



Bishop Milner Catholic College

Curriculum Policy

'Direct me in your ways, Lord, and teach me your paths. Encourage me to walk in your truth'.

Psalm 25:4-5

REVISED: October 2020

TO BE REVIEWED: October 2021

Understanding our Curriculum Goals

Bishop Milner Catholic College is a five-form entry college of students 11 to 18. We converted to academy status in September 2013 and are currently in proud partnership with St Chad's Catholic Primary School, Sedgley and St Joseph's Catholic Primary School, Dudley. Together, the schools are a Multi Academy Company (MAC) collectively known as St John Bosco Catholic Academy. In our community we welcome students of all different faiths and no faith, but ask that everyone respects our core values. We also have a high proportion of disadvantaged students.

The goal of our curriculum here at Bishop Milner is to use knowledge of what students have studied and achieved at our primary feeder schools, and build upon those foundations in ways that seek to generate outstanding progress at secondary level and beyond. We believe that a curriculum based on a solid understanding of how reading, writing, number work (and other subjects) are delivered in earlier years, will invite greater challenge and aspiration, as well as more seamless routes to age-expected progression. Furthermore, we are constantly seeking new ways to promote and improve reading across the curriculum.

While staff in each separate subject area are passionate about helping students to create deep and long-lasting relationships with their academic discipline, we also understand the importance of working together across departments – finding ways to celebrate common areas of knowledge and skills for life. We expect our classrooms to be places of curiosity; where adults bring out in young people an excitement for learning and a hunger to know more and remember more.

With our Catholic values at the heart of everything we do, we design our curriculums - in and out of the classroom - knowing that our calling is to nurture compassionate, active and intentional young people who must be well prepared to go out into the world and be leaders in what they say and do. We strive to offer students the kind of curriculum that is broad and balanced enough to enable them to develop all of their God-given talents and be the best they can be. Importantly, our students deserve knowledge and a love of learning that will remove barriers, create opportunities and pave the way for future success.

Key Stage 3

This curriculum is crucial for: building upon skills and knowledge from KS2, closing gaps, accelerating progress, finding passion for a range of different subjects and introducing the journey to GCSE success.

Key Stage 4:

This curriculum is crucial for: increasing challenge, deepening knowledge and of each chosen GCSE pathway, building confidence and expertise, growing independent thinkers, securing access to exam success and inspiring interest in Post 16 pathways.

Key Stage 5:

This curriculum is crucial for: achieving mastery within each chosen A Level or BTEC qualification, nurturing academic reading, securing access to top grade examination performance, creating aspirational routes to further learning, employment and life success.

The role of the Local Governing Body

The Local Governing Body has responsibility for ensuring that the college delivers an appropriate curriculum, which, for students between the ages of 11 and 19 must statutorily demands of the National Curriculum (including Religious Education). Through the Standards and Provision committee, The Local Governing Body plays an active role in the monitoring and evaluation of the curriculum. The Principal has a duty to ensure that the curriculum is delivered effectively and efficiently. Senior Leaders and Heads of Department at the college take prime responsibility for ensuring that what is taught is appropriate to the needs of students, and delivered by staff with relevant expertise and training, using materials and methods which can fulfil the curriculum aims and objectives. In practice, all members of staff can contribute to this process through discussion and collaborative working. Other important influences on the nature of the curriculum at Bishop Milner Catholic College include:

- ▣ Students - through reviewing their work, Student Voice etc.
- ▣ Parents - through parents' evenings and questionnaires etc.
- ▣ Examining bodies as they determine external assessment methods and subject content.
- ▣ Ofsted - via an active response to current framework guidance and through inspection feedback.
- ▣ The Archdiocese of Birmingham – informed by Diocesan policy and practice that underpins Catholic education

Approaches to Curriculum Planning and Review

In line with recent changes to the EIF, we identify our curriculum as 'Knowledge-Engaged.' This means that we recognise that both knowledge and skills need to be activated in order to secure success. This is embedded in to curriculums including the following:

Long-term Sequencing: Curriculum Plans are reviewed annually for every subject and every year group - providing subject areas the opportunity to evaluate the effectiveness of the planning and delivery of their offering – making any changes/developments necessary. Each curriculum plan includes details of the intent of that curriculum within the year of learning, considering how knowledge and skills is being built upon. It also enables parents to see how they can help develop this knowledge and skill outside of the classroom.

Medium-term Sequencing: Greater emphasis is now placed on the deliberate sequencing of curriculum delivery from one week to the next – to help us ensure that within any given topic, the right things are being taught in the right order and for the right reasons. Heads of Department identify the knowledge or skills required for that week before moving on to the next.

