

Work together; Succeed together



Our St Mary's **Curriculum**

Our St Mary's Curriculum

At St Mary's , we recognise that improving educational outcomes is the biggest way we can positively impact our students' futures. Curriculum means more than just a set of results. Our Mission is to develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart. Our Core Values are Respect, Courage, Pride, Determination and Compassion. These core values have very much been created by all members of our school community. Respect, Courage and Pride came through as Values that staff feel are important to define us a community, Students overcoming selected the term Determination and parents very much suggested Compassion as a core values. We are committed to delivering these Values and broad and rich experiences through an ambitious yet inclusive curriculum for all pupils.



Our Vision

WORK TOGETHER; SUCCEED TOGETHER

Our Mission

We develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart

Our Core Values



RespectCouragePrideDeterminationCompassion

These core values have very much been created by all members of our school community. **Respect**, **Courage** and **Pride** came through as Values that staff feel are important to define us a community, Students overcoming selected the term **Determination** and parents very much suggested **Compassion** as a core values.



Curriculum Intent

Creativity



“ Creative insights and advances have driven forward human culture across the world in diverse areas (Hennessey and Amabile, 2010[1]): in the sciences, technology, philosophy, the arts and humanities. Creative thinking is thus more than simply coming up with random ideas. It is a tangible competence, grounded in knowledge and practice, that supports individuals in achieving better outcomes, oftentimes in constrained and challenging environments. Organisations and societies around the world increasingly depend on innovation and knowledge creation to address emerging challenges (OECD, 2010[2]), giving urgency to innovation and creative thinking as collective enterprises.” (FRAMEWORK FOR THE ASSESSMENT OF CREATIVE THINKING IN PISA 2021 (THIRD DRAFT) [OECD 2019](#))

As part of the Holy Family Catholic Multi Academy Trust (HFCMAT), St Mary's is part of a new initiative of nation-wide Creativity Collaboratives funded by the [Arts Council](#). Creativity Collaboratives are intended to build a national network of schools that will work together to explore and test approaches to embed teaching for creativity across the curriculum.

Within this, Creativity Collaboratives will model school led improvement underpinned by teaching for creativity, that is, explicitly using pedagogies and practices that cultivate creativity in young people.

The central aims of the programme are:

1. Enable schools to establish and sustain teaching for creativity
 - a. Develop and disseminate effective pedagogies and practice that support teaching for creativity in schools in England
 - b. Develop school leadership and governance which value creativity
2. Understand the impact and value of teaching for creativity for children, schools and their communities

The intended outcomes are:

1. Young people's creative capacity is nurtured, and personal, social and physical wellbeing and academic development is greatly enriched, reducing inequality across protected characteristics.
2. Career pathways are supported by skills developed through creative learning and thinking.

3. Teachers and school leaders are skilled and confident to teach with creativity and advocate for teaching for creativity pedagogies and practice across their networks.
4. Teaching for creativity is a whole school priority and practiced across the curriculum.
5. Schools integrate teaching for creativity across the curriculum including science, engineering and the arts.
6. The role of arts and culture in supporting teaching for creativity is understood, as are the conditions for establishing a culture of creativity in a school.
7. Schools work with a range of external partners including a university. The Durham Commission on Creativity and Education

Respect is a deeply held value which permeates all aspects of life at St Mary's Catholic College (St Mary's) and underpins the design of our curriculum and everything we offer our students. We believe in the transformative power of education and know that it is one of the most important weapons in the fight against inequality, inequity and poverty.

Access lies at the heart of our educational philosophy. In all that we do, we ensure that every student has the opportunity to engage with our curriculum offer, removing any potential barriers and creating opportunities for excellence.

If our students leave us with a sense of agency - the capacity to act autonomously and make their own free choices - we will have fulfilled our aims.

At St Mary's Catholic College, students will:

- Be creative, happy and citizens who are empowered to be agents of change;
- Experience a broad, deep, **connected** and knowledge rich curriculum;
- Develop their literacy and numeracy;
- Have high expectations for their behaviour and achievement;
- Learn compassion;
- Develop holistically;
- Access the next appropriate stage in education or employment.

At St Mary's , we aim to nurture citizens who are able to self-improve, develop multiculturalism and engender a better society. We believe that this leads to students having better mental and physical wellbeing, being agents of change, having excellent communication skills and creating a more cohesive community. Reflective citizens and learners are able to analyse, listen carefully and observe

effectively. They are patient , can manage their emotions, are able to evaluate and plan and have high levels of metacognition.

