Curriculum Information
St Paul's Catholic College
September 2025-26

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The Curriculum at St Paul's Catholic College 2024 to 2025

Curriculum Overview

The curriculum at St Paul's is designed to provide opportunities for our students to grow as individuals through access to broad and balanced learning experiences, where the acquisition of knowledge is at the core of their learning. Student's personal development is encouraged through varied learning opportunities from a full range of academic subjects and varied wider and extra-curricular activities.

Curriculum Intent

At St Paul's all staff work hard to ensure our students' experience:

- **Reflects** St Paul's values as a Catholic College - Achieving Excellence, Learning to Serve.
- **Follows** the National Curriculum requirements providing a broad and balanced learning experience which allows students to progress to the next stage of their education.
- **Is ambitious** and allows our students to be successful and achieve outstanding results.
- **Supports** our students' personal development underpinned by our core Catholic values preparing them for the challenges and opportunities of a modern world.
- **Understands** the individual needs of all students and supports their educational journey in a safe and secure environment.

Curriculum Implementation

At St Paul's, our staff will:

- Deliver lessons that build on students' prior knowledge and helps them acquire, develop, secure and retain deeper knowledge and skills over time.
- Use a variety of appropriate evidence-based learning and teaching methods – Rosenshine's Principles of Instruction.
- Give students the opportunity to live out our values - Achieving Excellence, Learning to Serve.
- Set meaningful homework that supports learning in class and develops independent learning skills.
- Recognise and reward student achievement.
- Encourage a love of learning.
- Develop students' literacy and numeracy skills.
- Ensure that all learners, especially disadvantaged and SEND students, can access the curriculum and are given opportunities to succeed.
- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, knowledge gaps and are given opportunities to address and improve them over time.
- Work in partnership with parents, keeping them informed regularly.

Curriculum Impact

The impact of the curriculum is measured in a number of ways over time which include:

- All outcomes. In 2019, progress 8 was 0.54 and in 2023 it was 0.7, significantly above the national average and in the top 20% of schools for all elements. A Level in 2019 average grade was a C+ and it was a B- in 2023. BTEC L3 was a Merit in 2019 and a Distinction in 2023.We feel that this is a strong indicator that we have an appropriate curriculum model in place for our learners.
- Pupils staying in education for at least two terms after key stage 4 is 93% (DfE destination data 2023)
- Students staying in education for at least two terms after 16-18 study is 68%. (DfE destination data 2023)
- Student attendance to school. We consider attendance to be good and this acts as an indicator to the success of the curriculum and the support offered to students at school.
- Assessment and progress data. All subject areas are lined managed by members of the senior leadership team and the assessment and progress data for each area is scrutinised at three points during the academic year. Governors are also aware of this data.
- Students' attitude to learning scores. These are monitored closely and any significant changes in patterns are investigated and appropriate support implemented and evaluated.
- Students' attitude to homework, these are monitored closely and any significant changes in patterns are investigated.
- Student voice: Students tell us that they like their learning and enjoy the opportunities made available to them.
- Parent voice surveys indicate that parents believe and trust the decisions we make to ensure their child makes good progress.
- Enrichment uptake/trip uptake. This provides additional depth and breadth to our formal curriculum offer.
- All students have received clear and unbiased information regarding their future choices including further education, apprenticeships and employment or training.
- Year 13 destinations data indicates that students go onto either further education, apprenticeships or employment. Evidence is available through UCAS data, Oxbridge, Russell Group.
- Exclusion data / CME
- PP annual report – impact data for disadvantaged children
- Data for catch up funding

Leadership of the Curriculum

The curriculum at St Paul's is underpinned by our motto "Achieving Excellence, Learning to Serve". The curriculum allows our students to develop both their academic and wider personal skills so that they are happy and successful, reach their full potential and leave the school with integrity and moral purpose.

