



CURRICULUM POLICY

Our School Dominican Motto is:

'Laudare, Benedicere, Praedicare' – 'To praise, to bless, to teach'

1 Introduction

1.1 The school offers a full time supervised education for pupils. Our school's curriculum comprises planned activities organised in order to promote learning, personal growth and development and spiritual awareness of the catholic faith. It includes not only the formal work done in class but also the various extracurricular activities that the school organises in order to enrich pupils' experiences. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave.

We want children to grow into positive, responsible young adults, who can work and cooperate with each other, whilst developing their knowledge, skills and individuality in order to achieve their maximum potential.

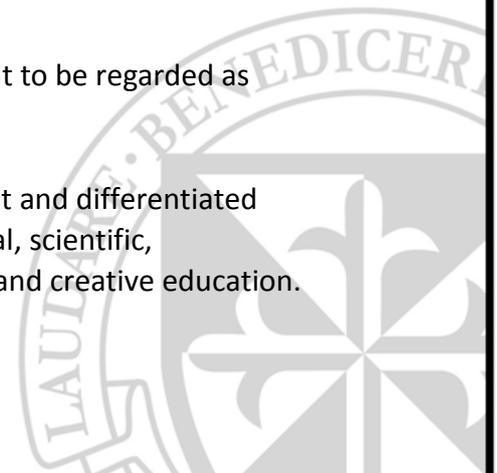
2 Values

2.1 Our curriculum is underpinned by the values that we hold dear in our school. It is the means by which the school achieves its objectives of giving our students the knowledge, skills and understanding required to lead fulfilling lives.

2.2 As a Catholic school we implement Catholic teaching which values each person as a unique human being created in the image and likeness of God. We therefore respect the dignity of every student and aim to assist her/him to reach the full potential of their God given abilities.

2.3 Every student has special gifts from God and has the right to be regarded as having equal value and worth.

2.4 Every student has the right to a broad, balanced, relevant and differentiated curriculum which gives experience in linguistic, mathematical, scientific, technological, health, human and social, physical, aesthetic and creative education.





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2.5 Every student has the right to genuine access to the whole curriculum and has the right to expect to make progress within it according to his/her particular abilities.

2.6 Every student has the right to experience work as part of a team in an atmosphere of trust to enable him/her to take his/her rightful place playing a full and active role in society.

2.7 Our curriculum is planned using the following guidelines:

Breadth

A broad curriculum develops students' knowledge, skills and understanding through the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). Learning programmes and experiences are appropriate to age and ability irrespective of gender, ethnic or social background or special educational needs.

Balance

A balanced curriculum ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole. It offers challenges and encourages the highest standards of personal achievement. It promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect. It promotes equality of opportunity and develops understanding of, and respect for, the rights of others.

Coherence

A coherent curriculum is planned as a whole and embraces the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement. Progress and the attainment of each student are assessed to determine whether individual learning objectives have been achieved and so that decisions can be made on the next steps to learning.

Relevance

The curriculum includes subject matter appropriate for the ages and aptitudes of students, including those students with special needs and learning disabilities. The curriculum takes account of the previous learning of students and their readiness for



new experiences and prepares students for responsibility and to take advantage of opportunities.

Differentiation

The curriculum has to satisfy two seemingly contrary requirements. On the one hand it has to reflect the broad aims of education which hold good for all children, whatever the schools they attend. On the other hand, it has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to students, balancing challenge with likelihood of success for each child across the ability range. It implies a need for variation in teaching approaches and classroom organisation.