Experience a broad, deep, connected and knowledge rich curriculum

Our curriculum offer,in its broadest terms,helps students to achieve high standards and make excellent progress. At KS3, the curriculum is broad and students learn essential knowledge built around our medium term plans to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

Develop their literacy and numeracy

The development of student language and oracy is at the forefront of our curriculum because we understand how vital it is for our students to build confidence in their communication skills, not only for their time in school but also to prepare them for life. We ensure students have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. By ensuring that students are literate and numerate, they are able to flourish, thrive and access the next stage of their education, employment or training.

High aspirations and expectations

St Mary's is inclusive and ambitious for all. We have high expectations of and for all. We provide opportunities for students to put their faith into action. Our behaviour policy is trauma informed and ensures that students learn that actions have consequences and they can accept and appreciate differences between people. Whilst students gain knowledge through KS3, KS4 and KS5, we also want them to become learners who are enquiring, enthusiastic and have choice filled lives. students will be nurtured to develop high expectations of themselves and embed our key principles at the college: Ready. Respectful. Safe.

Learn compassion

Compassion gives us the ability to understand others' situations and the desire to act to improve their lives. For people who are dependent on others for help and support, **compassion** can be the most **important factor** in allowing them to lead fulfilling lives. Compassion allows us to treat everyone as equals, embraces the rich diversity of humanity and replaces judgement with acceptance. At St Mary's , we believe that compassion drives our sense of community and service, generates inclusivity and results in students leading choice-filled lives. Compassion is a way of life; it is genuine, sincere and from the heart. It is the acknowledgement of the value of another person. It is the desire to make the human experience better not only for

ourselves but also for everyone else in our local, national and international communities. It is the embodiment of our faith and life at the college.

Develop holistically

At St Mary's, we believe that our Relationship, Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Social, Moral and Cultural (SMSC) RSHE, PSHE and SMSC provision truly create a culture shift in our community. At St Mary's we call this curriculum our Inspire Programme. We pride ourselves on delivering a curriculum which develops students holistically, ensuring that they are fully prepared for life in modern Britain. They are able to envision 'the bigger picture' and show that learning is linked to the real world and experiences. We have a thriving junior leadership structure from Y7 to Y13. Students are encouraged to put their faith into action by taking part in and leading a range of sporting, cultural and charitable activities. Links with local and national businesses enrich the curriculum offer and help to contextualise learning.

RSHE and PSHE are delivered during Personal Development and theme days. During these events, guest speakers visit school to deliver sessions and collaborate with students in order for them to learn how to keep themselves (and others) healthy and safe. These themes are carefully chosen in order to encourage students' awareness and understanding of their protected characteristics within The Equality Act 2010.

The Inspire Programme





The **Inspire Programme** includes a wide range of topics all designed to enhance the whole student and encourage them to become engaged in topics that aren't taught within the normal curriculum.

The **Inspire Programme** will enable our students to develop the five creative habits and be; Imaginative, Inquisitive, Persistent, Collaborative and Disciplined and develop our core values of **Respect, Courage, Determination, Compassion and Pride**.

Inspire Time will play a huge part in our students daily life at College. Students will take part in Collective Worship and various theme based activities to inspire them and develop them as an individual.

The Inspire Curriculum will give students the opportunity to further develop the five creative habits through thematic projects that will encourage students to understand and celebrate what it means to be a young person growing up in the twenty-first century in a supportive, creative and dynamic atmosphere.

Inspire Opportunities will provide exciting opportunities and challenges for all students; both within and outside the classroom.





Respect Courage Pride Determination Compassion


WORK TOGETHER; SUCCEED TOGETHER


Inspire Time


Developing creative thinkers with a mind to be kind.


 Compassion


 Determination


 Pride


 Courage


 Respect

 Respect


 Courage


 Pride

 Determination

 Compassion

Faith in Humanity	PSHE	RSE
Oracy	Celebration and Recognition	Numeracy and Literacy
CIAG	Creative Habits	Agents of change
Wellbeing	Charity and Volunteering	P4C
Year Group Collective Worship		






St Mary's Catholic College

WORK TOGETHER; SUCCEED TOGETHER

The Inspire Programme

	Monday	Tuesday	Wednesday	Thursday	Friday
7	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship
8	Year Group Collective Worship	Respect and Courage	Determination	Compassion	Pride
9	Pride	Year Group Collective Worship	Respect and Courage	Determination	Compassion
10	Compassion	Pride	Year Group Collective Worship	Respect and Courage	Determination
11	Determination	Compassion	Pride	Year Group Collective Worship	Respect and Courage
12	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship
13	Respect and Courage	Determination	Compassion	Pride	Year Group Collective Worship




St Mary's Catholic College

WORK TOGETHER; SUCCEED TOGETHER

Access the next appropriate stage in education, employment or training.