Short-term Sequencing: Teachers are still expected to deliver excellent lessons, with the highest standards of teaching and learning, according to policy. However, this comes with the expectation that no lesson 'stands alone', but makes sense in terms of what goes before and after it.

Horizontal Planning: As we strive for a knowledge-rich curriculum, SLT also oversee the horizontal mapping of curriculum planning across subject areas to promote their links, and, facilitate opportunities for subject leads of different areas to work together in their plans to enhance the knowledge and skills of students more holistically.

Cultural Capital Offering: Different areas of the college also complete a separate map of provision to reflect how their curriculum (and extra offerings) is intended to boost the life chances of students. This area of planning is also re-visited annually to keep it thriving and up-to-date.

Staff Involvement: All subject staff (not just middle leaders) are expected to contribute to curriculum writing

and its resourcing. They are also expected to live out the intent behind the journey of students in their short, medium and long-term practice.

Criteria that informs the Content of the Curriculum

The curriculum provides areas of experience, which develop skills, knowledge, understanding and attitudes. These include:

- Social skills, cognitive/learning skills, analytical and decision-making skills as well as those related to particular areas of learning.

In addition, the National Curriculum does not represent the whole of the curriculum which should be available to our students. Bishop Milner Catholic College also aims to offer an entitlement to all students by which the curriculum should be:

BROAD - developing knowledge, concepts, skills, and attitudes in a range of areas of learning experience - aesthetic/creative (for example, through the Arts); human and social (for example, through Geography, History and Business Studies); linguistic and literary (for example, through English Language and Literature and Modern Foreign Languages); mathematical; scientific spiritual and moral (for example, through Religious Studies); technological (for example through Technology and ICT); vocational and work related (for example through BTECs at Level 2 and 3 in such subjects as Applied Law, Business Studies and Sport etc).

COHERENT - embracing the different areas of learning and experience, so that these do not appear as disparate subjects, but are linked to develop a holistic approach to students' personal and social growth.

BALANCED - ensuring that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

RELEVANT - taking into account prior attainment and future needs, both in terms of progress within school and in the world beyond our college.

ABILITIES AND APTITUDES - aiming to ensure that teaching and learning styles, strategies and resources are appropriate to the needs of all Bishop Milner students and importantly, taking into account their wide range of abilities, aptitudes and expectations.

What attitudes and skills should the Curriculum foster and encourage?

All subjects ('areas of learning experience') in the National Curriculum and other subjects taught at Bishop Milner Catholic College have clear aims and objectives in terms of their specifications. Underpinning them all, however, there is a common core of skills and attitudes which we are endeavor to promote throughout all aspects of the college life. These include:

- The willingness to value and respect other people's points of view, and to tolerate them even if they are not shared.
- The nurturing of attitudes which are open to new challenges and experiences whilst being prepared to question received wisdom.
- The willingness to develop responsibility for learning and conduct.
- The commitment to achieving the full potential of every individual.
- The commitment to lifelong learning beyond our college, and the flexibility to cope with future social, economic and technological changes.
- The development of 'core skills' in literacy, numeracy, ICT, political, economic, work related and environmental awareness to enable our students to play an active role as full citizens in the future.

How do we monitor and evaluate the Curriculum?

The process of monitoring and evaluation of the curriculum is ongoing linked to the roles of the Local Governing Body, Senior Leaders, Heads of Department and all staff. The effectiveness of the curriculum offer is closely aligned to:

- External examination results (e.g. BTEC's at Level 2, GCSE's, BTEC Nationals and A levels) and associated benchmarking and progress indicators linked to SIMS, etc.
- Heads of Department analysing their external examination results which forms the basis of a review meeting with Senior Management which takes place in the first half of the Autumn Term and also post mock examinations in Year 12 and 13 (January)
- Internal data collection encompassing evidence produced by class teachers, departments and whole college.
- Review meetings between Heads of Department and Principal/Lead SLT member for Data on a half termly basis following links to student progress, attainment and attitude data.
- Regular communication between Heads of Department and the Lead SLT member for Teaching, Learning and Assessment.
- Whole college monitoring (and subsequent action points) of Teaching and Learning, and marking and feedback.
- Whole college appraisal objectives linked to securing a knowledge-rich culture.
- Reports to the Local Governing Body and to the Board of Directors Standards and Provision Committee.
- 'Recruitment and Retention' data linked to the intake at KS3 and the options process for both KS4 and KS5.
- Career and further/higher education pathways at 16+ and 18+.
- Other data which can be considered to assist monitoring and evaluation includes attendance, unauthorised absence statistics and exclusion rates etc.

Subjects studied at Bishop Milner Catholic College encompassing course content and other associated information can all be found on the college website in our curriculum area: www.bmilner.dudley.sch.uk