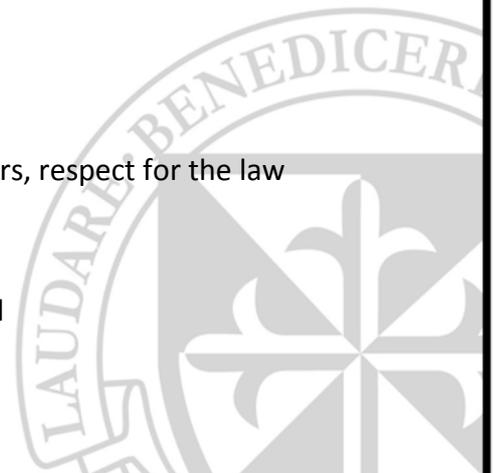
Progression

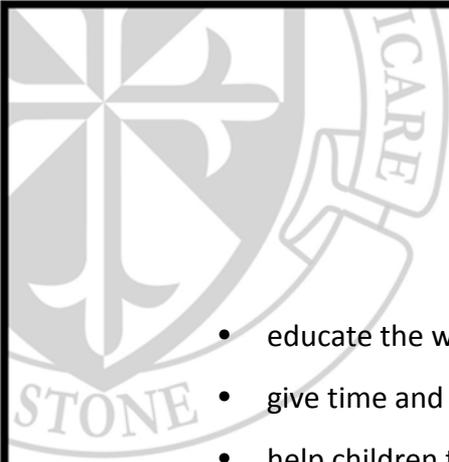
We monitor and record the progress and attainment of each student and discuss it with students and parents. Reports are provided under the School's reporting procedures. Assessment for learning includes opportunities for self and peer assessment. Information relating to the curriculum is made available to Parents through the Curriculum Booklets issued at the beginning of each new academic year to Parents of children in Early Years to Year 9. Information regarding the subjects available at GCSE level is issued to students in Years 9 and 11 and combines with careers interviews and many careers opportunities for advice and visits. Service, to help to facilitate an informed choice of options at these transitional stages. This document endorses a whole school approach that is reflected in departmental schemes of work.

3. Ethos, Aims and objectives

Our school's ethos and the aims of our curriculum will:

- nurture individuality
- welcome children of all faiths and ethnic origins
- encourage the acceptance of others' strengths and weaknesses
- support and guide each girl and boy
- give each pupil a voice
- respect, know and care for each student
- ensure traditional values matter such as good manners, respect for the law etc.
- work to maintain a strong family atmosphere
- ensure a spirit of collaboration throughout the school





- educate the whole person
- give time and individual attention to all pupils
- help children to develop into confident, self-assured individuals

We promote a sense of personal responsibility based on the values of truth, justice, compassion, partnership and community. Pupils are encouraged to explore their interests both inside and outside the classroom and to share their successes and failures. There is something for everyone at St Dominic's Priory and we hope that every student experiences real happiness which we believe is the key to effective learning.

3 Organisation and planning

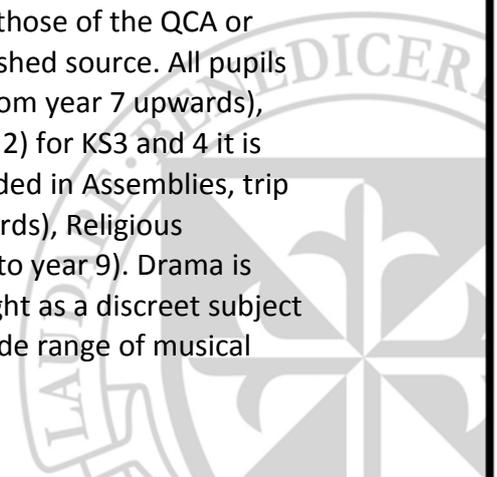
3.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

3.2 Medium-term planning incorporates some content from the relevant guidance documents such as the Revised National Literacy and Numeracy Strategies. We also refer to the national schemes of work for much of our medium term planning.

3.3 Our short-term plans are those that our teachers produce on a weekly or daily basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson.

3.4 In EYFS and Key Stage 1, we adopt an element of topic based learning to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals and there is planned progression in all curriculum areas.