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work under the vision of **Work Together; Succeed Together** (which is also the school's overarching vision). Developing a progressive careers programme shaped and driven by a strategic careers plan, enables your students to make well informed decisions about education, training,

apprenticeship & employment opportunities and supports them to cope with challenging labour market conditions.

“Improving career guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education” Hanson, J., & Neary, S. et al (2021).

“A young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career” Kashefpakdel, E. Percy, C. & Rehill, J. 2019

This is particularly important in schools with a high proportion of disadvantaged pupils as:

“The associated impact of Gatsby Benchmarks on destinations is around twice as large in the most disadvantaged quarter of schools, suggesting that expanding careers provision across the board can contribute to narrowing the gap in outcomes between disadvantaged and advantaged cohorts.” Percy, C. & Tanner, E. (2021) p15.

The Mission of our School and CEIAG Strategy is that **“We develop individual excellence, embrace opportunities and build communities with the Gospel values at the heart”**. This Mission has been developed from a number of ideas that staff and Governors were part of creating. This statement is also the mission statement that drives Holy Family Catholic MAT. A shared mission between SMCC and the MAT can only be a vehicle to drive improvements.

This Mission is embodied in our Careers Curriculum at St Mary's through the provision of a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills aligned with the Gatsby Benchmarks and enhance knowledge of national and local labour market information whilst providing them with the access to all career pathways.

Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounters of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Throughout these experiences and the PSHE Form Time Inspire Programme we will also be working on our Core Values of **Respect, Courage, Pride, Determination** and **Compassion** which will be woven through CEIAG to enhance and strengthen the provision.

These core values have very much been created by all members of our school community. Respect, Courage and Pride came through as Values that staff feel are

important to define us a community, Students overcoming selected the term Determination and parents very much suggested Compassion as a core values.

St Mary's is also working on the development of Creativity as part of the North West Creativity Collaborative, "C-Change" to develop and heighten the creative skills of our learners. This is vital for successful CEIAG; the Organisation for Economic Co-operation and Development states that *"Beyond the classroom, creative thinking can help students adapt to a constantly and rapidly changing world. Supporting students' creative thinking can help them to contribute to the development of the society they live in, today and as future workers: organisations and societies around the world increasingly depend on innovation and knowledge creation to address emerging and complex challenges, giving urgency to innovation and creative thinking as collective enterprises."* OECD 2022

<https://www.oecd.org/pisa/innovation/creative-thinking/>

St Mary's has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks.

Curriculum Implementation

At St Mary's , we believe that a carefully sequenced and progressive curriculum is the foundation upon which excellent learning and development is built. Subject leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Skills, knowledge and understanding are developed throughout each medium term plan. The medium term plan follows a rhythm of learning and review that ensures that students make rapid progress by responding appropriately to teachers' feedback.

Each medium term plan builds on prior learning. The teacher explains how the learning links with previous learning and supports the learning to come.

Key Stage 3

At St Mary's , we follow the **Key Stage 3 National Curriculum**, which equips our students with the knowledge, skills and attributes to become confident and proficient life-long learners. Not only does our curriculum provide a solid foundation for progression to Key Stage 4, it offers our students a wide range of opportunities to develop a real love of learning. There are a range of enrichment opportunities and a very strong focus on acquisition and mastery of the key skills of literacy and numeracy. We follow the RSHE and PSHE Diocese approved programmes of study. Our curriculum actively promotes the spiritual, moral, social and cultural development of our students. In addition, our students gain a clear understanding of the fundamental British values of democracy, rule of law, individual liberty and

mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The curriculum includes:

- Art
- Computing
- Drama
- Design Technology
- English Language
- English Literature
- Geography
- History
- Mathematics – including maths mastery
- Music
- PSHE
- Physical Education
- RSHE
- Religious Education
- Science
- French

Key Stage 4

The curriculum we offer at key stage 4 is broad and balanced and provides a platform to enable our students to progress to further academic studies at A level or to follow a vocational, work-related pathway.

