



Curriculum Policy

“Whoever does not provide for relatives, and especially for family members, has denied the faith and is worse than an unbeliever” 1 Timothy 5:8

1. Introduction

St Martha's School

St Martha's School, under the direction of the Sisters of St Martha, is a Catholic foundation which exists in order to promote the spiritual, aesthetic, intellectual and physical well-being of every students and students and pupils put into its care, in the spirit of the Gospel.

It strives to foster an awareness of God in every aspect of life by prayer, study of Gospel values and by trying to give an experience of the spiritual dimension of life. It endeavours to build community by working on good relationships between staff, students and pupils, staff among themselves and students and pupils with peers.

St Martha's is an inclusive school and in a family atmosphere builds up each student / pupil's awareness of her own personal worth. It accepts students and pupils of other denominations and of any race or belief, thus helping students and pupils to be tolerant of and learn from other cultures.

St Martha's stresses the value of perseverance and dedication to whatever you do now and in the future. St. Martha's motto *Servite Domino in Laetitia* (Serve the Lord with Joy), stays with our students and pupils when they leave and helps them face life's challenges with courage and a sense of humour.

St Martha's curriculum promotes learners' intellectual, personal, social and physical developments. As well as lessons and extra-curricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way it operates. The curriculum reflects the changing nature of the school and the need for us to keep it regularly under review.

St Martha's School aims to offer a broad and balanced curriculum which is in accordance with national requirements and good practice but has a distinctive character derived from the strengths and traditions of the school, which reflects the school's ethos, heritage and philosophy, and promotes common good.

The educational vision and curriculum design recognises that:

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation.
- 18+ year olds will still be at an early stage of learning.

Regulatory Context

In accordance with national regulatory requirements, the School's curriculum provides the following:-

1. Full-time supervised education (38 weeks of 190 days) for students and pupils of compulsory school age, which gives students and pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
2. Subject matter appropriate for the ages and aptitudes of students and pupils, including those students and pupils with a statement
(*Ref: Learning Support Policy*) – an inclusive curriculum;
3. A learning environment in which students and pupils acquire skills in speaking and listening, literacy and numeracy, as well as social skills;
4. Where a student/pupil has a statement, education which fulfils its requirements
(*Ref: Learning Support Policy*);
5. Personal, health, social and citizenship education which reflects the school's aims and ethos (*Ref: PSHCEE Policy*);
6. Appropriate careers guidance for students and pupils receiving secondary education
(*Ref: Careers and Education Guidance Policy & PSHCEE Policy*);
7. Where the school has students and pupils above compulsory school age, a programme of activities which is appropriate to their needs; At Sixth Form students follow A Level studies which is supplemented with PE, Cookery, RE and EPQ.
8. Equal opportunities for all students and pupils to learn and make progress; (ref: to Equal Opportunities Policy and inclusion.
9. Effective preparation of students and pupils for the opportunities, responsibilities and experiences of adult life
(*Ref: Mission Statement, SMSC Policies, PSHCEE, Careers, Enrichment, ECAs, Charity Events*)

Introduction to the Curriculum

1. The curriculum supports continuity of learning between Key Stages and respective academic years.
2. The curriculum in Key Stages 3 to 5 broadly follows the National Curriculum, while retaining flexibility where appropriate.
3. Each curriculum area/area of learning in St Martha's is coordinated by a Head of Faculty. (Appendix 9). The Head of Faculty is responsible for maintaining an up to date policy document (see Appendix 1 for guidance on departmental handbooks) and development plan for their subject area including the knowledge, understanding and skills required and is directly responsible to the Director of Studies. Full details may be found in the job descriptions and Staff Handbook stored on K:drive/staff Library/Policies 2016-2017. See Appendix 10 for Faculties.
4. The School sets its own standards for learning and progress, managed principally by respective Heads of Faculty. While the school is aware of national examination requirements and expectations, these do not determine the curriculum.
5. Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.
6. Individual academic suitability is determined in the School, for most students and pupils, by the St Martha's entrance examination.