We develop students' subject knowledge, skills and understanding by:

- Each subject's curriculum is coherently planned based on the National Curriculum requirements and Exam Board specifications, to allow all students to make progress and achieve regardless of their background or prior attainment.
- Within each subject there is a consistent approach to the delivery of the curriculum, so that students build on prior knowledge and understanding and helps them to acquire, develop, secure and retain knowledge and skills over time.
- Using a range of pedagogical strategies to ensure knowledge acquisition is embedded in students' long-term memory, these include interleaving, spaced learning, Rosenshine's principles of retrieval practice.
- Use both formative and summative assessments strategies to identify and address "Gaps" in student's knowledge, understanding and skills.
- Develop students so that they are independent, resilient and collaborative learners

We develop the student's personal development by giving the students the opportunity to live and develop our core Catholic values:

S - Service to each other: learning to become a self-disciplined leader.
T - Teaching that inspires me, that challenges me, that gives me a lifelong love of learning.
P - Partnership at the heart of our school: a partnership between school, home and community.
A - Achievement: learn and achieve beyond my expectations within an enriched curriculum, using world-class technology, with people who care
U - Understanding of me as an individual: staff who know me by name and help make my experience of school rich and happy.
L - Love and respect experienced through our vibrant Catholic Christian community.
S - Success: academically, spiritually, morally, socially and beyond the classroom.

We provide opportunities to do this by:

- A retreat programme for every year group built to develop pupils Spiritual and Moral education.
- Weekly assemblies linked to SMSC/British Values/RSHE
- Tutor group Lifeskills sessions focussing on British Values, Equality and SMSC
- A well established and age appropriate careers programme which meets the requirements of the Gatsby Benchmarks.
- The use of the 'Smartmoves' programme in KS3 tutor sessions.
- Triannual charity drives
- A variety of core enrichment trips and activities that all students take part in.

Curriculum Provision

St Paul's Catholic College is an 11-18 secondary school that provides education for students in Key Stages 3, 4 and 5.

The school is well resourced, and the students are prepared with a range of tools to support them in accessing the curriculum. Classrooms are equipped with an interactive whiteboard or projectors. Practical subjects are taught in specialised well-resourced rooms, workshops, laboratories, drama studio and sports centre. There are 8 ICT dedicated classrooms. Students can access resources, documents and commonly used applications from home via the VLE.

The timetable operates across a weekly timetable consisting of 30 x 50 minute lessons, 6 lessons per day.
There is a tutor session after period 2.

The Key Stage 3 Curriculum - This spans three years, Years 7, 8 and 9

Year 7 & 8 Curriculum

All students in Years 7 and 8 study the following subjects:

EBACC Subjects	Periods per week	Non- EBACC subjects	Periods per week
English (sets)	5	Art	1
Geography	1.5	Drama	1
Spanish or French	2.5	Music	1
History	1.5	Design and Technology	2
Maths (sets)	5	Computing	1
Science (sets)	3	Physical Education	2
Life Skills	0.5	Religious Education (RE)	3

Year 9 Curriculum

Year 9 will be a transition year starting to prepare students for KS4
All students in Years 9 study the following subjects:

EBACC Subjects	Periods per week	Non- EBACC subjects	Periods per week
English (sets)	5	Students choose 2 from Art,	
Geography	1.5	Drama or Music	2
History	2.5	Computer Science	0.5
Maths (sets)	1.5	DT / Food	1.5
Science (sets)	5	Physical Education	2
Spanish (sets)or French (sets)	3	Religious Education (RE)	3
Life Skills	0.5		

The Key Stage 4 Curriculum

This spans 2 years, Years 10 and 11. All students study the core subjects of English Language, English Literature, Maths, Religious Education, Science, and Physical Education **PLUS 3** option subjects.
Life Skills will be delivered via tutor time and drop days.

At Key Stage 4 choice is also offered to allow for individual development needs and personal interests. The EBACC is at the heart of the St Paul's curriculum as we believe that this provides students with the best route to success. We value the delivery of Modern Foreign Languages and students are encouraged to take them until the end of Year 11.

Students follow one of two pathways best suited to their individual needs. EBACC Pathway is followed by 60+ % of the students; the non EBACC pathway is followed by the remainder.