3.5 In Key Stages 2, 3 and 4 teachers are free to adopt lesson plans and schemes of work that they have devised themselves or they may adopt those of the QCA or relevant exam boards to base their work on a relevant published source. All pupils study English, Maths, Science (Biology, Chemistry, Physics from year 7 upwards), French, Spanish (from year 7 onwards), PSHEE (For KS 1 and 2) for KS3 and 4 it is incorporated through other curriculum subjects and embedded in Assemblies, trip etc.) ICT, Humanities (History, Geography from year 7 onwards), Religious Education, Music, Art and Design Engineering (from years 5 to year 9). Drama is taught as a discreet subject for Years 7 – 9 and Dance is taught as a discreet subject from Reception to year 6) Lessons are also available for a wide range of musical





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instruments. Music, choir, dance and drama are supported and extended through out of hours' clubs and lunchtime activities.

3.6 Subject/departmental Leaders monitor medium-term planning to ensure that:

- learning outcomes and objectives are clear
- learning opportunities and activities planned are likely to lead to the desired outcomes and objectives
- the necessary resources are listed or referenced
- there is a range of activities planned which cater for all learning styles and which require students to work individually, in pairs and in groups
- it is clear how learning will be assessed
- there are cross-curricular links, especially to ICT, literacy and numeracy
- there are activities which require or encourage independent learning
- tasks are sufficiently differentiated so that they are accessible to all pupils whilst stretching the ablest. There are strategies/activities to support SEND pupils
- the role of the TA is planned where this is relevant
- as children move through the school, term by term and year by year, the coverage of subject material shows clear progression and continuity, without unnecessary repetition, whilst being mindful that topics need revisiting and extending. Subject Leaders should imagine a child moving through the school from Years 1 to Years 11 in their subject, being taught according to the planning for their subject. They should ask 'What would their learning experience be like?' 'How effective do I think it would be?' 'Where might there be improvements?'

3.7 All pupils from Reception to year 11 have two lessons of PE per week. Pupils in Prep and Senior School have the opportunity to represent the school in a number of sports both individually and as part of a team.

3.8 The formal curriculum is supported by a wide range of extra-curricular activities, e.g. swimming, athletics, trampolining, netball, climbing wall, gymnastics and cross country. Additional music opportunities such as percussion ensemble, guitar ensemble and orchestra. Chess, cookery, knitting, gardening. To enhance drama and dance and to prepare for our music and danced concerts: performing arts, LAMDA, dance, ballet. Regular educational visits include trips to the theatre, art galleries, the Imperial War Museum, annual residential French or Spanish trip.



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3.9 From Reception to Year 11 all the pupils have the same working day:

8:50	–	9:00am	Registration
9.00	–	9.10am	Assembly
9.10	–	10:10am	Lesson 1
10.10	–	10.30am	Break
10.30	–	11.30am	Lesson 2
11.30	–	12.30pm	Lesson 3
12.30	–	1.30pm	Lunch break
1.30	–	2.30pm	Lesson 4
2.30	–	3.30pm	Lesson 5
3.30pm			End of School

3.10 We are a non-selective school. The maximum class size is 18 from Reception to year 6 and 20 pupils for the Senior School. There is one mixed- ability class in each year all the way through the school. Most pupils from our Prep School go on into our Senior School. Pupils of high academic ability or with exceptional talents are entered for a range of awards at Senior School (e.g. Academic, Art, Music, Sport, Performing Arts).

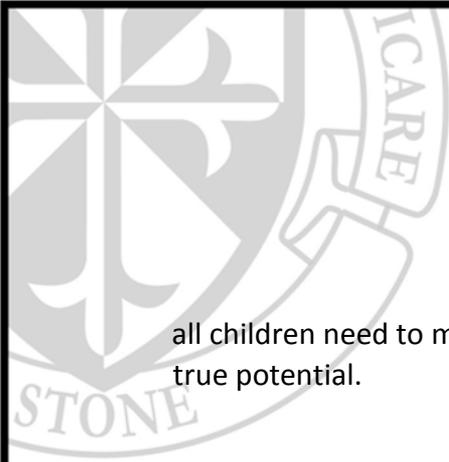
3.11 Planning across all areas of the curriculum takes into account the need for British Values not to be undermined. Wherever possible thought and focus is covered to help ensure pupils have been prepared for the opportunities, responsibilities and experiences of life in British Society. Inset days for staff help to inform and devise assemblies, trips and focus within the curriculum and planning to incorporate reference and teaching on British Values.