The journey towards becoming a successful life-long learner starts at an earlier age, but key stage 4 is extremely pivotal in determining the options/pathways available to students later in life. The subjects we offer our students equip them with life-long skills of literacy, numeracy and independence.

Understanding the Curriculum

At KS4, the following subjects are compulsory:

- English Language and English Literature
- Mathematics
- Physical Education (core)
- Religious Studies
- Science: separate (Biology, Chemistry & Physics) or combined
- French (for most pupils)

Options are structured in such a way as to allow students some choice. Within the option subjects, we offer a range of different accreditation routes including academic and vocational options. This gives every student a broad and balanced curriculum and still offers flexibility to maximise the outcomes achieved by each individual. Students can choose from:

- Art
- Business Studies
- Computing
- Dance
- Drama
- Design Technology
- Geography
- Health & Social Care
- Childcare
- History
- IT
- Music
- Physical Education
- Psychology

Curriculum Impact

At St Mary's , our curriculum will:

- Be inspirational
- Subject specialist led
- Sequenced and progressive
- Lead to credible qualifications that enable entry to further, higher education and employment
- Enable all students to fulfil their potential
- Meet the needs of students of all abilities
- Encourage an appreciation of diversity
- Lead to choice filled lives
- Prepare students to compete in the global economy.
- Prepare students to make informed choices at the end of KS3, KS4 and KS5.
- Produce creative and critical thinkers

Curriculum Hours

In response to the disruption to learning caused by the COVID pandemic there has been a thorough curriculum review at St Mary's . This aims to address any gaps in

learning that have arisen from the pandemic and ensure our curriculum is effectively broken down into component parts and sequenced so that all children can achieve.

We have reviewed the programmes of study at each key stage to ensure that they are challenging and allow all students to acquire the intended knowledge and skills that will support them in their next stages of study.

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five.

Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned.

Our well-constructed and well taught curriculum allows our students to achieve excellent results.

How are students grouped in key stage three at St Mary's ?

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five. Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned. We would expect those who are achieving highly at the end of year 9 to be achieving grades 7-9 at the end of key stage four.

Our well-constructed and well taught curriculum allows our students to achieve excellent results.

Based on educational research, our groupings are organised taking into account a number of factors including prior attainment, current achievement and teacher feedback. This ensures that all students experience a broad and challenging curriculum with levels of support tailored to their individual needs in each subject area through high quality first teaching.

Year 7

When students join us in September, we use information from KS2 to place them in appropriate groups. Students are taught in these groups for the first half term to allow them time to settle in while we carry out standardised and subject specific assessments. Upon completion of these formative and summative assessments, students are placed into one of three groups as follows:

1. **Working deeper** - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the

breadth and aspiration of the national curriculum but will provide additional challenge and stretch for these students. This will prepare them for the highest tiers of papers in KS4 and set them on the path for our historic high achievement which you can see in our published data.

2. **Core** - the curriculum that we have created at St Mary's is broad, ambitious and provides clear outcomes of what we expect children to know, do and understand at each stage of our curriculum journey. This will support them to achieve our ambitious and aspirational end points and allow them to successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.
3. **Working with additional support** - students in these groups will be provided with personalised support and challenge to be able to follow our broad and ambitious curriculum. Individually tailored support will ensure that these students can access the curriculum and achieve. We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

This is not mixed ability grouping, students are not banded or streamed, they are carefully grouped to enable the teacher to stretch and challenge all individual students wherever their starting points may be. This ensures that all children are supported to achieve their full potential and this is reflected in our excellent results over time.

Year 8 and Year 9

Using prior attainment data, school based assessments and standardised tests, students are grouped as follows:

1. **Working deeper** - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the breadth and aspiration of the national curriculum but will provide additional challenge and stretch for these students. This will prepare them for the highest tiers of papers in KS4 and set them on the path for our historic high achievement which you can see in our published data.
2. **Core** - the curriculum that we have created at St Mary's is broad, ambitious and provides clear outcomes of what we expect children to know, do and understand at each stage of our curriculum journey. This will support them to achieve our ambitious and aspirational end points and allow them to

successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.

3. **Working with additional support** - students in these groups will be provided with personalised support and challenge to be able to follow our broad and ambitious curriculum. Individual tailored support will ensure that these students can access the curriculum and achieve. We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

Group sizes are between 24-28 students.