<table>
<tr><th>All students study</th><th>Periods</th><th>Pathway - EBACC Pathway</th><th>Pathway - Non EBACC Pathway</th></tr>
<tr><td rowspan="2">English Language and
English Literature</td><td>5 Yr 11
6 Yr 10</td><td rowspan="2">EBacc Option – Students choose:
Geography or History
Plus
French or Spanish

Students choose 1 subject from:
Art, Drama, Music, PE, Photography, Media Studies, Computer Science, Design Technology, Food, Business Studies, Geography, History, French, Spanish or BTEC Health & Social Care</td><td rowspan="2">EBacc Option – Students choose 1 subject from:
Geography
History
French
Spanish

Students choose 2 subjects from:
Art, Drama, Music, PE, Photography, Media Studies, Design Technology, Food, Business Studies, Geography, History, French, Spanish BTEC Health & Social Care</td></tr>
<tr><td>Maths</td><td>5 Yr 11
4 Yr 10</td></tr>
<tr><td>Religious Education (RE)</td><td>3</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Double or Triple Science</td><td>6</td></tr>
<tr><td>Physical Education (non - exam</td><td>2</td><td colspan="2">All option subjects have 3 periods per week</td></tr>
</table>

The Key Stage 5 Curriculum

This spans Years 12 and 13. Students undertake 1 of 3 programmes of study based on their GCSE results.

Programme of Study	Course Detail	Entrance Requirements
Academic programme. Students choose 3 A levels from: Art Biology Business Studies Chemistry Computer Science Drama DT English Language English Literature Geography History Maths Further Maths Media Studies Photography Physics Psychology Religious Education (Philosophy &Ethics) Sociology Spanish Sport Studies	Students choose 3 A level subjects. · Students need a minimum of a grade 6 at GCSE in their chosen A level subject. Maths requires a grade 7 at GCSE. · The students then take 3 A level subjects in Yr. 12 & 13 · All subjects will be examined at the end of Yr. 13, they will not take AS exams	**Students with excellent GCSE results:** · 6 GCSEs at grade 5 or above including English Language and Maths · With a minimum of 4 GCSEs at grade 6
Mixed level 3 programme. Mixture of A levels and BTECs, which may include resitting English Language **or** Maths Students choose 3 courses, a mixture of A levels and BTECs	Students choose the equivalent of 3 level 3 courses. This may be: • 2 A level & 1 Extended Certificates BTEC • 1 A level & 2 Extended Certificates BTEC • Students need a minimum of a grade 6 at GCSE in their chosen A level subject.	**Students with good GCSE results** · 5 GCSEs at grade 4 or above, including English Language or Maths · With 2 or more of their GCSEs at grade 6
Level 3 BTEC programme including resits in English Language or Maths Students choose 3 BTECs from: BTEC Business Extended Certificate (1A) BTEC Sport Extended Certificate (1 A) BTEC Health & Social Care Extended Certificate (1 A) BTEC Science Extended Certificate (1 A)	Students choose either • 3 Extended Certificates	**Students with satisfactory GCSEs** · 5 GCSEs at grade 4 or above, including English Language or Maths

KS4 Subjects Exam Boards and Assessment Requirements

Some subjects have a Non Examination component, NEA, which is completed in school and marked by their class teacher but externally moderated by the examination board.

SUBJECT	BOARD	NEA % of Final Grade	ASSESSMENT OF COURSE
Art & Design	AQA	60%	**1 Non Exam Assessment and 1 external set assessment (exam)** Unit 1: Art Portfolio in Art & Design - 60% NEA Unit 2: Externally Set assessment (exam) ESA paper will be released on 2 January - 40%
Business Studies	Edexcel	0%	**2 external examinations** Paper 1: Investigating small Business 50% 1hr 45mins Paper 2: Building a business 50% 1hr 45mins
Computer Science	OCR	0%	**2 external examinations** Paper 1 Computer Systems 50% 1hr 30mins Paper 2 Computational thinking, algorithms and programming 50% 1hr 30mins
Drama	AQA	60%	**2 Non Exam Assessment and 1 practical exam** Unit 1: Devising - 40%, NEA Unit 2: Performing- 20%, NEA Unit 3: Written Exam - 40%
English Language	AQA	0%	**2 external exams and 1 Non Exam Assessment Spoken Language** Paper 1: Exploration in creative reading and writing 50% 1hr 45mins Paper 2: Writers' viewpoints and perspectives 50% 1hr 45mins NEA Spoken Language 0%
English Literature	AQA	0%	**2 external exams** Paper 1: Shakespeare and 19th century writers 60% Paper 2: Modern texts and poetry 40%
Design Technology	Edexcel	50%	**1 Non Exam Assessment and 1 external Exam 50%** NEA project worth 50% Written exam worth 50% 1hr 45 mins
Food Preparation & Nutrition	AQA	50%	**2 Non Exam Assessment and 1 external exams** NEA 1 is 15% NEA 2 35% Written exam worth 50% 1hr 45 mins
Geography	AQA	0%	**3 External Exams** Paper 1 Living with the physical environment 35% 1hr 30mins Paper 2 Challenges in the human environment 35% 1hr 30mins Paper 3 Geographical applications 30% 1hr 30mins
History	Edexcel	0%	**3 External Exams:** Paper 1 Thematic study and historic environment30% 1hr 15mins Paper 2 Period study and British depth study40% 1hr 45mins Paper 3 Modern depth study 30% 1hr 15min
Maths	Edexcel	0%	**3 external exams. Each exam is equally weighted** Paper 1 non- calculator 33.3% Paper 2 calculator 33.3% Paper 3 calculator paper 33.3%.