4 Key skills

4.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance; • problem-solving.

4.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that



all children need to make good progress in these areas if they are to develop their true potential.

5 The curriculum and inclusion

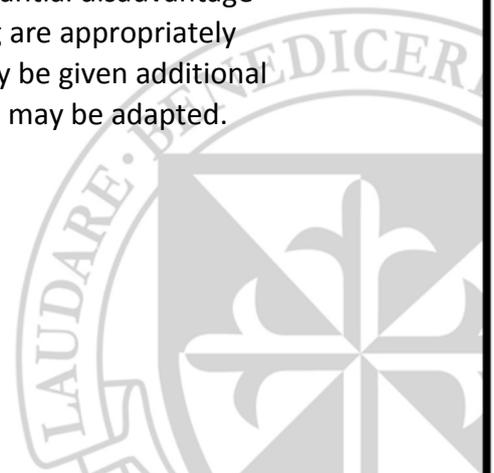
5.1 The curriculum in our school is designed to be accessed by all children who attend the school. Where necessary, adaptations are made to allow this.

5.2 If children have any learning difficulties or disabilities, our school does all it can to meet individual needs and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of special needs, then his/her teacher will make an assessment of this, and for the majority of pupils will provide the resources and educational opportunities to meet each child's needs. This should be shown within normal planning and classroom organisation. It may be necessary to offer additional school based support which may involve working directly with our SENDCO and may involve being taken out of some lessons to receive specialist input. If a child's needs are more severe, we consider the child for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides an Individual Running Record (IRR) for each of the children who are on the special needs or school action register. This sets out the nature of the special need and outlines how the school will aim to address it. The IRR also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities. We are committed to meeting the needs of all children within our school whatever their disabilities.

The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.



6 Personal, social health and economic education (PSHEE)

At St. Dominic's Priory school, we deliver PSHEE in a variety of ways. The Prep Department uses the PSHE Association's programmes of study endorsed by the DfE for KS1 and 2. They are used from EYFS to Year 6. In the Senior School the themes covered are broadly based on those set out in the PSHE Association's programmes of study endorsed by the DfE. In some instances, PSHEE is delivered as a discrete topic e.g. drugs education. However, the science curriculum and visits from the Community Police and theatre companies cover some of the themes and these are used effectively. PSHEE has links with all other areas of the curriculum, e.g. when teaching about local environmental and global issues in Humanities. There is a large overlap between the programme of study for religious education and those of PSHEE, thus, we cover a considerable amount of PSHEE in RE lessons. (For more information please refer to the school's PSHEE Written plan).

7 Careers education

Advice and guidance on future career choices for our pupils is delivered in many guises for years 7 – 11. This includes: School visits to major companies or organisations, visits from guest speakers, assemblies and conferences and open days for further education establishments and apprenticeship providers. We have a careers corner in the library and we do pass information on to individual students as and when we receive it. Year 9 pupils undergo much support, advice and guidance when deciding on option choices for year 10. Sixth form events are running for years 9-11 where we invite upto 20 sixth form and apprenticeship providers for an evening exhibition so our pupils and parents can have an opportunity to speak with and be informed on the local providers available. Please see Appendix 1. few examples of initiatives and experiences previously facilitated for our pupils.

8 The Early Years Foundation Stage

All areas of the Early Years' curriculum at St Dominic's Priory School are delivered through planned, purposeful play with a balance of adult-led, child-initiated and free choice activities. St Dominic's Priory School recognises that all students from EYFS to Year 11 are entitled to a curriculum which is characterized by breadth, balance, coherence, relevance, differentiation and progression.

