experience of the world, and enhance their understanding of it within the context of the teachings of the Catholic Church. What is taught and learned should be perceived by students to meet their present needs, be relevant to the prospective needs of adult life, serve to enhance their enjoyment of learning or further their interest in, and understanding of the world.



Curriculum Development: Intent and Implementation

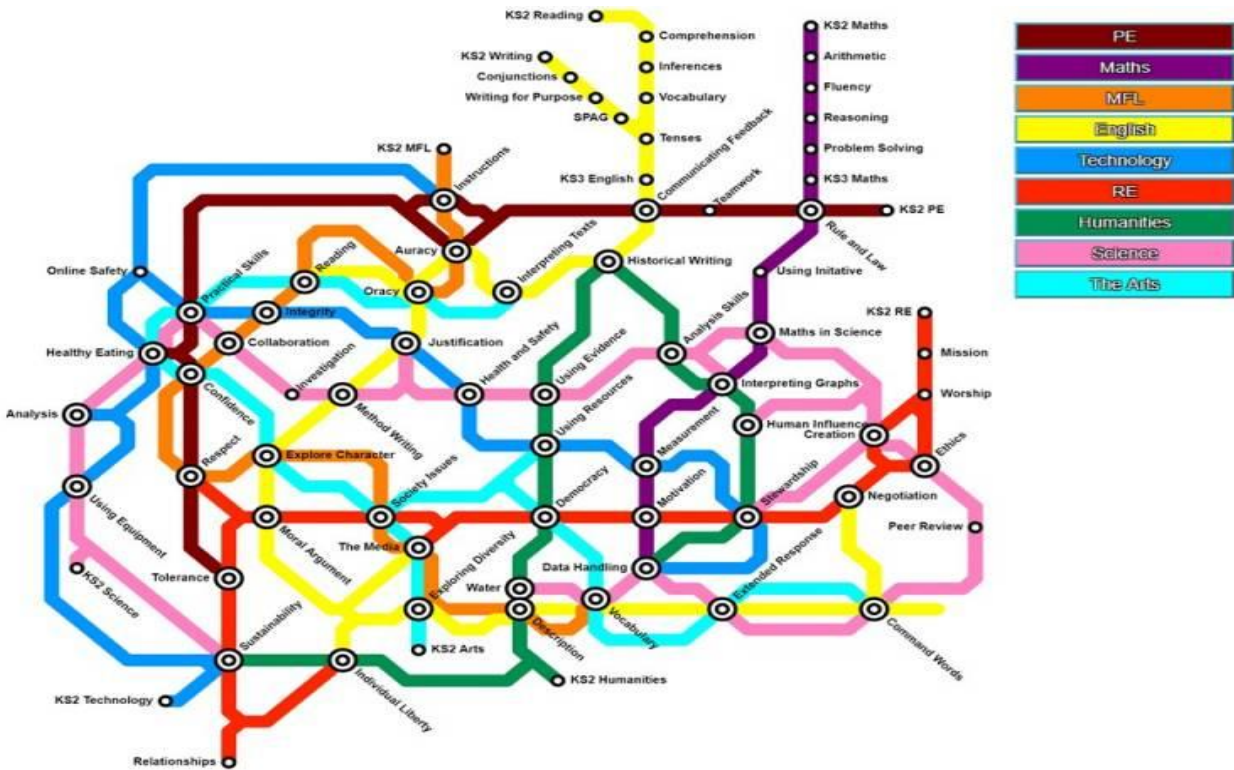
St Joseph’s Curriculum Implementation

Collaborative schemes of learning are utilised with embedded Progression Scales. Progression Scales are embedded throughout our curriculum planning and delivery to promote progression and stretch for all students regardless of starting point so that all students can maximise their future.

Literacy is a main theme that weaves throughout the future curriculum of St Joseph’s. The profile of Literacy has been raised through form time literacy activities, word of the week and the development of the importance of cursive writing and its mapping across the curriculum.

Cross-Curriculum Mapping shows the significant number of areas where departments work together to link the learning of the students at St Joseph’s. These are areas of skills, content, British Values, CEIAG, Literacy, Numeracy and many other areas. The “underground” links are mapped and encouraged between departments to promote maximum progress for our students.