Guiding Principles

In the light of the Mission Statement, the school aims to provide a broad and balanced curriculum and strives to develop each individual to their full potential – valuing talents and responding to specific needs. In addition, it seeks to:

- Promote the spiritual, moral, aesthetic, physical, social and emotional development of students and to prepare each one for the responsibilities and experience of adult life
- Encourage the development of independent thought and self-discipline
- Provide opportunities for self-expression and creativity
- Provide opportunities for the development of their competence in information and communication technology and its application to other areas of learning;
- Offer a disciplined approach to learning, using a variety of teaching methods which address all learning needs enabling students and pupils to develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesis and synthesise To develop a positive attitude towards learning including the ability to demonstrate initiative and independence, willingness to work in collaboration and to develop their leadership skills and qualities.
- Offer a wide programme of extra-curricular activities to promote further personal development and complement work undertaken in the classroom.
- Ensure that students and pupils develop skills in communication, speaking and listening, numeracy and literacy.

- Promote a healthy lifestyle; students/ pupils know how to stay safe and understand that to be physically and mentally healthy, particularly in terms of diet, exercise and balanced lifestyle.
- Ensure that PSHCEE is provided in accordance with the school's aims and ethos enabling pupils to develop their self-knowledge, self-confidence, resilience, adaptability, self-discipline, perseverance and an understanding of how to improve their own learning and performance
- Ensure that Religious Education is provided throughout each student's/ pupil's education at St Martha's enabling pupils to develop spiritually with an appreciation of the non-material aspects of life, an ability to distinguish right from wrong, respect for the systems of rules and laws with an acceptance of responsibility for their own behavior, including towards others. Pupils learn to respect and value diversity within British Society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- Provide appropriate careers and progression guidance for each key stage transition in order that pupils can make informed choices and an understanding that the decisions they make are important determinants of their own success and well-being
- Enjoy and be committed to learning and developing the skills to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum; contribute to the lives of others within the school , the local community and wider British Society.

Roles and Responsibilities

The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies through the Curriculum Committee.

The Headmaster and the School Leadership Team oversee the framing of an appropriate curriculum policy. A draft will be given to the Governing Body to be considered and approved after consultation with other stakeholders. All Faculties are expected to implement the Curriculum Policy in harmony with the School's Mission Statement.

All teachers, whatever their status, subject or responsibilities, are expected to value the curriculum as a means of supporting the School's ethos. In a school such as St Martha's, whose students and pupils reflect such a wide cultural diversity, the curriculum serves as a powerfully unifying factor.

Implementation

St Martha's is a selective but not highly selective school. At First Form entry is by examination and interview with the examination primarily being used for guidance on ability and balance of classes. For those students and pupils who may from time to time experience learning difficulties and/or disabilities the school makes provision as necessary. A fully qualified and experienced Head of Learning Support is employed for this purpose. The school will determine the appropriate course of action in consultation with the parents/carers of the child. Access arrangements for public examinations will be made for students and pupils with a medical or educational psychologist's report together with the necessary 'evidence of need'.

2. Curriculum aims: successful learners, confident individuals and responsible citizens

The aims of the curriculum are to enable all students and pupils to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- their creativity, independence of thought, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-confidence and a sense of self-worth;
- the skills of working independently and co-operatively with others;
- appropriate moral and spiritual values and tolerance of others, so that they value each individual and learn to live with others in an atmosphere of mutual respect;
- an awareness of their place in the community and opportunities for service to each other and the community.
- an awareness of their future role in British Society as women
- a positive growth mindset;
- and lead to qualifications that are of worth for employers and for entry to higher education

3. Curriculum principles

We are committed to the principles that all students/pupils:

- a. have the right to the highest quality of education we can provide. This means that we seek to ensure:
 - breadth and balance for all; reflected in subjects offered at KS3 and variety of subjects at GCSE and A Level.
 - appropriate levels of expectation and genuine challenge;
 - relevance, continuity and progression in learning;
 - provision of courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students and pupils.
- b. should be enabled to achieve their full potential. This means that teachers expect all students to aim high and recognise achievement in these four major aspects:
 - the motivation and self-confidence to learn in spite of difficulty and failure;
 - academic skills such as acquisition of knowledge and the ability to select from it and present it:
 - the capacity to apply knowledge through investigation and problem solving:
 - personal and social skills including the capacity to communicate, cooperate and take the initiative.
- c. are entitled to a curriculum that is accessible and personalised. This means that we have to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. In order to achieve this teaching staff are expected to ensure that, whenever possible, students who are having difficulty or becoming demotivated are identified and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they may continue to participate at the most appropriate level for them.