8.1 The curriculum that we teach in our Early Years classes meets the requirements set out in the Development Matters in the Early Years Foundation Stage documents. Our curriculum planning focuses on the development matters ages and stages statements / Early Learning Goals.



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8.2 Our school fully supports the principle that young children learn through play and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their nursery learning. We endeavour to build positive partnerships with other Early Years providers in the area.

8.3 Within early years all staff are continuously observing and assessing the skills and development of each child in their care. These findings are then recorded in their individual learning journey. This assessment forms an overall picture of every child's development and contributes to future curriculum planning for each child. Each term a child's age and stage for all areas of learning and development are assessed, individually and in a cohort, and is reported to parents in a written document.

8.4 We strive to build positive links with parents and carers of each child by keeping them informed about how their child is developing. We also encourage parents to be involved in their child's learning through inviting them to various EYFS events.

8.5 As well as the seven areas of learning early years' staff incorporate British Values and characteristics of effective learning within activity planning, observations and next steps.

The Early Years' Framework is divided into 2 key areas - Prime and Specific.

Prime areas include:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These areas are fundamental and work together, they support the children's development in all other areas of learning.

Specific areas include:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



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The ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner and therefore showing an individual's 'Characteristics of effective learning.' More information can be found on the Department for Education website: www.education.gov.uk/publications

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9 The role of the Deputy Head, Head of Prep School, Subject leaders

9.1 The Deputy Head, Head of Prep and Subject leaders:-

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

9.2 It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader reviews the curriculum plans for the subject throughout the whole school, ensures that there is full coverage of the curriculum and sees that progression is planned into schemes of work. The Subject Leader also keeps records of past assessment scores and exam results for all pupils so that progress and any anomalies can be tracked.

10 Monitoring and review

10.1 Our Governing Body's education sub-committee is responsible for monitoring the way in which the school curriculum is implemented.

10.2 The Headteacher, Deputy Head, Head of Prep School are responsible for the day to-day organisation of the curriculum. They monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum and that all lessons have appropriate learning objectives.



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10.3 Subject Leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

10.4 This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.

Signed:

RJ Hanisa

Date: November 2017

Review date: November 2019

St. Dominic's Priory School

Appendix 1 – Careers Planning

Activity title	Year group	Date	Aims of activity	Impact on pupils	How will impact be measured	Moving forward	Links to GB	Gatsby's Benchmark
Careers area created in School Library	Years 7-11	Sep-16	To provide pupils with a designated area where they can sit and read careers literature as well as access information about post 16 options.	Pupils become more aware of opportunities and career options as well as the skills and subjects required and the different routes they can take into a variety of careers.	frequency of use as well as discussions with subject staff	Area to be developed in time with possible access to careers programmes on line	1,2,3,4	
National Careers Service interview	Mrs J Cook	22/09/2016	To provide staff member responsible for careers with information and support	Pupils benefit from a more structured and informed careers programme here at St Dominic's.	Feedback from pupils and parents as well as further visits from National Careers Service co-ordinator	As school grows more time allotted to staff member responsible for careers as well as more input into university applications and courses as we reintroduce our sixth form. Further appointments with co-ordinator have been booked.	1,2,3,4	

Jaguar Landrover	Years 8 -11	28/09/2016	Pupils to have insight into the range of job opportunities available and skills required within a major British vehicle manufacturing company. Visit to include factory tour.	Pupils discovered that: the work environment of car manufacture is not always a dirty job, there is a range of jobs within this company; some require a degree and others can be achieved by being taken on as an apprentices- pupils are now more aware of qualifications needed. Curriculum link to ICT and Business Studies.	Class discussions Inc. input from CDT and ICT.	School to maintain links with Jaguar landrover for future visits. Pupils showing interest in this field to be encouraged.	2,4,5,6 (3)	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education Personal guidance
NHS Careers Fair Stafford County Show Ground	Year 9	03/10/2016	Pupils to have insight into the range of job opportunities available and skills required to work within the NHS.	Pupils discovered that: there was a huge range of opportunities within the health service, as well as learning about the different routes by which they could enter this growing employment sector.	Follow up sessions included GCSE option selection in view of possible careers within the Health Sector.	School to maintain links and make this an annual event. Pupils showing interest to be supported by science staff.	2,4,5,6 (3)	