English		
	Reading	Writing
12	Summarise, synthesise and connect key points to reach a conclusion about the writer's intentions. Can write an original analysis of a text, focusing very closely on the writer's choice of language and structure and the ideas implied throughout the text, sometimes thinking about the different ways in which different readers could respond to those ideas and choices.	Always thinks about what the writing needs to achieve when planning, structuring and sequencing ideas. Frequently reviews and makes significant improvements during and after writing. Structures paragraphs and sentences to manipulate the pace, tone and/or register of the writing. Chooses very carefully from a wide vocabulary to help achieve purpose and intention.
11	While reading, considers how and why the writer has written it. Can summarise, synthesise and connect the key points in a text, and sometimes thinks of different ways in which different readers might react to them. Always thinks about implied meaning. Can analyse the ways in which the writer's choices have a number of different effects and create different impacts.	Often thinks about what the writing needs to achieve when planning, structuring and sequencing ideas. Often reviews and revises the structure of writing, the structure of paragraphs and sentences, and vocabulary choices during and after writing. Can sometimes control the pace, tone or register of writing using the structure of paragraphs and sentences. Chooses from a wide and sophisticated vocabulary thinking very carefully about the impact wanted.
10	Can summarise and synthesise a range of key points in a text and often make a range of connections between them. Frequently notices when the writer creates similar inferences or uses similar imagery or structural choices at different points in a text, and can analyse their impact on the reader. Can analyse ways in which the writer's choices help them to achieve their intention.	Chooses and structures ideas, thinking about what and why it is being written. Reviews the structure of sentences and vocabulary choices. Often structures paragraphs and sentences thinking carefully about how to control the reader's response to ideas. Makes original and precise vocabulary choices to express ideas clearly and concisely.
9	Usually understands every text. Can accurately summarise and synthesise a range of key points and make connections between them. Sometimes notices when the writer creates similar inferences, or uses similar imagery or structural choices, and can analyse their impact on the reader.	Gathers, rejects, selects and sequences ideas before writing thinking about how the reader will read and react to them. During and after writing, checks the structure of sentences and vocabulary choices for clarity. Structures paragraphs and sentences for effect or to emphasise ideas.
8	Can accurately summarise and synthesise a range of key points in a text. Sometimes notices when a word or phrase in a text could have two or more different meanings. Can write about a text and its impact on the reader, commenting closely on the writer's structural and language choices.	Gathers ideas and thinks carefully about the best way to sequence and link them. Tries to improve writing when finished, always thinking about choice of vocabulary and occasionally thinking about use of sentence structure. Tries to structure paragraphs and sentences for effect and choose vocabulary for impact.
7	Can summarise and synthesise a range of key points in a text. Can infer the writer's implied meaning from specific words and phrases. Can analyse a text and make some comments about language and structure.	Gathers ideas and organises them to suit the text being written. Always thinks about vocabulary choices and try to improve them. Always writes in paragraphs and tries to achieve specific effects.
6	Can summarise and synthesise some of the key points in a text. Usually infers the writer's meaning and identifies the words or phrases used to create that meaning. Can write a more formal response commenting on language/structure.	Gathers ideas before writing and tries to organise them in a logical order. Often thinks about vocabulary choices and tries to improve them. Always write in paragraphs and try to structure sentences and choose vocabulary to have some impact on the reader.
5	Can use a range of techniques when doesn't understand a text. Can sometimes link and summarise most of the key points in a text. Can usually infer the writer's meaning, often identifying specific words and phrases.	Notes down lots of ideas and organises them before writing. Sometimes thinks about vocabulary choices and try to improve them. Occasionally forgets to write in paragraphs. Structures sentences and chooses vocabulary to make meaning as clear as possible.
4	Sometimes uses strategies when doesn't understand a text. Can identify most of the key points and can link them to summarise some of the writer's ideas. Can usually work out inferred meaning and attempt comments on the effect.	Notes down some ideas and tries to organise them before writing. Always checks writing for mistakes. Usually writes in paragraphs. Uses quite a range of conjunctions to link ideas. Sometimes thinks about the effect on the reader when choosing vocabulary.
3	Knows when doesn't understand text and sometimes reads it again. Can identify most of the key points in a text and make some connections between them. Usually works out what the writer is implying.	Tries to plan and organise ideas before writing. Often correct some spellings and punctuation. Sometimes forget to write in paragraphs. Tries to link ideas with conjunctions like 'when' and 'because' and 'although', as well as 'and' and 'but'. Tries to choose the best words to get ideas across to the reader.
2	Knows when doesn't understand a text. Can identify key points and sometimes 'read between the lines' to say what the writer means.	Tries to plan some ideas before writing. Sometimes corrects some spellings or punctuation. Sometimes use paragraphs but unsure how to use correctly. Often uses the words 'and' and 'but'.
1	Can read and understand some texts but sometimes not sure what the writer means. Finds it difficult to comment on language and structure.	Writing is not yet planned. Sometimes checks for mistakes. Usually forgets to write in paragraphs. Links most ideas using the conjunctions 'and' and 'but'.



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.



[illegible]

A word cloud centered around the word 'cultural'. The word 'cultural' is the largest and most prominent. Other large words include 'links', 'global', and 'enrichment'. Smaller words scattered around include 'local', 'arts', 'heritage', 'exchanges', 'literature', 'nature', 'diversity', 'scientific', 'talents', 'encounters', 'attitudes', 'diversity', 'traditions', 'partnerships', 'musical', 'museums', 'equality', 'drama', 'national', 'experience', 'concerts', 'galleries', 'dignity', 'sporting', 'heritage', 'exchanges', 'literature', 'nature', 'concerts', 'sporting', 'local', 'arts', 'heritage', 'exchanges', 'literature', 'nature', 'concerts', 'sporting'.