Media Studies	Eduquas	30%	**1 Non-Exam Assessment and 2 external exams** NEA – Creating media project 30% Component 1 Exploring the media 40% 1 hr 30mins Component 2 Understanding Media forms and Functions 30% 1 hr 30mins Component 3 Creating Media Products NEA 30%
-MFL Subjects *Spanish* *French*	Edexcel	0%	**4 external exams** based on the following skills: Listening, speaking, reading and writing each worth 25%. Speaking Internally conducted and externally assessed
Music	Edexcel	60%	**2 Non-Exam Assessment & 1 external exam** Component 1: Performing music, 30% NEA Component 2: Composing music, 30% NEA Component 3: External exam - 40%
RE	Edexcel	0%	**3 external exams**, Paper 1 Study of Religion-Catholic Christianity 50% 1Hr 45 mins Paper 2 Study of second religion, Judaism 25% 50 mins Paper 3 Philosophy & Ethics 25% 50 mins
Sciences: *Combined Science* *Separate Sciences*	AQA	0%	Combined Science consists of 6 equally weighted External Exams 1hr 15mins each Each separate science consists of 2 External Exams 1hr 45mins each, worth 50%
PE	OCR	40%	**2 external exams 60%,** each worth 30% Paper 1 Applied anatomy and physiology. Physical training 1 hr Paper 2 Socio-cultural issues and Sports Psychology 1hr **Practical Skills Assessment 40% (Sports 30% & NEA 10%)**
BTEC Nationals Award in Health & Social Care	Edexcel	60%	**2 Non-Exam Assessments & 1 externally marked assessment** Component 1 Human Lifespan Development – Internally assessed 30% Component 2 Health and Social Care Services and Values – Internally assessed 30% Component 3 Health and Wellbeing – External assessed task 40% 2hrs First examined February 2019

KS5 Subjects Exam Boards and Assessment Requirements

A Levels

Subject	Board	Controlled Assessment VS. Exam
Art and Photography	AQA	Portfolio 60% NEA Externally Set Assessment 40% NEA
Business Studies	Edexcel	3 External Exams 100%
Computer Science	OCR	Programming project 20% NEA 2 External Exam 80%
Design & Technology	Edexcel	Design and making project 50% NEA 1 External Exam 50%
Drama	AQA	Creating Theatre 30% NEA Making Theatre 30% NEA 1 External Exam 40%
English Lang	OCR	Independent Language research 20% NEA 2 External Exam 80%
English Lit	OCR	Literature assessment 20% NEA 2 External Exam 80%
Geography	AQA	Field Study Investigation 20% NEA 2 External Exam 80%
French	Edexcel	Speaking Assessment 30% NEA 2 External Exam 70% Exam
History	Edexcel	Externally set assignment 20% NEA 3 External Exam 80%
Media Studies	Eduquas	Media production 30% NEA 2 External Exam 70%
Maths & Further Maths	Edexcel	3 External Exams 100%
Psychology	AQA	3 External Exams 100%
RE	Eduquas	3 External Exams 100%
Sciences: • Biology • Chemistry • Physics	AQA	3 External Exams 100% Plus required practicals NEA 0%
Sociology	OCR	3 External Exams 100%
Spanish	Edexcel	Speaking Assessment 30% NEA 2 External Exam 70% Exam
Sport Studies	OCR	Performance in Physical Education 30% NEA 3 External Exams 70%

BTEC Subjects

Subject	**Board**	**Controlled Assessment VS. Exam**
BTEC Business Extended Certificate	Edexcel	1 external exam 1 externally assessed Task 2 internally assessed Assignments
BTEC Health & Social Care Extended Certificate	Edexcel	1 external exam 1 externally assessed Task 2 internally assessed Assignments
BTEC Science Extended Certificate	Edexcel	1 external exam 1 externally assessed Task 2 internally assessed Assignments
BTEC Sport Science Extended Certificate	Edexcel	1 external exam 1 externally assessed Task 2 internally assessed Assignments

Subject Learning Journeys

The students' learning journey (road map) is shared with all students and parents by subject for each year group.