There are 5 lessons per day and 50 lessons per fortnight on a two week timetable.

SUBJECT	Y7 - HOURS PER FORTNIGHT	Y8 - HOURS PER FORTNIGHT	Y9 - HOURS PER FORTNIGHT
Religious Education	5	5	5
English	7	7	7
Maths	7	7	7
Science	6	6	6
Art	2	2	2
Computing	2	2	2

Food / DT	3	3	3
Drama	2	2	2
French	4	4	4
Geography	4	4	4
History	4	4	4
Music	1	1	1
PE/Dance	3	3	3
TOTAL	50	50	50

How are students grouped in key stage 4 at St Mary's ?

Year 10 and Y11

Using prior attainment data in their core subjects and their option choices as well as school based assessments and standardised tests, students are grouped as follows:

1. **Working deeper** - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the breadth and aspiration of the course of study and will provide additional challenge and stretch for these students with more opportunities to deepen their knowledge and understanding of key aspects of the subject area in accordance with the subject specification. This will support them to achieve ambitious and aspirational GCSE end points and allow them to successfully move on to the next stage in their education/study.

2. **Core** - students in these groups follow a broad and ambitious curriculum specific for their course of study with challenge and support provided by their teacher throughout the academic year. This will support them to achieve ambitious and aspirational GCSE end points and allow them to successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.
3. **Working with additional support** - students in these groups will be provided with personalised support and challenge to be able to follow their course of study Individual tailored support will ensure that these students can access the curriculum and achieve ambitious GCSE end points.

We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

Where subjects have tiered entry for their courses of study (maths, all sciences and French) the above model will be followed for each tier of the curriculum while still allowing scope for students to move between tiers based on their progress throughout the course.

SUBJECT	Y10 HOURS PER FORTNIGHT	Y11 HOURS PER FORTNIGHT
RELIGIOUS EDUCATION	5	5
English	7	7
Maths	7	7
Science	9	9
Option Subject 1	5	5

Option Subject 2	5	5
Option Subject 3	5	5
Option Subject 4	5	5
Core PE	2	2

Assessment and Reporting

The curriculum is the progression model.

At KS3 students are assessed against curriculum related expectations. The curriculum objectives are formatively tracked for each student and reported to parents along with an attitude to learning grade.

During Year 9, using prior attainment data, school based assessments and standardised tests, students are set a GCSE target in preparation for key stage 4.

At KS4 and KS5, students are assessed in line with the specification for each subject. Reports to parents show a subject grade as well as an attitude to learning grade.

Curriculum Review

Curriculum implementation is reviewed and quality assured through line management, lesson visits and subject reviews. Particular attention is given to ensuring the broad, balanced, ambitious curriculum that designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and **ambition**.

The curriculum delivered in each subject is reviewed throughout the year to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged.

The curriculum hours and subjects offered will be reviewed by the senior leadership team and governors on an annual basis.

The junior leadership team will discuss curriculum content and delivery annually. This will be fed back to the senior team and staff.

Parents and students will have the opportunity to review the curriculum content and delivery through parent and student surveys.

Special Educational Needs and Disability provision at St Mary's Catholic College

The Equality Act 2010 and the Special Educational Needs and Disability (SEND) Regulations 2014 place certain duties on schools to make sure that pupils with special educational needs and disabilities (SEND) are able to take advantage of the same opportunities that other pupils have.

At St Mary's we:

- Set high expectations for all pupils (e.g. by setting ambitious targets)
- Remove barriers to allow pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments)

Pupils' needs are met through high quality first teaching supported by a broad, deep, connected and knowledge rich curriculum. All pupils with a SEND are taught in mainstream classrooms and academic support and intervention is classroom based. Some pupils receive targeted specialist intervention alongside a broad and balanced curriculum.

We are an inclusive mainstream school which supports pupils with SEND to ensure that barriers to learning are removed, and enable them to enjoy all that St Mary's has to offer. We do this by ensuring that:

- all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- no pupil is ever excluded from taking part in these activities because of their SEN or disability.

Additional support will be provided to enable a pupil to access these opportunities if needed, and if necessary specialist resources/facilities/equipment will be sourced.

The St Mary's SEND Department is committed to: Ensuring that all pupils can access the curriculum and wider school opportunities. Supporting teaching colleagues with appropriate strategies as they deliver Quality First Teaching.