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

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



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 students' 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 students 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



Curriculum Development: Intent and Implementation

St Joseph's Curriculum Implementation

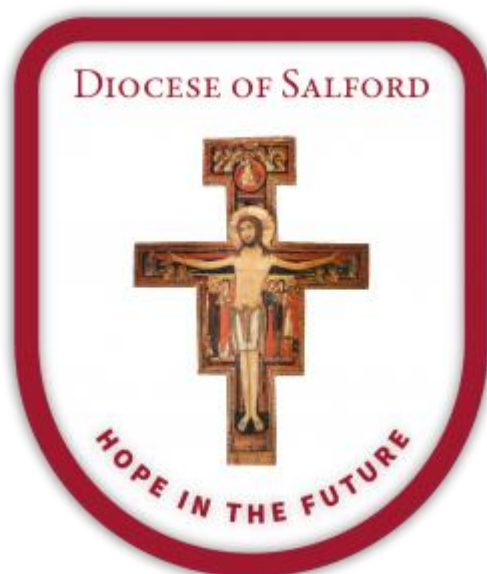
Gospel Values

<p>Service: Respect for others and supporting others is modelled by staff and students at St. Joseph's. Our students 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 students 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 students 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: students are encouraged to make the right choices in school and are provided support to do this. Our school invests in our most challenging students to ensure that our curriculum aims are achieved for all students in our care. Reconciliation is offered to our students are different points in the liturgical calendar.</p> 	<p>Purity and Holiness: students are taught to be proud of who they are and encouraged to be true themselves, celebrating and developing their God-given gifts and talents. Achievements and successes are celebrated in assemblies and thanksgiving is made for all our students achieve.</p> 
<p>Dignity and Compassion: students are encouraged to take pride in their membership of the St Joseph's community and demonstrate this in all that they do. students 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 students through interactions with one another, so that students 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: students 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. students' understanding of sacrifice is enhanced during CAFOD collections in school, where students 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 students 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 students, allowing students to share in these positive experiences and learn from one another. This enables students 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 students to lead the witness of our faith. students are taught about different faiths and appreciate and understand the differences between other faiths.</p> 	<p>Integrity: students 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 student and will therefore form a core part of our curriculum. St Joseph's school also recognises that the spiritual and moral development of each student 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 students' knowledge, skills and attitudes.
- develop a healthy community approach in our students by introducing them to important local, national and international issues, and by encouraging them to become actively engaged.
- involve the students 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

Relationship & Sex Education and Citizenship

At St Joseph's RC High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from and support will be provided to help students deal with different sets of values. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE.

We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

The RSE and Health Education Curriculum has been mapped across our Curriculum Enrichment Days to ensure all students are provided with a comprehensive education in all RSE and Health Education topics.



The Programme of Study for Citizenship has also been mapped and is met by tailored programmes for each year group through the Curriculum Enrichment Days and wider tutorial time as well as cross-curriculum mapping.

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 students 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 students 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 students' strengths to be extended and limitations reduced.
- Manageable processes of recording ensure continuity and progression of students' learning