The link to each subject curriculum and Learning Journey is shown below:

S:\Curriculum Dept\HODs\Long Term Plans 2024 2025

S:\Curriculum Dept\HODs\Learning Journey 2022 2023\Roadmap pdf in progress

KS3	KS4	KS5
Art	Art	Art
Computer Science	Business Studies	Biology
Drama	Computer Science	Business Studies
DT	Drama	Chemistry
English	DT	Computer Science
French	English	Drama
Geography	French	DT
History	Food	English Language
Maths	Geography	English Literature
Music	Health and Social Care	Further Maths
PE	History	Geography
RE	Maths	History
Science	Film Studies/ Media	Maths
Spanish	Studies	Media Studies
Life Skills	Music	Physical Education
	Physical Education	Physics
	PE Non-Exam	Psychology
	RE	RE- Philosophy & Ethics
	Science – Trilogy	Sociology
	Science – Separate	Spanish
	Sciences	BTEC Business
	Spanish	BTEC Health & Social
	Life Skills	Care
		BTEC Sport
		Life Skills

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with SEND.
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Pupils from disadvantaged backgrounds will, where necessary, be given the resources they need to be able to access the learning. Teachers will also take account of the needs of students whose first language is not English (EAL). Lessons will be planned so that teaching opportunities help students to develop their English and to support students to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

When necessary, we will make adjustments to an individual student's curriculum in order to ensure that they can achieve their full potential. Any adjustments made are always in consultation with the student and their parents. Any alternative provision will always be delivered by expert practitioners. For example:

- A child with extremely low literacy levels being withdrawn from modern foreign languages (MFL) to receive additional literacy and numeracy support at KS3.
- A student who would benefit significantly from additional English and Maths support may be withdrawn from one option subject at Key Stage 4 and instead participate in "Curriculum Support" lessons delivered by specialist English and Maths teachers.
- Studying at college or another provider on a full or part time basis.

Literacy

At the core of our curriculum is the development of literacy.

- Literacy is taught in English but also forms an integral part of all subjects across the curriculum.
- Students also have literacy tasks to complete in tutor time.
- GL Assessment (Reading, Spelling, Dyslexia) for Years 7 – 9
- Reading / library lesson and spelling tests.
- Debating club.
- Reading Club for Yr7 weaker readers.
- English competitions – fictional writing and poetry.
- Students who fall behind in Yr7/8 - literacy booster programme (Hackney Lit).

Literacy Strategy link:

S:\Curriculum Dept\HODs\Documents and Policies\SEPT 24

Extra-curricular opportunities

To prepare for their future lives our learners experience a curriculum that extends beyond the classroom with extra-curricular activities and trips being a fundamental part of our curriculum offer. A member of SLT is responsible for the delivery, monitoring and evaluation of all extra-curricular provision. We continually review what is on offer to ensure that it is meeting the needs of all our learners.

- Every department runs at least one subject specific club per year.
- The timetable of extra-curricular activities is published on our website and emailed to parents and students. All sign up is done on online and registers are taking enabling us to track attendance.
- Where trips are related to the core curriculum studied by a cohort, they will usually be scheduled during term time, other trips, such as the ski trip will largely take place during school holidays.
- We want all students to go on at least one trip per year and have sustained involvement in one extra-curricular activity each year.
- Our students have the opportunity to participate in a range of activities that contribute to their personal development and help prepare them for the real world these include:
  - Assemblies
  - Liturgy and Mass
  - Charity events, fund raising including sponsored walk
  - Retreats
  - Careers events and experience of the world of work
  - Sporting activities- after school clubs and competitions
  - Performances, drama showcase, music performances/concerts/choir
  - Duke of Edinburgh
  - A range of school, local and national competitions: Maths challenge; English creative writing and poetry; Science Olympian; MFL Spelling Bee; Performing Arts; Art.
  - Student leadership team – Head Boy / Girl, Prefects, Tec Team, Sports Captains, Chaplaincy Team, Performing Arts Reps, LRC Team,
  - Peer supporters
  - Sixth form – extended project (EPQ)
  - Sixth form core RE
  - Study skills/team building
- We will endeavour to support disadvantaged students in accessing extracurricular activities and trips that happen during term time.

