

St Paul's Way Trust School

Curriculum Policy

The St Paul's Way Graduate

At St Paul's Way Trust School, we expect each of our graduates to be fully prepared for the opportunities and demands of the adult world. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

Our undergraduate curriculum is the result of very close work with two of our Trustees: Queen Mary, University of London and King's College, London. It is precisely because of our unique relationship with these Higher Education institutions, alongside Warwick University and the University of East London, that we are able to provide this exciting, relevant and robust learning experience.

We believe that students should learn a wide range of academic, artistic and practical disciplines in order to achieve personal fulfilment. We believe also that students should learn a range of skills in order to make them socially and economically active members of society, so that they are empowered to support themselves and their families, and to make a fuller contribution to the wider community. Students should leave school equipped to participate in further education, and to engage with lifelong learning. They should have extensive opportunities to develop their understanding and experience of issues relating to morality, spirituality and human existence.

Students are empowered by the knowledge and understanding that comes from exposure to a wide range of cultural experiences. At St Paul's Way Trust School we are committed to ensuring that all children experience as wide a range of literary, scientific, artistic, and sporting influences as possible. Students at our school should leave with a broad body of knowledge and experience, so that they can make discerning judgements with confidence. Students should know so that they can choose.

Literacy

Literacy is central to our vision. Students need language to be able to learn and to become fully themselves. The Curriculum at St Paul's Way Trust School will support development of literacy at every opportunity. Students should have the opportunity to develop their reading, writing, speaking and listening in every curriculum subject.

They will read and listen to a wide range of challenging texts, and have the chance to develop a rich and powerful vocabulary. They will be exposed to texts written for different purposes and audiences, from different genres and from a range of periods of history. They will experience texts from and about different cultures. They will read individually, and in groups, and they will be taught *how* to read, from decoding and understanding simple words to learning the skills necessary for study at degree level. They will be given the time and space to read, and the chance to experience reading on an increasingly diverse range of media. Students should have opportunities to listen to the spoken word which are as rich as those which are written. The school is committed to meeting the needs of all students, including those with disabilities.

This rich variety of reading and listening will inform a rich and supportive range of opportunities to write and speak. Students will be taught to express themselves for a wide range of audiences and purposes, and to have the power to use communication to achieve good for themselves and for others.

Science

St Paul's Way Trust School is a Faraday school. Our curriculum will give strong emphasis to the study of science in order to give all students a deep understanding of the physical world around them. We understand the moral and economic imperative of developing scientific excellence at school level, so that young people can harness the power of the natural world to work for good in the local and global community.

The study of science will give students opportunities for creativity and exploration, and the excitement of discovery. Faraday science will be active and exploratory. Students will be given the chance to study concepts in detail, and to pursue genuine scientific research.

Science will be at the core of St Paul's Way Trust School pathways at KS4 and KS5. Students will be encouraged to study three pure Sciences at GCSE and, where appropriate, at A Level. Sciences are seen as an academic and as practical disciplines, where the study of theory and scientific knowledge runs side by side with active experimentation and practical application.

Arts

St Paul's Way Trust School has developed a highly successful specialism in the visual arts. We believe that creativity is an essential part of each student's learning and development, and should continue to play a major part in a broad and balanced curriculum. As we grow into the new environment of the St Paul's Way site, all students should have the opportunity to play their part in making St Paul's Way Trust School a vibrant and confident performance and exhibition venue.

Performance and exhibition should be central to St Paul's Way Trust School students' experience of the arts. Every student should have extensive opportunities to experience the work of artists and performers in a range of disciplines, and to perform and exhibit in their own right within and outside the school. Our strong tradition in visual arts should be extended to include performing arts, so that the talents of students in Music, Dance or Drama can be developed.

International dimension

The world is more connected and co-dependent now than at any time before. At St Paul's Way Trust School students will follow a curriculum which enables them to fulfil their potential as global citizens and have a broad understanding of the world in which they live.

Study of Modern Foreign Languages is an entitlement within the curriculum for most students. We aim for most students to study at least one language to KS4 level, and for many to study two or more.

Internationalism will influence the whole curriculum offer, with cross-curricular themes and opportunities informing students' understanding of themselves and the world around them.

Access through Guided Pathways

St Paul's Way Trust School is fortunate to enjoy close association with four Higher Education institutions. Progression towards Higher Education is central to the curriculum vision for the majority of our students. Students will be given every support to ensure that they have equal access to places at top universities and colleges, so that they can compete with students from across the country from a range of different backgrounds.

In KS3, students will follow curriculum pathways which broaden their experience and enable them to pursue their studies at KS4 at a high level. More able students will go on to study Modern Languages, Triple Science and 'facilitating' subjects such as History or Geography at KS4 in order to achieve the 'English Baccalaureate' benchmark qualification. All students will study Religious Education to GCSE level.

In KS5, students will follow a Faraday Pathway, an Arts Pathway, or a Maths and Business Pathway, to reflect the school's specialisms, and to prepare them for entrance into Higher Education, or where appropriate, the world of work.

We recognise that students need to have a wide range of experience in order to fulfil their potential in higher education or the workplace. We are committed to ensuring that students are given the chance to take part in a range of activities associated with preparation for adult life, such as work experience and qualifications in Work Skills. The school will work with a wide range of external partners including businesses and universities to extend and enhance the curriculum by providing students with a wide range of insights into life and work beyond their typical everyday experience.

Inclusion and Independence

St Paul's Way Trust School is a fully comprehensive school which celebrates the achievements and potential of every student. We are committed to ensuring that the curriculum is accessible to all, and allows students to develop and make progress according to their needs and abilities.

To this end, students are usually grouped according to ability. Teachers are required to differentiate the curriculum in order to ensure access for all.

Successful learning at secondary school is closely linked with the capacity of the school to foster a culture of independent study. Learning how to be independent is part of a student's entitlement. Our curriculum will give students opportunities to study outside of the classroom, on their own and in groups, and to learn independently within the classroom. Students will have the chance to teach others. Inclusion will be enhanced by increased and meaningful independence.

Social, moral, spiritual and cultural learning

Students thrive when learning is related to their everyday experiences and their personal and private beliefs and values. At St Paul's Way Trust School, we take a holistic approach to social, moral, spiritual and cultural education, recognising that every student brings a unique perspective to every issue and situation.

A full curriculum of assemblies and tutor time will give students opportunities to reflect and to develop their understanding and response to a range of these issues. See also Collective Worship Policy and Sex and Relationships Education Policy.

ICT and Numeracy

Like Literacy, effective provision in Numeracy and ICT are central to students' entitlement at secondary school. Numeracy and ICT will run throughout the curriculum, so that students can apply these skills throughout their learning. Students will learn about money skills and personal finance. They will develop an understanding of the local, national and international economy.

The teaching of ICT will include the details of computer programming as well as the practical application of specific software.

Students will be encouraged to achieve a high level at Mathematics at KS4, and then to proceed to KS5 where appropriate.

Process

The school curriculum will be subject to wide ranging consultation each year in October and November. The DHT (Curriculum) will produce a Curriculum Plan in January. The school will develop a timetable to accommodate the plan in time for May half term. The new timetable will be launched in June each year.

Responsibility for the practical application of the Curriculum in the school rests with Subject Leaders and their teams. Subject Leaders are responsible for drawing up detailed curriculum plans in the long, medium and short term, and for managing their resources in order to meet the requirements of this curriculum. Monitoring, evaluation and review will be through the Faculties.

Approved by Quality of Education Sub Committee: 13th November 2012

Approved by Governors:

Date for review: November 2014