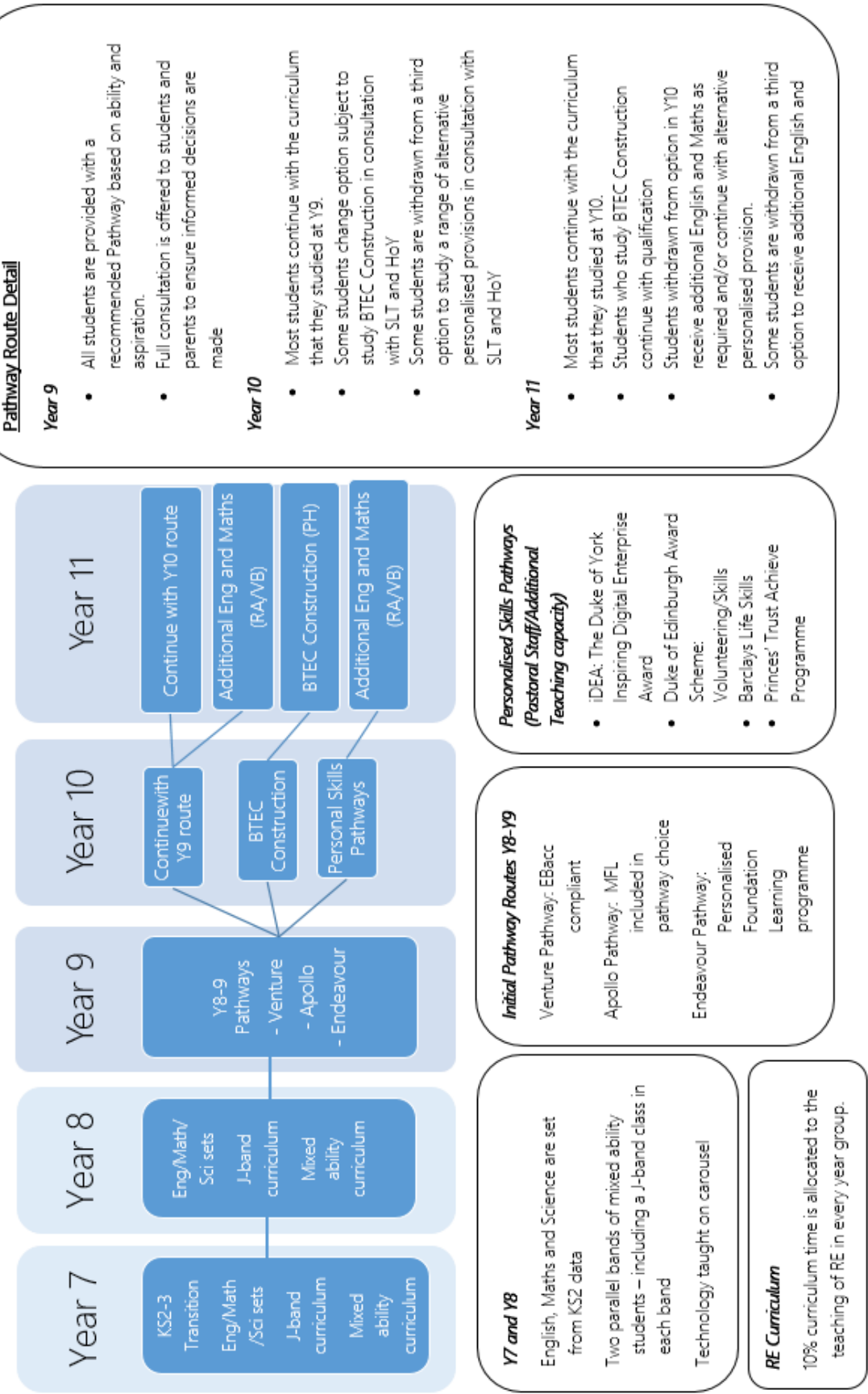
The school curriculum as a whole promotes high expectations of students' performance. The delivery of the curriculum encourages the development of self-esteem.

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



St Joseph's Curriculum Implementation

Curriculum Delivery Detail

Year 7 and Year 8

On admission to St. Joseph's, learners are placed into mixed ability form groups for pastoral time and two equal ability bands using information from our associated primary schools and parental requests where possible. The majority of our students are already high attainers when they join us. In order to encourage aspirations even further, those who achieved the highest marks in the National Tests at the end of year 6 are placed in a separate group in each band for their subjects. Other students are taught in two parallel bands. For Mathematics and Science students are based in sets from their relevant KS2 Maths scaled score and baseline assessments at the beginning of Y7. For English students are placed in two equal bands of sets based on their relevant KS2 score and baseline assessments carried out at the beginning of Y7.

In Year 8, in order to continue to encourage aspirations even further, those who achieved the highest marks in the National Tests at the end of year 6 and the highest achievers at the end of year 7 are placed in a separate band for all their subjects. Other students are taught in two parallel bands. For Mathematics and Science students are based in sets on their data to date and for English students are placed in two equal bands of sets based on their relevant data available.

All groupings and bandings are reviewed following each data capture. Progress in one subject area may not necessarily result in a change of band as a number of different subjects will be tied together. Technology is taught in smaller mixed ability groups.

During the first two years at St. Joseph's all students study:

- Religious Education
- English
- Mathematics
- Science (covering Biology, Chemistry and Physics)
- History
- Geography
- Modern Foreign Language (Spanish)
- Physical Education
- Design Technology
- Drama
- Art
- Music
- Programming and Computing



Where a National Curriculum programme of study exists for a subject, all students will follow it. Personal, Social, Health and Enterprise Education and Citizenship is delivered in tutorial time and Curriculum Enrichment Days.

St Joseph's Curriculum Implementation

Year 8



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 student.

In the core curriculum subjects, Maths and English where students are taught in sets there may be some KS3 National Curriculum content that is delivered in breadth but developed in detail as students 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 students.

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 student 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 students will follow an Venture Pathway which fulfils the EBacc criteria as on entry to St Joseph's a significant number of our students are high prior attainers. Some students may study the Apollo Pathway in which MFL is a specialist subject. Some students may follow the Endeavour Pathway where one Specialist subject is replaced by a Foundation Learning Programme; some students may follow a tailored vocational programme and some students 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 students study a broad and balanced curriculum which provides them with a wide range of future opportunities.

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

As part of the five year spiral curriculum that is offered to our students, Year 9 is used both to introduce new and consolidate existing skills and content. This is achieved through sequenced learning founded on the 5 year curriculum plan. Teaching in Year 9 is adaptive to the needs of the learners to maximise understanding and progress in each subject area. Year 9 is structured differently in each department depending on the nature of the subjects and its requirements. The breadth of the curriculum is maintained through cross-curricular mapping and supported by Lifelong Learning Days.

