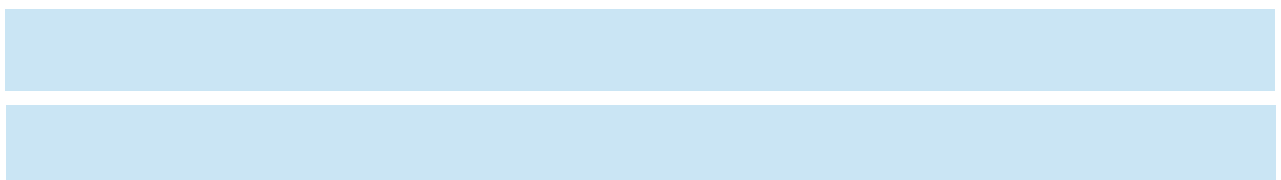
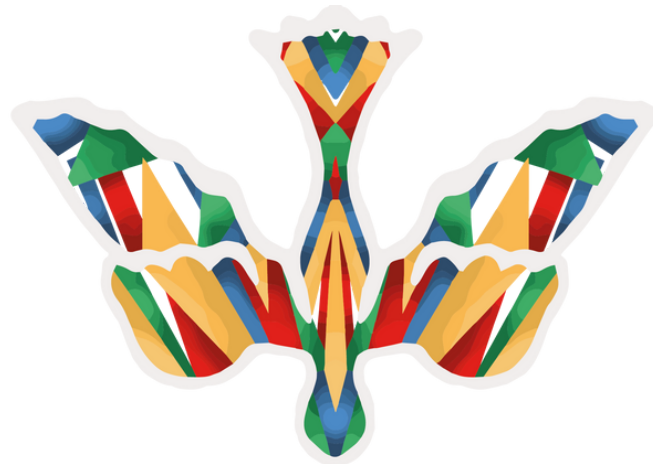
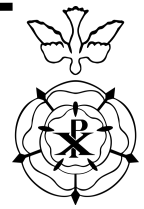

Curriculum Overview

The McAuley Catholic High School



Curriculum statement:

Our ambition is for a world class education for all students regardless of background and starting points. The story of a child's education at McAuley through our new curriculum develops the knowledge, skills, qualities and attributes students need to thrive as individuals, family members and responsible members of society; to live healthy, safe, productive, capable and balanced lives. It encourages them to be enterprising and supports them in making positive learning and career choices and in achieving economic and spiritual wellbeing; being happy and fulfilled. We aim to inspire this ambition in them, so they are ready for the next stage of their life, are aspirational, and leave us well prepared to lead and succeed for their futures.

Intent

The McAuley curriculum is ambitious and provides a high-level of challenge to all learners through a 7-year journey. Our high expectations work back from graduate level in year 13 with KS4 and KS3 end points identified to support a sequenced and challenging curriculum for all.

Central to the design of the McAuley curriculum is to provide all learners with a depth of knowledge and a rich understanding of a broad range of subjects enhanced through dedicated time for enrichment and personal development. This is underpinned by the Gospel values and the seven McAuley curriculum principles and aims.

We believe the experience of extra curricula alongside the study of a broad range of subjects is important to facilitate the development of cultural capital for all students. Each subject's curriculum is planned by a subject specialist and is deliberately sequenced to promote progress. In addition, exposure to a range of experiences and knowledge will help to raise the attainment of disadvantaged and SEND students in particular. Every subject area values the importance of personal development to ensure students develop into citizens able to make a positive contribution to society in line with the British values.

Implementation

The above curriculum intent is implemented across a wide range of subjects over a two-week timetable with the following structure:

Students have 50 lessons per fortnight in KS3 and KS4

	Number of lessons per fortnight					
	KS3			KS4		KS5
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 & 13
English	7	6	8	9	9	
Maths	6	6	8	8	8	
Science	6	6	9	10	10	
RE	5	5	5	5	5	
RSHE	1	1	1	1	1	
PE	3	4	2	2	2	
History	4	4	3			
Geography	4	4	3			
MFL	4	4	2			
Technology	3	3	2			
Art	2	2	2			
Computer Science	1	1	1			
Drama	2	2	2			
Music	2	2	2			
Option*				5	5	10
Option*				5	5	10
Option *				5	5	10

*KS4 option subjects: Art & Design Fine Art, Photography, Business, Creative IMedia, Product Design, Drama, Dance, Economics, Engineering Design, French, Geography, Health & Social Care, History, Hospitality & Catering, Music, Performing Arts, Triple Science, Spanish and Sports, Activities & Fitness.

Our curriculum comprises of a three-year Key Stage 3, and a two-year Key Stage 4, with students taking their options at the end of Year 9. This ensures our students' experience of learning is broad and all students have the option to follow an EBacc route if they choose to do so. This means we promote an ambitious curriculum which provides all students with the best possible life chances. Within each subject area, curriculum planning ensures that students' experience of each subject is wide, but learning is spiralsised throughout their 7 years; revisiting prior knowledge and constantly developing and deepening students' understanding of key concepts throughout their seven-year journey. Expectations are rigorous, regardless of ability, whilst courses available at Key Stage 4 are varied and therefore relevant and accessible to all.

In Year 7, students will sit baseline assessments and undertake a transition programme in all subject curriculum areas. A 'Nurture Group' is formed for more vulnerable learners to support them both academically and emotionally as they venture into our secondary

setting. Some of our students will be part of the 'Catch up Literacy', this is co-ordinated carefully by our KS3 Literacy intervention coordinator. Further bespoke interventions are delivered to students such as one-to-one sessions and small group sessions which target students requiring extra support or bespoke support with a range of behaviour, social and emotional issues.

Impact

We aim for outstanding progress for all students, regardless of starting points, evidenced by excellent outcomes and destination measures. Students are ready for the next stage of education, employment or training and have the knowledge and skills needed to allow them to go on to those destinations.

Students develop knowledge and skills across a broad range of subject areas, evidenced through internal assessment data, student work and student voice. Disadvantaged students and students with SEND achieve the best possible outcomes.

Students read with fluency and comprehension and are able to write like a subject expert. They can apply mathematical knowledge and concepts appropriate for their age.

Engaged students in lessons with positive attitudes and resilience, evidenced in learning walks and student voice. Holistic personal development evidenced in student work, displays, student voice and wider student achievements.