4. a Expectations of staff

Staff are expected actively to promote and seek to secure the curriculum aims and principles above and, in particular, to:

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, the curriculum is made accessible to students/pupils and they are given opportunities to succeed;
- deliver programmes of study which build upon students'/pupils' previous experiences, providing progression and continuity;
- provide work which meets their needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- catch up any missed lessons;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students and pupils to evaluate their own achievements;
- track student/pupil progress;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work with other staff in a manner that builds upon the strong collegiate and creative ethos;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly informed about the progress and achievements of their children, and contribute to the yearly curriculum booklets;
- treat all members of the school community with respect.

4. b Students/pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

- Parents and carers will:
- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

5. Curriculum structure

The school operates a 1 week and 40 period timetable with 8 periods per day (5 in the morning and 3 in the afternoon). Each period lasts 45 minutes.

The school produces a detailed annual curriculum analysis which includes staff deployment and curriculum plans for each year group. This analysis is distributed to members of the governors' curriculum committee for review by governors. (See Appendix 2 for academic subjects currently offered and Appendix 3 for current curriculum plan)

6. Curriculum matters

Principles of teaching and learning: active, independent and life-long learning and differentiation

In order to achieve an effective and enjoyable learning experience for our students we need to ensure that they are actively involved and are able, in some degree, to organise themselves independently. We aim to plan our curriculum so that it provides a framework in which active and independent learning can develop, skills which, once acquired, provide a basis for lifelong learning. This aim is reflected in the organisation of our curriculum, in teaching styles and classroom organisation.

We also believe that learners are entitled to a differentiated curriculum which meets their learning needs and builds on their existing knowledge, experience, concepts and skills. In order to deliver a differentiated curriculum – that is one suited to the needs of individuals – staff recognise that in any of their teaching groups, learners:

- acquire competence and understanding in different ways;
- have different speeds of learning;
- are at different stages of self confidence;
- have varying competency in literacy and numeracy;
- have different degrees of motivation, interest in, and commitment to learning;
- vary in terms of their manual and physical dexterity and control.

In planning work to support the management of learning, staff ensure that:

- aims and objectives are shared with learners so that they know what is expected of them.
- learners are offered explicit assessment of their work with diagnostic comment and accurate record keeping. There should be a clear expectation that learners will present their work well and complete it on time.
- tasks are suitable and demanding for everyone with appropriate extension work not merely repetition. There should be opportunities to develop academic, practical and personal and social skills. Copying should be restricted but does not exclude write-up of notes.
- assignments, homework and self-supported study are used to encourage independent learning at every stage.
- resources for flexible and independent learning are available in a well organised and accessible format;
- time is allocated for improvement of homework or classwork following feedback from the teacher.

The groupings in which learning activities take place should vary. Learners should experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups, and mixed age groups. Whilst we believe everyone benefits from studying in properly organised groupings in which there are individuals at different levels of achievement, this does not rule out groupings for other activities according to the level of achievement. How students are selected for particular groups should be clearly communicated.

To take account of these differences and the range of ability in any class, all staff have a responsibility when planning work, to meet the needs of all students and pupils. This will involve, at different times: adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Our policy on assessment, recording and reporting recognises that formative assessment is very important to the management of learning in terms of responding to individual needs. This policy relates to the aims and objectives of the whole curriculum, its planning and delivery and the process by which we track pupil progress. It also supports consistent practice in every department.

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulating materials and appropriate resources are very important in setting high standards and raising expectations. All departments are expected to provide good displays in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students and pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, labs and the LRC with respect.

Schemes of work and lesson planning

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum or examination board regulations; every member of staff must be familiar with and follow the examination rubrics. These schemes of work are followed by all departmental staff and their delivery monitored by Heads of Faculty. Schemes of work set out how the content of the course is structured so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by formative and summative assessment strategies and methods for ensuring standardisation of expectations. Departments also follow the school marking policy. Within the schemes of work framework teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It expects such planning to take place and in sufficient detail to ensure that students and pupils achieve high standards and fulfil their potential. (See Appendix 4 and Appendix 5 for guidelines on Schemes of Work)

Cross-curricular links

We recognise the value of cross-curricular links and conduct an annual audit of each department. We actively encourage cross-curricular links through cross-curricular days when the timetable remains unchanged, but the focus for all lessons is based on one academic subject. (See Appendix 6 for guidelines on cross-curricular days) Feedback and review take place at Curriculum meetings.