Assessment in Year 9 is founded on our students becoming independent learners, taking responsibility for their progress. Feedback in classwork and homework offers students their areas of strength and their areas for development rather than being grade centred. Progression scales, question level analysis, traffic light grids and other forms of trackers are used to inform planning and assessment to identify gaps in learner on a granular scale.

Teacher assessment for reporting to home should be determined from professional judgement considering all forms of assessment, a student's attendance and attitude to learning. As more evidence is gained of a student's strengths and areas for development across a subject, a holistic judgment of grades can be formed.

St Joseph's Curriculum Implementation

Year 9 - 11

From Year 9 our students 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 students and enable students to really enjoy their subject and learn the depth of their subject over a three year course. Early in year 9, students are able to move between subjects within option blocks thereby ensuring that they are satisfied with their option choices.



Careers Education, Information, Advice and Guidance



PERSONAL SOCIAL HEALTH EDUCATION

Citizenship

Where a National Curriculum programme of study exists for a subject, all students 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 apprenticeship 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 of 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 students 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 student. It is important, then, that departments identify and seek to meet the varying needs and ability levels of the students 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 students will study a common core of:

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



In addition to the core subjects, students 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 or Textiles
- OCR Cambridge National Diplomas
 - Sports Science
 - Creative iMedia
- BTec
 - Health and Social
 - Performing Arts

St Joseph's Curriculum Implementation



At St. Joseph's it is our intention is to provide an inspirational, inclusive and outstanding teaching and learning environment. Our goal is that all students are provided with the opportunity to achieve their full potential both socially and academically. We employ strategies and interventions to meet the needs of all students including removing any barriers which can be caused by personal circumstances or learning gaps, and ensuring that an in-depth understanding of students' starting points ensures that no child is left behind.

In September 2021 our "ThinkME!" strategy was launched to support this goal. The aim of the Think Me! motto is to ensure that the bespoke needs of each individual student are being met in the classroom. It is an intentional move away from the idea of cohorts where there is a temptation to look for a model that suits a group of students, to a more bespoke approach that accounts for students' different starting points. This has also been brought about due to Covid-19 as, whilst some students may come under the SEND, PP, EAL, LPA, MPA or HPA umbrellas, *all* students have been affected by Covid-19 in some way that has had an impact on their education. Knowledge gaps are very varied and therefore our curriculum intent and implementation take account of this, as do our approaches to the wider strategies in the classroom, such as routines and relationships.

Our aim is to continue to develop Quality First teaching to ensure all students make excellent progress.

In 2021/2022 this was seen via:

- Assessment strategies
- Literacy strategies

In 2022/2023 this was seen via:

- Wider Assessment Strategies
- Ongoing Literacy development
- Wider curriculum strategies

Curriculum Development: Intent and Implementation

St Joseph's Curriculum Implementation

ThinkME Areas of Focus 2021/2022

Area	Actions	Outcome
Know the child	Ensure staff and students know names/ wear name badges / put teacher names on the board/ meet and greet daily/ use TEAMS to communicate. Increase Student Voice both as a QA activity as well as a teaching activity. Share data that enables a better understanding of the child.	Staff and students have a good understanding of current progress and next steps.
Assessment	Improve AFL especially CFU and adaptive teaching in every lesson to include all students. Improve questioning techniques to ensure students think deeply about their learning and thus remember their learning more easily. Regularly adapt L&T and the curriculum as a consequence of formative and summative assessment. Ensure that data systems support information about students, their progress, and the effectiveness of the Intent and Implementation. Ensure HODs have a clear progression model that supports their curriculum intent. Use assessment information more effectively to plan teaching which meets students' needs and provides appropriate levels of challenge. Ensure clarity of curriculum intent in all areas so that feedback can be targeted, specific, relevant and bespoke.	Each subject area has a curriculum model that is continuously being improved to meet students' needs and this is reflected in the classroom. Students' outcomes improve consistently.
Literacy	Use data to prioritise intervention. Set up a reading programme. Create a climate of reading by setting up a library open to all. Train whole staff in disciplinary literacy strategies. Introduce literacy progression scales which can be adapted for each subject area so that assessments include this aspect of the curriculum as a discrete element. Continue to deepen understanding around inter-disciplinary literacy and increase the strategies used in all areas gradually (oracy, comprehension, speaking to write etc...) Work with BLA to achieve the dyslexia friendly schools award thus removing barriers to learning for a wide range of students not simply those with dyslexia. Build on EAL training from 2020/2021 to continue to improve T&L delivery for ALL students. Use new KS2/ KS3 teacher to support intervention and staff training that ensures students do not carry over gaps in learning from KS2 including phonics.	Students' have strong literacy skills that are evident in all areas of the curriculum.