LINK TO EXTRA-CURRICULAR PROVISION

Life Skills and RSHE

Supporting the strong subject-based curriculum, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Catholic Values of Love, Service and being the best that we can be.

- The Lifeskills programme covers elements of PHSE, Citizenship and British values. It is delivered via tutor time, dedicated Life skills lessons in KS3 and KS5 and drop day sessions in KS4. Aspects of PHSE and British Values are identified in the long-term plans of subjects, where appropriate and relevant to the topics being taught.
- Social, Moral, Spiritual and Cultural education is delivered in Religious Education and highlighted across other subjects in their long-term plans.
- Relationships, Health and Sex education RSHE is delivered as part of the Life Skills programme and via cross curricular delivery in Religious Education, PE, Science and Computer Science. These Departments have highlighted the areas of RSHE that they are responsible for into their long-term plans.

Setting Arrangements

Individual subjects are free to choose their grouping arrangements so long as all students' progressing in their learning is a priority and that the whole school 'vision for learning' is at the heart of any decisions they make. All teaching groups are designed to maximise learning outcomes for all. Subjects have clear procedures for placing students in different groups and review student placement at least termly.

Selection of groups is based on a variety of sources including:

- Internal attainment data e.g., internal exam results, end of topic assessment results.
- Prior attainment
- Teacher assessments

Yrs 7

- In Year 7 there are 242 students in 8 tutor groups.
- The year groups are divided into 2 ability populations.
- The two populations are of equal sizes.
- X population consists of 4 tutor groups: A, C, D and E, 121 students.
- Y population consists of 4 tutor groups: J, R, M and T, 121 students.
- English, Maths and Science set the students within each population according to their ability in that subject.
- PE are taught in mixed ability gender groups within each population.
- All other subjects except DT are taught in mixed ability tutor groups of approximately 31 students.
- DT has smaller mixed ability teaching groups to comply with health and safety regulations.

English. Maths and Science

4 or 5 hierarchical sets in each population based on ability in that subject:

X half year	Y half year
S - Equal Set 1 Top	T - Equal Set 1 Top
A - Equal Set 1 Top	P - Equal Set 1 Top
I - Set 2	U - Set 2
N - Set 3	L - Set 3
E – Set 4 Bottom	M– Set 4 Bottom

Classes:

- S, A, T and P are equivalent.
- I and U are equivalent.
- N and L are equivalent.
- E and M are equivalent

Yrs 8

- In Year 8 there are 222 students in 8 tutor groups.
- The year groups are divided into 2 ability populations.
- The two populations are of different sizes.
- X population consists of 4 tutor groups: A, C, D and E, 124 students.
- Y population consists of 4 tutor groups: J, R, M and T, 108 students.
- English, Maths and Science set the students within each population according to their ability in that subject.
- PE are taught in mixed ability gender groups within each population.
- All other subjects except DT are taught in mixed ability tutor groups of approximately 31 students.
- DT has smaller mixed ability teaching groups to comply with health and safety regulations.

English. Maths and Science

4 or 5 hierarchical Sets in each population based on ability in that subject:

X half year	Y half year
S - Equal Set 1 Top	T - Set 1 Top
A - Equal Set 1 Top	
I - Set 2	P - Set 2
N - Set 3	U - Set 3
E – Set 4 Bottom	L - Set 4 Bottom

Classes:

- S, A and T are broadly equivalent.
- I and P are equivalent.
- N and U are equivalent.
- E and L are equivalent

<table>
<tr><td colspan="2">Yr 9</td></tr>
<tr><td colspan="2">

In Years 9 there are 217 students in 7 tutor groups.
The year groups are divided into 2 equal ability populations.
The two populations are of different sizes.
X population consists of 4 tutor groups: A, C, D and E, 123 students.
Y population consists of 3 tutor groups: J R and T, 93 students.
English, Maths, Science set the students within each population.
PE are taught in mixed ability gender groups within each population.
Language students are banded within each MFL subject.
Life Skills is delivered in line with language (MFL) classes.
Geography, History and RS are taught in mixed ability tutor groups of approximately 31 students.
Students choose 2 out Art, Drama and Music.
DT and Computer Science has smaller mixed ability teaching groups.