Homework

We recognise the importance and value of homework as an extension of classwork and a vehicle to practice skills, acquire new ones and develop good study habits. It is also a very important means by which students can communicate their knowledge, skills and understanding of a subject with their teacher and it sets up a good partnership with parents by encouraging parents and students to collaborate and learn together. Homework promotes the need to take personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Homework is set in every year according to the homework timetables published by the Timetabler at the beginning of each academic year. Setting of homework is monitored by the Heads of Faculty and the Housemistresses. Recording, collection and marking are organised departmentally. Homework can take a variety of forms, including written work, research, reading, planning and evaluating as well as revision for tests.

Full details can be found in the Homework Policy.

7. Special Education Needs

The role of the Inclusion Manager is to support the right which all students and pupils have to access the curriculum, regardless of their ability. Students/pupils with special educational needs are encouraged to become independent and take responsibility within the school.

The school co-ordinates the identification of provision for students/pupils with special educational needs and the advice of specialists is taken at all stages.

Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation of classwork for the subject learner. Through careful planning, the teacher will define what the student/pupil is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the Inclusion Manager on strategies which might be used to help a student/ pupil achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. All those who teach students/pupils with special educational needs are informed of their needs by the Inclusion Manager. The Inclusion Manager will ensure that all who are likely to come into contact with the student/pupil are updated regularly with appropriate information. Where students/pupils have a very specific problem, a meeting will be convened of all subject teachers concerned, to disseminate available information.

8. Talented students

A number of students/pupils display special talents, skills, expertise and understanding in particular areas. These include levels of ability both in subject disciplines and in activities beyond the curriculum – sporting prowess, artistic flair and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students and pupils, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, and extra-curricular activities. The school's Inclusion Manager will advise on a programme of additional activities such as attendance at lectures and conferences, opportunities to participate with external groups in special projects, extension classes and visits from practicing vocational professionals; this then falls within the remit of individual departments. Especially high standards are recognised through display, assemblies, Student of the Week Certificates and at Prize-Giving.

9. English as an Additional Language

There are some students and pupils at St Martha's for whom English is an additional language. Provision exists for the delivery of EAL to these students and pupils. This subject is delivered through the English department and is monitored by the Learning Support Department.

10. Examinations

It is expected that all students/pupils who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to controlled assessment tasks, attendance or other criteria. Departments are expected to identify, at an early stage, students and pupils who are in danger of failing to meet these requirements, so that they can be supported, guided and encouraged. To this end tutors as learning managers work with students at all key stages.

Decisions about entry are made after careful consultation between students and pupils, staff and parents/carers.

The following rules apply to specific year groups:

- Form 5 will sit their GCSEs at the end of their Form 5, with no public examinations taking place in Form 4.
- Lower 6th form students wishing to retake Form 5 modules are permitted to do so only following an interview with the Headmaster.
- A level courses will be linear and therefore examined at the end of the 2 year course

11. Spiritual, moral, social and cultural development

The SMSC programme at St. Martha's actively promotes FBV of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Principles are actively promoted to develop pupils' self-knowledge, self-esteem, self –confidence.

Spiritual development is accomplished in a variety of ways. Religious education lessons actively encourage students/pupils to examine the nature of religion, its beliefs and practices. Students/pupils are encouraged to reflect upon their own attitudes and values, in both religious education lessons and other lessons. In some subjects, notably perhaps Art, Drama, Music, Humanities and English, students/pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences (e.g. retreats) allow students and pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including praise and reward and public acknowledgements at assemblies), through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students and pupils to learn to distinguish between right and wrong and respect civil and criminal law of England. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses issues such as responsibility for behaviour, how to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and wider British Society

Social development is promoted through many opportunities for students and pupils to work together, in a variety of situations, both within and beyond lessons. The programme develops knowledge and respect for public institutions and services in England. Students have extensive opportunities to take responsibility through activities such as school council, working groups (e.g. Faith in Action, Green Club), charity work, buddying scheme (e.g. Guardian Angels).

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, sport, drama performances, talent shows, art exhibitions and visits from theatre groups. Further tolerance and harmony is achieved by developing appreciation and respect for own and other cultures. In addition, an understanding of the importance of identifying and combatting discrimination as well as an understanding that the freedom to hold other faiths and beliefs is protected in law. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Respect for other people, respect for democracy and support for democratic process/law and an understanding of how citizens can influence decision-making through the democratic process is included.

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety as well as an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

All children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign journeys. The range of cultures represented in the school is valued and celebrated.

