

Painsley Catholic College – Curriculum Statement

At Painsley Catholic College we seek to ensure each and every one of our students achieve the highest personal outcomes in order to fulfil their God-given potential. We offer a broad and balanced curriculum including a range of opportunities to help students acquire knowledge, understanding and skills in all aspects of their education, including humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. We ensure an enriched curriculum within and beyond the classroom placing a clear emphasis on extra-curricular and contextualised learning in order to prepare our students for active involvement in life and the cultural capital to thrive in modern Britain. We firmly believe that the recipe for success is high quality first-wave teaching which is central to the life of the school.

Intent – What we are trying to achieve?

- Students in Years 7 & 8 (Key Stage 3) will experience a broad and balanced curriculum, which meets the suite of subjects in the Key Stage 3 National Curriculum. These will be taught by highly-qualified staff who will support students to develop mastery of concepts and inspire enthusiasm and interest in a range of subject areas.
- All students will study RE for 10% of their curriculum time in order for them to develop a deep understanding of Catholicism as well as other faiths.
- All students will have access to an enriched curriculum. For example, opportunities will exist for students of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting places they may not normally consider such as theatres or places of geographical or historical interest.
- Students will be in classes with peers of similar abilities in order for teachers to meet their individual needs.
- The vast majority (85% plus) of students in Years 9, 10 and 11 will follow a curriculum pathway that includes the English Baccalaureate (English, mathematics, science, a modern foreign language - Spanish or German - plus the option to study history, geography or computing). They will also choose two options from a broad range of subject choices appropriate to their abilities and interests. The remaining students will typically study the EBacc subjects with the exception of a modern foreign language. This will allow them to focus on developing key English and maths skills as well as studying science, a humanities subject, at least one vocational option, which will be suitably challenging and worthwhile for their future, and an option of their own choice.
- Students will be able to select one or two options (depending on their curriculum pathway – see Implementation below) from a broad range of subject choices appropriate to their abilities whilst continuing to experience a range of opportunities in subjects beyond their natural choices. For example, knowledge of the arts, music and economics.
- Students will develop a deep understanding of the subjects they are studying.
- A broad range of subjects will be on offer at the Sixth Form including A Levels and Btec qualifications. Painsley Sixth form is one of the first 52 pilot centres for the Digital T Level for September 2020 and will offer further T Levels as they develop. A university-style learning experience will operate in the Sixth Form including tutorials, assessed and independent work with enrichment and an extended project as key features for all learners.
- A PSHE and Citizenship curriculum will be taught to all key stages. It will be progressive, reflect the context of our cohort and encapsulate fundamental British Values. The Emmaus programme will further enhance PSHE, Citizenship and British Values.
- An information, advice and guidance programme will respond wholeheartedly to the Gatsby benchmarks.
- All students will learn about healthy lifestyles and the importance of physical exercise through an extensive programme of fitness and health awareness topics including basic first aid and RSE.

Implementation – How do we translate our vision into practice?

- In order to fully meet students' needs, they are set in classes according to their ability from the beginning of Year 7. Movement will occur if a student is finding the work too easy or too hard. This supports their wellbeing and the pressure they can place upon themselves.
- Three personalised pathways operate in Years 9, 10 and 11 to match the abilities and needs of the students to their curriculum options. These include triple science (physics GCSE, chemistry GCSE and biology GCSE) for the highest ability students (approximately 30% of a year group) with the remainder studying the double science trilogy GCSE.
- The number of lessons per subject varies (as set out in the Curriculum Plan on the College website) depending on the ability of the student and the pathway they are following. For example, the highest ability students in Key Stage 4 study more science whereas the lowest ability study more English and mathematics.
- Highly qualified and subject specialist staff are, and will be, employed across the school.
- Carefully designed schemes of learning in all subject areas ensure consistency and progress of all learners.
- Success criteria in every lesson are set in order to guide student performance. This ensures work is demanding and matches the aims of the curriculum.

- Fortnightly assessed work with follow-up tasks further develops students' knowledge and understanding.
- High quality teaching responds to the needs of students. Teachers act on the findings from assessments to secure the best possible outcomes.
- Spiral learning is a key focus of all formative and summative assessment with teachers actively marking work in lessons in order to identify misconceptions early. This also reduces staff workload in terms of marking in their own time.
- High quality resources complement the delivery of specialist learning admirably.
- A College calendar sets out the enrichment opportunities for all students at the beginning of the year. This includes trips, career opportunities, gifted and talented events and special theme days.
- Students have access to an impartial Careers Advisor who is able to support them in their future choices.
- Physical fitness and health-awareness will be part of the Pastoral/Citizenship/PE curriculum.

Impact – What is the impact of our curriculum on the students?

- Students of all abilities and in all categories of learners achieve well, reflected in the proven track record of examination success. Students' work across the curriculum is outstanding.
- Outcomes focus and guide all development plans and drive improvement.
- Students are ready for the next stage in their journey with an education and qualifications that match their destinations.
- Students are confident, resilient and actively engaged in the wider society.