Curriculum Development: Intent and Implementation

St Joseph's Curriculum Implementation

ThinkME Areas of Focus 2022/2023

Area	Actions	Outcome
Know the child Wider Curriculum	<p>Ensure that our school and all classrooms radiate a love of learning and welcoming 'climate for learning'.</p> <p>Ensure that expectations and routines are made explicit and actions are narrated to create both security and collegiality with our students.</p> <p>Evaluate how wider curriculum skills and knowledge are woven through the curriculum.</p> <p>Quality Assure that the intended curriculum is effectively implemented in classrooms.</p> <p>Increase parental involvement in their child's learning by sharing our goals and vision regularly and supplying resources where required.</p> <p>Support students to become active agents in their learning journey by explicitly teaching metacognitive strategies every lesson.</p> <p>Ensure academic and pastoral teams work more closely to identify strategies that meet the needs of all students.</p>	<p>A staff body that has an in-depth understanding and compassion for the children in their care. This is evidenced via positive relationships, consistency, and a quality experience in the classroom.</p>
Assessment	<p>Ensure all department areas have developed a bespoke assessment policy that evidences purposeful approaches to assessment and includes a 3 tier approach to assessment.</p> <p>Regularly quality assure the consistency and effectiveness of checking for understanding and adaptive teaching.</p> <p>Further develop questioning techniques to ensure students think deeply about their learning and thus remember their learning more easily, <i>and</i> to ensure staff continually monitor the effective implementation of the curriculum intent.</p> <p>Regularly adapt L&T and the curriculum as a consequence of formative and summative assessment.</p> <p>Ensure that data systems support information about students, their progress, and the effectiveness of the Intent and Implementation.</p> <p>Ensure that feedback provided to students is timely and impactful.</p>	<p>A school where the curriculum is continuously adjusted to meet the needs of its learners due to astute and highly skilled assessment strategies. Students who can successfully articulate their learning journey and next steps.</p>
Literacy	<p>Include explicit teaching of literacy in all lessons and ensure this is evident in curriculum plans. Promote a love of reading via lessons, form time and the school environment.</p> <p>Review how often and how effectively literacy is built into the curriculum and delivered in all classrooms.</p> <p>Achieve the dyslexia friendly schools award thus removing barriers to learning for a wide range of students not simply those with dyslexia.</p> <p>Provide effective CPD so that staff have strategies to promote:</p> <ul style="list-style-type: none">i) Tier 2 & 3 vocabularyii) Reading comprehension strategiesiii) Phonicsiv) And oracy <p>Quality Assure how assessments evaluate student literacy as well as subject specific knowledge.</p> <p>Continue to deepen understanding around inter-disciplinary literacy and increase the strategies used in all areas gradually.</p> <p>Build on EAL training from 2021/2022 to continue to improve T&L delivery for ALL students.</p>	<p>Students can verbalise a love of reading and how this manifests itself. Staff understand starting points. All staff employ a range of literacy strategies. Reading ages improve. Students' vocabulary increases and it is applied successfully. Students are highly articulate.</p>

St Joseph's Curriculum Implementation

Special Educational Needs and Disabilities

As reflected in our Mission Statement, every student 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 students 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 students, is the first step in responding to students who have or may have SEND. The Code of Practice 2014 suggests that students 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 students in their class, including where students 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 students and parents of students 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 students regarding next steps in career pathways.

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

Pupil Premium Students

At St. Joseph's it is our intention to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our aim is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils

Common barriers to learning for disadvantaged pupils may include:

- Generational lack of value for education and trust in 'the school establishment' can mean little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of work ethic and developing racy in the family setting.
- Literacy and numeracy skills. Curriculum model has a stretch group containing a number of PP learners and setting for English and maths based on relevant KS2 score
- Addiction to mobile technology and inappropriate online behaviour- e.g. mobile phone in bedroom at night. This can lead to irregular sleep patterns, hence poor punctuality and emotional resilience.
- Lack of confidence
- For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times, poor and also conflict resolution is primitive meaning that exclusion rates are higher for PP learners.
- For a small number of affected students addition to drugs causes irrational behaviour that is not conducive to good behaviour for learning.



St Joseph's Curriculum Implementation

Pupil Premium Students

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support. Our ultimate objectives are:

- Quality first teaching for ALL learners including PP students. Quality CEIG for all PP students to raise aspirations.
- PP learners will show improved attendance. More engagement particularly in their ability to overcome challenges.
- PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.
- Improved resilience in written work. This involves creating a culture from transition through to Year 11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work where the student gave up or was insufficiently challenged.
- Parents value education and support the school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.
- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs.
- Ensuring that vulnerable learners have access to high quality pastoral and mental health support
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered for qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.