Schemes of work taught reflect prohibition of political indoctrination as well as a balanced presentation of opposing views - precludes the promotion of partisan/one-sided views. The programme reflects the nature of the world we live with balanced presentation of views. Encourages respect for others with particular regard to protected characteristics under Equality Act 2010 – (age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)

12. Personal, Social, Health and Citizenship Education Economic (including sex and relationships and drugs education)

Personal and Social education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in British Society. PSHCEE is delivered through the curriculum reflecting the schools belief that developing active, engaged citizens is an ongoing process rather than something achieved in a standalone lesson. Many aspects of the school and its work contribute to personal and social education, notably the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extra curricular activities in sport, drama, music and our very wide range of day trips and residential school journeys.

The PSHCEE curriculum contributes to a number of cross curricular areas including personal organisation and study skills, health education (including drugs education, sex and relationships education and personal safety), citizenship, environmental education, careers advice and guidance. The PSHCEE curriculum is mostly taught by subject teachers, supported by specialist staff, outside speakers and theatre groups. This programme is co-ordinated and supported by the Head of RE. Form time, assemblies, resources such as The Day and school elections are key to the effective delivery of PSHCEE.

Sex education at St Martha's School is seen in the context of the School's mission to provide a Catholic framework in which children may grow in their understanding and practice of the faith. Through the programme:-

- Students/pupils will be encouraged to appreciate the values of a stable and loving family life, and to consider carefully the responsibilities of parenthood and the nurture of children.

- Students/pupils will be given clear and factual information about the processes of biological development and the functions of the human body.
- Students/pupils will be given clear guidelines regarding the implications of emotional development.
- Students/pupils will be helped to reflect upon the importance of self-restraint, dignity, self-respect, respect for others, sensitivity, loyalty, fidelity, love and care.
- Students/pupils will be helped to develop a sense of responsibility and an understanding that both sexes must behave responsibly.
- Students/pupils will be enabled to recognise the physical, emotional and moral implications of certain types of behaviour, and to assess the risk involved in such behaviour.

Sex and Relationships Education is delivered through Religious Education, Science, Geography and PSHCEE. The subject policy documents contain an audit of where the programme is delivered.

13. Work related curriculum

The school appreciates that an effective work-related programme lies at the centre of the educational experience required by all students and pupils. To this end we have devised a programme that seeks to raise aspirations and help all students/pupils achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students and pupils. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working life. Through a structured and progressive programme of learning, we expect students/pupils to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions as sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision making, presentational and communication skills, planning and self-management strategies and the confidence needed to operate in the employment market place.

The programme operates throughout all years and its principal features include:

- awareness –raising of changing work patterns
- personal strengths analysis
- job application and interview skills
- research skills – for independent learning
- action planning for further/higher education
- Extended Project Qualification
- information and guidance about post-16 and post-school education and career routes
- work experience and work shadowing
- various events such as the Chocolate Enterprise day in Third Form, options choices evening in Third Form and a careers fair in Fourth Form
- departmental guidance on career routes at the start of exam courses.

The work related programme is managed by the Careers Coordinator and taught by visiting specialists and form tutors. We have effective links with ISCO (Inspiring Futures), and personal advisors work closely with students in Key Stage 4. The sixth form has a regular programme of visiting speakers from a wide range of employment areas in their Careers programme.

14. Extra-Curricular Activities

As a Catholic school, interested in educating the whole person, St Martha's offers a varied programme of activities that take place in addition to the formal curriculum. These opportunities are usually provided in the lunch break to ensure their accessibility to all the students and pupils. All students and pupils are expected, in consultation with their tutor to take part in such activities. Our extra curricular policy frames the guiding principles behind our provision.

15. Heads of Faculty/Heads of Department / PSHCEE Co-ordinator/Careers Co-ordinator

Heads of Faculty (together with the PSHCEE Co-ordinator and the Careers Coordinator in relation to the PSHCEE and Careers curriculum) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them and the maintenance of appropriate standards. They are responsible for identifying, with the guidance from the Director of Studies, appropriate in-service training for staff to improve the quality of provision

in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses after discussion with their line manager.

Heads of Faculty have a crucial role in quality assurance in relation to the curriculum and its delivery. They are expected to monitor students'/pupils' standards of achievement and develop strategies to improve them. Heads of Faculty sample teachers' assessments and students' work through the whole school work sampling programme. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments.