</td></tr>
<tr><td>English, Maths and Science</td><td>4 or 5 hierarchical Sets in each population based on ability in that subject:

<table>
<tr><td>X half year</td><td>Y half year</td></tr>
<tr><td>S - Set 1 Top</td><td>T - Set 1 Top</td></tr>
<tr><td>A - Set 1/2</td><td></td></tr>
<tr><td>I - Set 2</td><td>P - Set 2</td></tr>
<tr><td>N - Set 3</td><td>U - Set 3</td></tr>
<tr><td>E = Set 4 Bottom</td><td>L - Set 4 Bottom</td></tr>
</table>

Classes:

S, A and T are broadly equivalent.
I and P are equivalent.
N and U are equivalent.
E and L are equivalent

</td></tr>
<tr><td>Languages</td><td>Timetabled band</td></tr>
</table>

<table>
<tr><td colspan="2">Yr 10</td></tr>
<tr><td colspan="2">

The year groups are divided into 2 ability populations.
English, Maths, Science, RE and PE are timetabled against each other.
English, Maths, RE and Science set the students within each population.
PE are taught in mixed ability gender groups within each population.
All option subjects are taught in mixed ability classes of variable sizes based on the student’s option choices

</td></tr>
<tr><td>English, Maths RE and Science</td><td>4 or 5 Sets in each population based on ability in that subject:

<table>
<tr><td>X half year</td><td>Y half year</td></tr>
<tr><td>S - Set 1 Top</td><td>T - Equal Set 1 Top</td></tr>
<tr><td>A - Set 2</td><td>P - Set 2</td></tr>
<tr><td>I - Set 3</td><td>U - Set 3</td></tr>
<tr><td>N - Set 4</td><td rowspan="2">L - Set 4 bottom</td></tr>
<tr><td>E – Set 5 Bottom</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td colspan="2">Yr 11</td></tr>
<tr><td colspan="2">

The year groups are divided into 2 equal ability populations.
English, Maths, Science, RS and PE are timetabled against each other.
English, Maths, RE and Science set the students within each population.
PE are taught in mixed ability gender groups within each population.
All option subjects are taught in mixed ability classes of variable sizes based on the student’s option choices

</td></tr>
<tr><td>English, Maths, RE and Science</td><td>4 or 5 hierarchical sets in each population based on ability in that subject:

<table>
<tr><td>X half year</td><td>Y half year</td></tr>
<tr><td>S - Set 1 Top</td><td>T - Set 1 Top</td></tr>
<tr><td>A - Set 2</td><td>P - Set 2</td></tr>
<tr><td>I - Set 3</td><td>U - Set 3</td></tr>
<tr><td>N - Set 4</td><td rowspan="2">L - Set 4 Bottom</td></tr>
<tr><td>E – Set 5 Bottom</td></tr>
</table>
</td></tr>
<tr><td>Maths Yr 11</td><td>Set S and A are to 2 equal ability top sets</td></tr>
</table>

Monitoring the effectiveness of the curriculum

- The Deputy Head i/c Quality Education is responsible for monitoring how the curriculum is implemented across the school.
- The SLT subject line manager (HOF) is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible.
- The Assistant Head (AHT) i/c extra-curricular activities is responsible for ensuring our offer is well rounded and there is 'something for everyone' as well as monitoring student engagement and participation; particularly focusing on the disadvantaged students.
- Heads of Department (HODs) have responsibility for the strategic leadership and direction of their subject areas. It is the HODs responsibility to:
    - ensure that their subject curriculum supports the school in realising its whole school intent.
    - ensure teaching follows the national curriculum and exam board specifications.
    - organisation and regular review of schemes of learning.
    - monitoring and evaluating work within their subject area.
    - providing efficient resource management.
    - coordinating extra-curricular activities and/or trips.
    - ensuring relevant aspects of Life Skills are integrated within schemes of learning.
    - ensuring there are opportunities for cross-curricular learning where relevant.
- Heads of Year (HoYs) have the responsibility of overseeing the holistic well-being and progress of students, identifying and removing barriers to learning.
- Monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, work scrutiny and department reviews.
- The Governing Body monitors the effectiveness of the curriculum regularly.