St Joseph's Curriculum Implementation

Pupil Premium Students

Achieving these objectives: The range of provisions available at St Joseph's RC High School include but are not limited to:

- Frequent monitoring and intervention of progress and needs from HoDs and HoYs through Progress to Target meetings
- Literacy and numeracy/English and Maths support which includes in class support and small group withdrawal
- Mentoring for students in Y10/11 with SLT members
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources.
- Monitor attendance at extra-curricular activities.
- In class wave one intervention focused on PP students.
- PP student profiles so teachers learn what each individual PP student's barriers to learning are and whether they have a quiet work space, computer and internet access at home.
- Pastoral and counselling team to support ALL students with the well-being and mental health.
- Nurture club in unstructured times.
- Rationalise the curriculum for vulnerable PP students.
- PP students are included in all Pupil Voice activities.
- Motivational speaker to build resilience.
- PP students to be a key focus in all Self Evaluation and Quality Assurance activities.

For further details regarding our school's Pupil Premium Strategy, please see the Pupil Premium Strategy Statement which can be found on our school website.

The statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.



St Joseph's Curriculum Implementation

Learners with English as an Additional Language

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'

(DfE Schools, Pupils and their Characteristics July 2020)

It is important, therefore, to remember that many EAL learners are UK-born. International migrants, including refugees, asylum-seekers, children of people working or studying in the UK and economic migrants from overseas may be described as new arrivals. New arrivals are a very diverse group. They can range from 'new to English' to 'fluent' in terms of their proficiency in English language. They can arrive at any age and with widely different socio-economic backgrounds.

At St. Joseph's we want all children to feel welcomed when they arrive at our school, regardless of their background, knowledge of English or previous experiences. All children have the right to feel a sense of belonging and share our ethos of achieving excellence together.

To this end the EAL Co-Ordinator and Senior Leadership Team will ensure:

- EAL and INA Policy.
- Clear induction processes and assessment systems (Bell Foundation Framework)
- Teachers understand a student's needs and are trained in meeting those needs
- The quality of teaching for students with EAL
- Timetable of monitoring and assessment activities
- Provision across the school is efficiently managed

We believe that students with EAL needs best acquire English within the context of the curriculum. Effective practice results from good quality teaching and learning overall; whilst specific techniques and resources are used as appropriate to meet the distinctive needs of each and every learner. It is the subject teacher's role to ensure all students can access the learning and they are responsible for planning lessons that are accessible to and differentiated for every student.

To this end classroom teachers support students with EAL needs through a range of ways as a direct result of the school's vision and intent. This can be seen in:

- A curriculum that is broad and balanced and implemented consistently across the school
- Carefully planned teaching and learning contribute well to delivering the curriculum intent
- Pupils' work, over time and across the school, is coherently planned and sequenced
- Adapted and adjusted resources and materials to make them accessible for EAL students
- Planning checklists for teachers to support EAL pupils in mainstream classrooms
- Blended learning interventions to support Tier 2 and 3 vocabulary building including pre-teaching content and/or vocabulary
- Focused interventions by specialist TAs



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 students 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: Extended School Day

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 "Reluctant Readers" and the School Mission Team.

We also provide many opportunities for residential and day visits. These include retreats to Castlerigg and Duke of Edinburgh expeditions. Here at St Joseph's, the world really is your oyster!

We are excited to launch our Extended School Day in September 2021, offering a wide range of "Bucket List" activities to our students. A full list of the provision offered to students can be found on the next page.