The Curriculum Group meets approximately twice a term to consider (amongst other items) matters concerning curriculum and assessment regarding: planning, monitoring and reviewing, responding to school and external developments and sharing experience and practice. Where possible Heads of Faculty are consulted on whole school issues such as changes to the school day, alterations to the curriculum structure, assessment procedures and policies. Any member of the staff wishing to attend the Curriculum meetings is welcome to do so. Suggestions for agenda items are to be emailed to the Director of Studies one week before the meeting.

(see Appendix 8 for guidelines on Faculty meetings / briefings)

16. Line Management system to monitor the work of subject areas

All Faculties and Departments (along with other aspects of the school's work) are line managed by the Director of Studies; their role comprises supporting, helping, informing and advising on the one hand, and quality assurance on the other. Foci for the discussions during the year typically include:

- reviewing examination results;
- progress on achieving improvement plan targets;
- curriculum planning and development;
- examinations and specifications;
- the development of schemes of work;
- assessment and homework;
- budget and use of resources;
- staffing and INSET;
- student /pupil progress and target setting.

Heads of Faculty / Departments meet with the Governors' Curriculum Committee once a year to report back on their area of responsibility.

17. Curriculum complaints procedure

The school has a complaints procedure, a copy of which is available from the Headmaster. In summary parents/carers may make representations if they feel that the governing body or school are failing to meet their statutory obligations or are acting unreasonably, e.g. not providing the national curriculum in the school or for a particular child; not providing assessment information. In the first instance a letter should be written to the Headmaster at the school.



Guidance on Departmental Handbooks

Each department is to have a departmental handbook including at least the following items:

1. WELCOME AND INTRODUCTION

2. THE DEPARTMENT

Departmental Aims and Objectives
 Supporting the Catholic ethos of Saint Martha's
 Departmental Development Plan
 Departmental structure
 Job descriptions
 Accommodation
 Departmental timetables
 Staff Development Policy
 Monitoring Policy
 Communication

3. CURRICULUM

Course organisation:

- Key stage 3 - First Form to Third Form
- Key stage 4 - Fourth Form and Fifth Form
- Key Stage 5 – Lower Sixth and Upper Sixth

Schemes of work:

- Annual overview
- Detailed schemes of work for each year group

Homework policy

Stock Procedures / Resources

Educational visits

Extra-curricular activities

Cross-curricular-links

Cover

Health and Safety

4. TEACHING AND LEARNING

Differentiation Policy

Gifted and Talented

EAL

Equal Opportunities

ICT

Assessment

Teaching and Learning policy

Raising standards and improving performance

Display Policy

The departmental handbook is to be made available to all new staff as soon as they are appointed, and must be saved on the Staff Library K drive/2016-2017/Subject. A paper copy must also be given to the Director of Studies as published in the Group Calendar. Departmental handbooks must be reviewed annually.

Academic subjects offered 2016-2017

Faculties and Departments	Subjects	First Form	Second Form	Third Form	Fourth Form	Fifth Form	Lower Sixth	Upper Sixth
Business and Technology	Business				✓	✓	✓	✓
	Economics						✓	✓
	ICT	✓	✓	✓	✓	✓	✓	
	Food and Nutrition	✓	✓	✓	✓	✓	✓	
	Textiles	✓	✓	✓	✓	✓	✓	✓
	Art	✓	✓	✓	✓	✓	✓	
	Photography						✓	✓
English/Drama and Music	ESL-IELTS						✓	✓
	ESL	✓	✓	✓	✓	✓	✓	✓
	English	✓	✓	✓	✓*	✓*	✓	✓
	Extended Project						✓	✓
	Drama	✓	✓	✓	✓	✓	✓	✓
	Music	✓	✓	✓	✓	✓	✓	✓
Humanities	Classics	✓	✓	✓	✓	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓	
	History	✓	✓	✓	✓	✓	✓	✓
	Sociology						✓	✓
Languages	French	✓	✓	✓	✓	✓	✓	✓
	Spanish	✓	✓	✓	✓	✓	✓	
	Latin	✓	✓	✓	✓	✓		✓
	Chinese				✓		✓	✓
Religious Education	RE	✓	✓	✓	✓	✓*	✓	✓
	Philosophy and Ethics						✓	✓
Maths	Maths	✓	✓	✓	✓*	✓*	✓	✓
	Further Maths						✓	✓
Science and Sport	Science	✓	✓	✓	✓*	✓*	✓	✓
	Biology						✓	✓
	Chemistry						✓	✓
	Physics						✓	✓
	Psychology						✓	✓
	Games	✓	✓	✓	✓	✓	✓	✓
	PE				✓	✓	✓	✓

All teaching is mixed-ability unless indicated by a *.