<p>Post 16 Providers' Evening</p>	<p>Years 10 -11</p>	<p>11/10/2016</p>	<p>Pupils to have access to post 16 providers; schools with sixth forms, colleges and the armed forces.</p>	<p>Pupils were able to gather information and an understanding of the options available to them after leaving St Dominic's. The material made available to them and the discussions had with various providers allows them to make better informed choices about their future education/career.</p>	<p>Pupils make applications to various colleges / schools /apprenticeship schemes etc. Interviews to follow</p>	<p>School maintains links and invites providers back biennially</p>	<p>1 and 7</p>	
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<p>Goodwins International Apprenticeship Scheme. Site Visit</p>	<p>Years 10 -11</p>	<p>14/10/2016</p>	<p>Pupils to have insight into the range of jobs and skills required within the engineering sector. Pupils to have exposure to a large local employment provider in terms of their site, their product and the training scheme they provide. Pupils to see first-hand an alternative route into employment and have the opportunity to talk to trainers and students.</p>	<p>Pupils discovered that: the work environment of engineering is not always a dirty job there is a range of jobs in engineering, some require a degree and others an apprenticeship- pupils are now more aware of qualifications needed. Pupils have a better understanding of: the range of skills needed for this sector and how to develop them moving forward the importance of "soft skills" and personal qualities that employers look for how to apply for apprenticeship with Goodwins Pupils are able to link curriculum subjects to engineering.</p>	<p>Questionnaires from pupils following the visit. Class discussion during tutorial time the following week. Monitoring pupil destination. Monitoring applications to Goodwins and increased interest in Engineering.</p>	<p>The school would like to arrange an annual visit with Goodwins for their Year 10 and 11 pupils who show an interest in this sector. This to be discussed and arranged.</p>	<p>2,4,5,6,(3)</p>	
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National Citizens Service	Year 11	17/01/2017	Pupils to have talk from NCS recruitment co-ordinator concerning 4-week summer course. Course will improve skills required in the work place and so improve their job opportunities .	Pupils gain confidence and skills, as well as valuable experiences that can enhance C.Vs.	Uptake over 50%...girls to complete course in summer holidays.	School has made this an annual initiative.	2, 4, 5 and 6.	
Manchester Airport	Year 7	25/01/2017		Pupils learn about the workings of an airport and are able to consider job opportunities associated with this complex and varied work place.	Follow up discussions in ICT and CDT as well as in form time in relation to aspiration.		4,5,6 (3)	
Bri -Stor Group Presentation	Years 7-11	14/02/2017	Pupils listen to presentation, in assembly, given by local company on apprenticeships.	Pupils learn about the apprenticeships available within Bri-Stor.	Interest will be noted, encouraged and monitored.	Links will be maintained	2,3,5 and 7	

RAF Visit	Year 10	28/02/2016	Pupils have access to range of job opportunities within the Armed Forces. Pupils learn about skills and subjects required for a job in the armed forces. Pupils to improve their team building skills through provider's activity.	Pupils learn first-hand about career opportunities within the RAF and are better equipped to make options choices at A-Level in view of this. Pupils learn the importance of team work.	Feedback from pupils and parents	Links will be maintained	1,2,3,4,5	
Manchester Airport	Year 7	08/11/2017	As above	As above	As above	As above		
NHS Careers Fair Stafford County Show Ground	Year 9	22/11/2017	As above	As above	As above	As above		