Curriculum Development: Intent and Implementation

St Joseph's Curriculum Implementation

Extra-curricular and Enrichment: Extended School Day

Activity	Year	Day	Time	Room
English Ambassadors	Y7 and Y8	Monday	Lunchtime	Rm7
Mission Team	All	Monday	Lunchtime	Chapel
Book and Bites	Y7 and Y8	Monday	Lunchtime	Rm4
Art Club	Y7 and Y8	Monday	2.45pm	Rm38
Dance	All	Monday	2.45pm	Sports Hall
Textiles Club	Y7 and Y8	Monday	2.45pm	Rm34
Girls' Football	Y7-11	Monday	2.45pm	PE
History Club	Y7 and Y8	Monday	2.45pm	Rm24
Humanities Ambassadors	Y9-11	Monday	2.45pm	Rm22
Y11 Design Technology	Y11	Monday	2.45pm	Rm40
Y11 History Revision	Y11	Monday	5.00pm	Online: Teams
Enterprise Club	Y7 and Y8	Tuesday	Lunchtime	Rm46
Random Acts of Kindness Club	All	Tuesday	Lunchtime	Rm18
Y11 Food and H&S Care	Y10 and Y11	Tuesday	Lunchtime	Rm47
Inclusive Sports	Y7-11	Tuesday	2.45pm	PE
Pupil Voice	Y7-11	Wednesday	Breaktime	Sports Hall
Board Game Club	Y7 and Y8	Wednesday	Lunchtime	Rm52
Cakes and Classics	Y9 and Y10	Wednesday	Lunchtime	Rm 4
Science Club	Y9	Wednesday	Lunchtime	33L
Journalism Club	Y7 and Y8	Wednesday	Lunchtime	Rm3
Ali's Mathletes	Y8	Wednesday	2.45pm	Rm48
Financial Awareness	Y9 and Y10	Wednesday	2.45pm	Rm53
Football	Y7 and Y8	Wednesday	2.45pm	PE
Multilingual Maths	Y7 and Y8	Wednesday	2.45pm	Rm49
Y11 Art	Y11	Wednesday	2.45pm	Rm38
Y11 Textiles Intervention	Y11	Wednesday	2.45pm	Rm34
Panto Club: Snow White	Y7 and Y8	Wednesday	2.45pm	Drama
Netball	Y7-11	Wednesday	2.45pm	PE
Y11 Geography Intervention	Y11			
Dungeons and Dragons	Y7 and Y8	Thursday	Lunchtime	Rm1
Language Leaders	Y9 and Y10	Thursday	Lunchtime	Rm18
Computer Code Club	Y7	Thursday	2.45pm	Rm47
CurREnt Affairs	Y9	Thursday	2.45pm	Rm10
Debate Club	Y9-11	Thursday	2.45pm	Rm24
English Skills	Y7 and Y8	Thursday	2.45pm	Rm2
Martial Arts	Y7-11	Thursday	2.45pm	PE
Music Listening Club	Any	Thursday	2.45pm	Rm37
Musical Theatre Club	Y7 and Y8	Thursday	2.45pm	Drama
Running Club	Y7-11	Thursday	2.45pm	PE
Science Revision	Y11	Thursday	2.45pm	Rm25
Creative Creations	Y7 and Y8	Friday	Lunchtime	Rm 9
Beauty of Science	Y7-9	Friday	2.45pm	Rm33L/26L
Choir	All	Friday	2.45pm	Rm32
Y11 Further Maths (Invitation only)	Y11	Friday	2.45pm	Rm 55
Y11 v Staff Football	Y11	Friday	2.45pm	PE

St Joseph's Curriculum Implementation

Extra-curricular and Enrichment: Extended School Day

Year 11 Intervention Schedule: September 2022

Year 11 intervention forms part of the St Joseph's Extended School day and will run from 2.45pm – 3.45pm on the days allocated on a bespoke and personalised programme.. The intervention programme is specifically designed by each department to target the learning gaps and individual needs of the students.

Intervention may be offered to targeted intervention groups or may be offered to all students and targeted within the department. Heads of Department will inform students and parents of the personalised intervention arrangements for their subject area.



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 students 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 students within the confines of the available resources – financial and structural.



Curriculum Development: *Ambitious, Diverse, Inclusive and Enriched Curriculum*

- Ambition:** Desire or determination to be successful.
Diversity: The range of different social and ethnic backgrounds and of different genders, sexual orientations etc.
Inclusion: Providing equal access to opportunities and resources for all
Enrichment: Improving or enhancing the quality or value of something

<p>Ambition “Progression towards success”</p> <p>St Joseph’s curriculum is designed to stretch the most able students, challenge all learners and support those who may find progress difficult. Ambition is built into the 5 year spiral curriculum.</p>	<p>Diversity “Something for everyone”</p> <p>The community at St Joseph’s is diverse and this diversity is growing. At St Joseph’s, we offer a curriculum that is inclusive of the experiences and histories of all the members of our community.</p>
<p>Inclusion “Accessible and student centred”</p> <p>Our inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students.</p>	<p>Enrichment “Wide range of opportunities”</p> <p>At St Joseph’s we have a wide and varied Extended School Day provision Promote the use of the Student Experience Schedule particularly for disadvantaged students,</p>

Curriculum Development: Impact

St Joseph's Curriculum Impact

The St Joseph's Curriculum intent is founded on 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.

Our school will not only have impact on the outcomes that our students attain but the St Joseph's Curriculum will also:

- i. Deepen our students' understanding of Gospel values, of the teaching of the Roman Catholic Church and of their own spiritual potential.
- ii. Maximise outcomes for our students, so that students have a broad range of post-16 opportunities available to them
- iii. Develop our students as enthusiastic learners, with the ability to question, argue and reason, developing the skills and motivation to pursue independent lines of enquiry
- iv. Instil self-confidence and self-discipline in our students, allowing them to grow in self-esteem, and develop sensitivity to and respect for others.
- v. Teach our students to communicate in a variety of ways, using a wide range of media.
- vi. To develop a respect for their community and for the environment, and an appreciation of the interdependence of all aspects of the world.
- vii. Celebrate successes and foster within our students an appreciation of a wide range of achievements.
- viii. Provide our students with opportunities to acquire knowledge and skills in preparation for adult life and the world of work.
- ix. Promote a healthy lifestyle for our students, encouraging their participation in physical activity and nurturing talent.

Learners enjoy their studies shown by the questions they raise, their contribution to class discussions and engagement in tasks evidenced in lesson visits/booklooks and student voice exercise.

GCSE outcomes evidence the impact of the curriculum and open doors in the world of further/higher education and the world of work evidenced through our alumni 'where are they now' programme measured by our Careers lead.

In 2021 there were no NEETS; all students secured education courses employment or training.