Key stage 4: Fourth Form and Fifth Form: students take GCSE courses from a choice within a common core, and then make three further choices from a list of about twelve options. A support option is offered to students who are following a GCSE curriculum but for whom eleven subjects would be too demanding; these students can reduce their overall package of subjects and receive an individual plan from the Head of Learning Support.

Key Stage 5: Lower Sixth and Upper Sixth: Saint Martha's offers an academic curriculum in the sixth form. Optional enrichment studies are a significant feature of the sixth form and are designed to broaden all students' post-16 experience.



CURRICULUM PLAN 2016-2017

ATTACHED AS A SEPARATE DOCUMENT



Guidelines on Schemes of Work

Each department is to have schemes of work for all year groups, including at least the following items:

- Annual overview for all year groups (Appendix 5)
- Where the unit fits in
- Expectations of students
- Learning objectives
- Possible teaching activities
- Learning outcomes
- Differentiation
- Resources
- ICT
- Catholic ethos
- Relevance to Saint Martha's students and students and pupils
- Independent learning / VLE
- Homework
- Assessment
- Exam preparation and use of past papers
- PSHCEE
- Careers

Schemes of work are to be made available to all new staff as soon as they are appointed, and must be saved on the Staff Library K drive/2016-2017/Subject. As per the calendar reminders, schemes of work should be updated annually, checked by the HoF and saved in the K drive as above.



St Martha's

Annual Overview of Schemes of Work for the Department

	Michaelmas Term 1	Michaelmas Term 2	Lent Term 1	Lent Term 2	Trinity Term 1	Trinity Term 2
First Form						
Second Form						
Third Form						
Fourth Form						
Fifth Form						
Lower Sixth						
Upper Sixth						

Head of Faculty: _____

Date: ___/___/20___



Guidance on cross-curricular days

Each term, cross-curricular days are indicated in the Group Calendar. These allow us to enrich the curriculum without suspending the timetable. All departments are to take part for all Key Stages.

Heads of Faculty are to ensure that lessons are planned thoroughly for these events in order to enrich students' experiences. The focus of the lesson must be the theme published in the Group Calendar.

Examples:

Focus	Lesson
English	Maths: spellings of key mathematical terms
French	Geography: landscapes in French-speaking countries
Science	Spanish: descriptions of famous Spanish-speaking scientists
Maths	French: numbers and sums in the target language
Geography	Science: environmental issues



Procedures for Faculty meetings / briefings

AGENDAS

The following items must be listed as standard items on your agendas. Agendas must be emailed to all members of the Faculty one week before the meeting.

A. Faculty meetings

1. Review of previous minutes and review of action points
2. Feedback from Curriculum Meeting
3. Health, Safety and Compliance
4. Calendar reminder
5. Student feedback
6. Sharing good practice; use of resources such as Kerboodle; Elevate; The Day
7. AOB

Timing: Thursday after school around once a month

B. Faculty briefings

1. Health and Safety
2. Calendar reminder
3. Weekly Bulletin articles / items
4. Students of the week
5. AOB

Timing: every Monday 4.05pm to 4.15pm (Faculty briefings are to start promptly as some members of staff teach after school and others have meetings to attend; Faculty briefings are mostly for information purposes and long discussion items should be left for the agenda of the Faculty meetings)

MINUTES

Minutes of Faculty Meetings are to be saved in chronological order (e.g. 2013-09-03) onto K:\2016-2017\Curriculum\MINUTES_2016-2017 within 2 working days of the meeting taking place, and emailed to the Headmaster's PA.

Minutes of Faculty Briefings are to be saved in chronological order (e.g. 2015-09-03) onto K:\2016-2017\Curriculum\MINUTES_2016-2017 by Tuesday morning, 8:30am, and emailed to the Headmaster's PA.



