



# Bishop Ullathorne Curriculum Statement

## INTENT

Our Mission Statement is reflective of the key principles of our curriculum. Our curriculum intends to be **inclusive** to ensure that all students feel they **belong and are valued** within their community and their learning. Our **aspirational** and **ambitious** curriculum promotes the **search for excellence** and supports all students to achieve their best. Our **broad** curriculum offer develops the whole person, so that all students **recognise the gifts of God within them** and will be able to **foster the development of their true selves**.

## AIMS

- To support all students in developing their personal and academic potential, fostering our core values for them to become attentive, grateful, compassionate, eloquent, wise, curious, and faith filled students.
- To provide a high-quality education through evidence based teaching and learning to provide dynamic, engaging lessons that drive progress.
- To equip students with the critical thinking skills to access all opportunities in their further education, training or career pathway.
- To provide opportunities for students to respond with respect and maturity to a range of experiences so that they are equipped to engage positively with the modern, diverse world.
- To provide an environment where academia is rewarded and all students feel safe, happy and fulfilled by their success in order to give a life long love of learning.

## CURRICULUM STRUCTURE

The curriculum is designed with the development of the whole person in mind. Our curriculum addresses the key concepts of the national curriculum and places British Values and the Principles of Catholic Social Teaching within the students learning. Students are introduced to the full range of humanities, technology and arts subjects across a three year key stage 3. This has been carefully sequenced to build on prior

knowledge from Key Stage 2 through synoptic, interleaving learning sequences that allow students to build skills and knowledge over time. The curriculum is designed to provide a solid and secure foundation for launching into key stage 4 and a range of potential careers or further study post 16.

## IMPLEMENTATION

### TEACHING AND LEARNING

Our Teaching and Learning Model is designed to support our broad, inclusive and aspirational curriculum through the foundational principles of **Retrieval, Questioning and Adaptation** which allows all students to be supported to access the curriculum through adaptive tasks that support and challenge students to make rapid progress. The delivery of the curriculum promotes deep learning over time so that students can achieve their best. This is supplemented by a range of strategies including the use of Knowledge Organiser home learning tasks in key Stage 3 which focus on retrieval practice to ensure knowledge is embedded and homework has meaning. The explicit use of this in lessons and in home learning ensures these are purposeful and inclusive documents.

### LITERACY

The early years of key stage 3 are designed to provide breadth and a wealth of opportunities across all subjects. Texts are selected to develop eloquence and comprehension across the curriculum and build an understanding of the world and the child's place in it. Reading age assessments are used to cater lessons and develop vocabulary to the needs of all students. Beyond this the curriculum is sequenced to ensure the foundation for study post-16 is embedded. This is achieved through note taking, wider reading, essay writing, a focus on spoken and written eloquence and independent learning.

### DIVERSITY

We plan and deliver a broad and diverse curriculum to meet the needs of our culturally diverse school. Our modern, multicultural society is celebrated and the curriculum equips our students to engage in our society in a healthy and respectful way. Lessons and resources are regularly audited to ensure equity in representation to avoid any unconscious bias. In addition, resources and texts are selected to reflect a wide range of life and cultural experiences. All students are able to access the full, rich content of the curriculum and see themselves reflected back in the images, texts and events they study.

### SEND

All lessons are planned and adapted at Bishop Ullathorne to provide access to the full range of subjects for all students. On occasion a student may require some personalisation of the curriculum. This is completed in line with recommendations from an EHCP and in consultation with professionals and families. In Year 7 students with identified literacy needs receive additional English support to help address reading gaps. Where students have specific needs, these are met at subject level by all teaching staff as part of our wave one intervention. Teachers are made aware of all learning needs and respond to the information provided by the student, their family and the SEND team.

## CST

The Principles of Catholic Social Teaching are embedded into our schemes of learning so that our Catholic values are encountered in a number of learning environments.

- Dignity of the Human Person
- Family and Community
- Solidarity and the Common Good
- Option for the poor and Vulnerable
- Rights and Responsibilities
- The Dignity of Work
- Stewardship

This makes our curriculum rich and engaging. These supplement our Ullathorne Way Values, which are adopted from the Jesuit Pupil Profile and also highlighted in schemes of learning. Pope Saint John Paul II referred to Religious Education as the “core of the core curriculum”, and at Bishop Ullathorne, all subjects are able to draw out messages from the teaching of the Catholic Church and present material in a way that enlightens and broadens the learning of our students. This also embeds a strong sense of social justice, which promotes our character education of the whole person.

## ASSESSMENT

Our assessment for learning uses a range of formative and summative strategies to ensure knowledge and progress is being constantly tested and assessed. These assessments are synoptic, interleaving content from a broad range of study to embed learning over time and prepare students for the next phase in their learning journey. End of year examinations in year 7 to 10, alongside mock examination periods for year 10 to 13 allow staff opportunities to formally assess the full comprehension and understanding of curriculum content.

## CURRICULLUM MODEL

Students have 50 lessons across two weeks. All students have full access to the broad range of subjects within the two week timetable.

Alongside the academic curriculum, our CPSHE and character education ensures students are able to understand the world around them, the beliefs and views of others and the importance of active healthy lifestyles.

Every student in Key Stage 4 receives 1:1 careers support via our dedicated careers advisor. This is in addition to our broad careers programme in Key Stage 4 which includes visits from employers, guest speakers, further education representation and mock interviews. Careers are represented in each subject through the Skills in the Workplace sessions delivered in National Careers Weeks, scheduled through the year.

### **Key Stage 3**

Students study a wide range of subjects through year 7, 8 and 9, receiving a rich and varied curriculum that is National Curriculum compliant before choosing subjects to specialise in for their KS4 study.

### **Key Stage 4**

The curriculum at Key Stage 4 is built around a suite of subjects which we feel provides a secure foundation on to further study or work. Students are able to choose from a range of subjects which will prepare them for further education, training or future careers. We assist students in selecting subjects that will excite and engage them.

### **Key Stage 5**

We aim to provide a curriculum which will build on the foundation of Level 2 subjects and provide pathways to future destinations and personal development. Some subjects are new to students but build on the foundation of study in mathematics, English or the Humanities. Other subjects offer a continuation of study that was started in Year 7. All students receive bespoke guidance on the right path to choose. Option blocks are created to help address the demand from students for course combinations. All lessons are sequenced to allow for the rapid development of knowledge and application required for A Level study.

This academic curriculum is enhanced by discrete A Level mindset lessons developing the VESPA programme.

- Vision
- Effort
- Systems
- Practice
- Attitude

This complements the students' academic studies and provides clear guidance and strategies for successful study and application of thought. Key Stage 5 students also follow an enrichment programme in school for two hours a week. This can be chosen from a range of activities and programmes in school including:

- Academic mentoring
- Sports Leaders
- Arts Leaders
- Chaplaincy
- Outreach work

Students also receive a core RE lesson every week. These lessons are sequenced and designed to support personal development, RSE and citizenship. Students receive 1:1 careers and employability support via their form tutors and our dedicated careers advisor.