

# CURRICULUM

## WHY DO WE HAVE THIS POLICY?

### PURPOSES

The curriculum for Notre Dame Catholic College is designed to meet the following criteria:

- ❖ To provide a learning programme that is suited to the needs of each individual pupil: one which maximises his/her potential spiritually, academically, morally, aesthetically, physically and pastorally
- ❖ to provide a sound religious and moral education in accordance with the teachings of the Catholic Church and in the spirit of the Sisters of Notre Dame
- ❖ to provide a foundation for lifelong learning
- ❖ to be inclusive
- ❖ to develop a sense of community, including the importance and relevance of British Values
- ❖ to provide continuity and build on achievement
- ❖ to support progression to further study and employment
- ❖ to provide appropriate degrees of personalised learning for each pupil
- ❖ to build on success and recognise that achievement motivates
- ❖ is supported by assessment that is fit for purpose
- ❖ conforms to the requirements of the DfE legislation, whilst providing a broad and balanced education with opportunities for all.

## HOW DOES THE SCHOOL RESPOND?

- ❖ Pupils are encouraged to strive for excellence and the college takes every opportunity to recognise positive achievement

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- ❖ the school has a very strong commitment to the teaching of RE, computing, careers education, citizenship, work related learning and economic wellbeing, financial capability and education in personal relationships, in all years
- ❖ the school is supporting its statutory duty to provide CEIAG for all pupils through the employment of a Connexions Adviser who will provide independent advice and guidance for the pupils in the school
- ❖ the school offers a wide variety of subjects and experiences in and outside the classroom, enabling pupils to develop spiritually, academically, morally, physically and pastorally
- ❖ pupils are assessed and grouped according to their individual needs and abilities. This includes pupils with a disability and/or special educational needs who are supported by the special educational needs department and more able and talented (MAT) pupils who are supported by the MAT co-ordinator
- ❖ pupils will be set targets in order to ensure that they make appropriate progress in their subjects. This process is supported by a rigorous assessment system
- ❖ curriculum design takes into account: the knowledge, understanding, skills and attitudes we want our pupils to develop and the qualifications the pupils need to have
- ❖ literacy and numeracy will be targeted as a priority in all key stages through specific lessons and in departmental schemes of work. Additional intervention programmes are provided for pupils where significant weaknesses in these areas have been identified.

## **MONITORING AND EVALUATION**

Continuous assessment and regular data collection informs the planning of the curriculum so that, at all times, the pupils are being provided with the programme that suits their needs and provides them with their entitlement.

The curriculum is regularly evaluated and revised by the governors in the light of government demands and the needs of the pupils and they will take full account of the values and constraints of the curriculum design chosen by the school.

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