St Martha's

Checklist for Head of Faculty / Department

Checklist for: _____

Faculties and Departments	HOF	Subjects	TICK LIST
Business and Technology	JBO	Business	
		Economics	
		ICT	
		Food and Nutrition	
		Textiles	
		Art	
		Photography	
English/Drama and Music	RMC	ESL-IELTS	
		Music	
		ESL	
		English	
		Extended Project	
Humanities	CMC	Classics	
		Geography	
		History	
		Sociology	
Languages	MLA	French	
		Spanish	
		Latin	
		Chinese	
Religious Education	HBA Maternity cover for MCL	RE	
		Philosophy and Ethics	
Maths	PGA	Maths	
		Further Maths	
Science, and Sport	SBI	Science	
		Biology	
		Chemistry	
		Physics	
		Psychology	
		Games	
		PE	
Dance			

Head of Faculty / Department: _____ Date: ___/___/20__

Appendix 10



	Responsibilities					Faculties & Departments							MATHS
	Director of Studies	Sixth Form + International Students	Chaplaincy	Timetable	Calendar	Business and Technology	English +Drama+Music	Humanities and Psychology	Languages	RE	Science + Sport		
	MWA	CMC(maternity cover)	HBA	aba	MNA	JBO	RMC	CMC	MLA	MCL HBA acting	SBI		PGA
Areas of responsibility	<ul style="list-style-type: none"> •Curriculum (planning + structure, SoWs + handbooks + booklets, cross curriculum, Parent Consultations, GB rep, homework timetables; winter school**) •Enrichment (Enrichment Days, CAs, Trips, Cultural Development, Guest Speakers, •Public and Internal Examinations •Staff Performance (lesson observations, peer observations, work scrutiny, learning walks, T+L group) •Student Performance (set lists, tracking and target-setting) •Learning Support (SEND, G&T, EAL) •School Development (SDP, SEF) •Staff Development (Induction, CPD, Inset, NQT, GTP and PGCE,) 	<ul style="list-style-type: none"> •Sixth Form (KS4-KS5 Transition, Recruitment, Sixth Form Open Evening) •International Students (International students, Pre-A Level) •Student Performance (tracking and target setting for AS and A2) 	Chaplaincy School Liturgy Masses PSHCEE Careers	<ul style="list-style-type: none"> •Timetable (registers, rooming, cover) 	<ul style="list-style-type: none"> •Calendar (absences, inset forms, in-school event forms, educational visits forms) •Performance Management admin 	Business Studies Economics IT Food and Nutrition Textiles Art Photography	English EPQ Drama ESL ESL-IELTS LRC Music	Classics Geography History Sociology	French Spanish Latin Chinese	RE Philosophy & Ethics Politics, Philosophy and Ethics Assemblies Retreats Visiting teachers PSHCEE Careers	SBI Science Biology Chemistry Physics Psychology	SWI Games PE Fixtures Visiting coaches	MATHS FURTHER MATHS
Clubs	Learning support Academic Clinics		Holy Hour Retreats			Maths fun Dragons Apprentice Cookery Fashion Design Pottery Knitting Student Council	Book club Debating LAMDA School Production	Classics Movies Archaeology Faith in Action – Environment	Foreign Language Films French Conversation Spanish Conversation Greek Mandarin	Philosophy Meditation	Chess	Sport Fencing Tennis Football Cheerleading Dance Karate	Clubs?
Staff	HoFs ABA AME TME TSE	CMC	HBA	ABA		JBO* BRO* SRT* CCA* AHA* MWL* KWO* TAG (Maternity Cover) LSP* ESO	RMC EWH* DHA FDA (Maternity Cover) RMC* FDA	CMC* KFA* AME* KTH PAL SAL	MLA WMS EMA JPE QWA	HBA (Maternity Cover/HOF) MCL* DME* AHA KRU (Maternity Cover teacher)	SBI* DMA MWA* RST* PSM* SWI* RPA TKL	PGA MPL AHA	
						MDI	EBU		CBE JAB	Visiting teachers	Science Technician RPA		
	MBU	MBU	MCL	MWA	MBU	MWA	MWA	MBU	MWA	MWA	MBU	MWA	



St Martha's

Classroom list 2016-2017

1	Sixth Form Study Room and Common Room
2	Sixth Form -Business, Maths and Economics
3	Sixth Form -Sociology
4a	Sixth Form -Science and Sport
5	Sixth Form -Humanities
6	Sixth Form -RS
8	RE
9	RE
10b	Textiles
11	Chemistry
12	Biology
13	Physics
14	Business Studies
14b	IT
15	Maths
16	Maths
17	Languages
18	Humanities
19	Humanities
20	Languages
21	LRC
22	English
23	English
24	Music
25	Drama
27	Art
28	PE
30	-
31a	Music Practice
31b	Music Practice
31c	Fifth Form Common Room
33	Food and Nutrition
Hall	-
Lodge	-

