



St. John Paul II Multi Academy

Curriculum Policy

Date of last review	May 2024	Review period	Annual
Date of next review	June 2025	Owner	CSEL
Type of policy	Statutory	Board approval	20.3.24

Summary of changes	Date
<p>Changes made in response to Director training on Ofsted's approach to inspecting the curriculum</p> <p>Paragraphs re-ordered to ensure intent, implementation and impact are 1, 2 and 3 for clarity.</p> <p>Para 1 – statement added about curriculum supporting transition</p> <p>Para 2 – statement added about CPD for subject leaders and teachers.</p>	18/10/23



Introduction

Our Mission Statement

‘Be not afraid.’

The curriculum is at the core of achieving our mission statement in the St John Paul II Multi Academy Company. Subjects, academic study and the taught curriculum are all designed to support the aims in our mission statement but they fit within the wider curriculum of our Catholic Schools. This is driven by the Catholic Life and Mission of our multi academy which runs as a cross curricular thread throughout the school day. It also includes the experiences and opportunities offered through extra-curricular provision and engagement with the parish and wider community.

1. Curriculum intent

All schools in the St John Paul II MAC have designed the curriculum to:

- Ensure that all pupils can make the most of their God given talents and become the people God is calling them to be
- Provide an ambitious, inclusive, broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Provide opportunities to deepen pupils’ faith and relationship with God.
- Provide opportunities for pupils to learn about our environment and the impact our actions can have on God’s creation and other people.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils’ spiritual, moral, social and cultural development.
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals, fostering a sense of vocation.
- Support transition - develop pupils’ independent learning skills and resilience, to equip them for the next key stage of education or employment.

2. Curriculum Implementation

In the St John Paul II MAC, each school’s curriculum is organised and delivered in schools through the following key principles:

- Curriculum vision, approach and drivers are clearly stated and communicated to all stakeholders.
- How the curriculum is implemented is clear in schools’ curriculum plans, which include:
 - How the curriculum meets local needs, including how content is adapted
 - How subjects are designed, delivered and sequenced
 - The core knowledge, concepts and skills required to be in place of all children to access the next stage in each subject.
 - CPD programme to ensure that subject leaders are trained to lead their subject and all staff have the knowledge and curriculum needed for all subjects they teach.
- Curriculum coverage includes the following:
 - Religious Education in accordance with the agreed scheme of work in the Archdiocese of Birmingham.
 - Relationships, Health and sex education, and health education
 - Spiritual, moral, social and cultural development
 - British values



- Careers guidance for secondary schools
 - Short, medium and long-term planning expectations and arrangements are clearly set out in each school
- The curriculum for each school is resourced appropriately to support curriculum delivery

3. Curriculum Impact

Directors monitor the impact of the curriculum through reports on pupil outcomes and visit/ audit reports from the CSEL/ Deputy CSEL. Directors also take account of and act on the findings of any external audits/ inspections of the curriculum in schools in the St John Paul II MAC.

Governors monitor coverage and review the impact of the curriculum and compliance with other statutory requirements through:

- School visits
- Reviewing reports and curriculum documents at meetings
- Monitoring outcomes for pupils.
- Taking account of any external audits/ reviews.

Subject leaders monitor the way their subject is taught throughout the school through:

- Planning scrutinies
- learning walks,
- book scrutinies
- Pupil voice

4. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the St John Paul II MAC schools have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

5. Roles and responsibilities

3.1 The Board of Directors

The Board of Directors, through the curriculum and standards committee, will ensure that each school has a clear curriculum in place meeting the requirements of this Policy.

3.2 The governing board

The governing board will monitor the effectiveness of the school's curriculum and hold the Principal/Executive Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- 10% of curriculum time is timetabled weekly for teaching Religious Education in accordance with the Directives of the Archdiocese of Birmingham and CSI framework Inspection of Catholic Schools.
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.



- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.3 Principal/ Executive Principal

The Principal/ Executive Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed and reported to the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs to ensure full access to the school's curriculum, including children with SEND

5. Inclusion

Teachers set high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging learning opportunities 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 SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils 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.