



Teaching, Learning & Curriculum Policy

Mission Statement

St Paul's School is a Catholic family, a living, breathing reflection of the love of our God and neighbour. We each celebrate education through diversity, seeking mutual respect and high expectations. Our mission and vision is to strive to fulfil our potential as disciples who grow in holiness, knowledge and dignity.

Curriculum Intent Statement

<https://www.st-pauls.leicester.sch.uk/curriculum/our-curriculum/>

Teaching and Learning

Significantly, the curriculum is seen as one (albeit particularly important) context in which learning takes place at St Paul's.

The school will endeavor to ensure that its teaching is of very high quality and characterised by;

- commitment
- respect for all young people and desire to see them succeed
- mastery of subject and models of teaching
- the ability to collaborate with other teachers
- a capacity for reflection

It is the school's basic conviction that education enables people to live a moral life in accordance with Gospel values; this means that it is impossible to separate teaching and learning.

Learning at St Paul's is seen as students acquiring information, ideas, skills, values, ways of thinking and means of expressing themselves; they should also be learning how to learn. Teaching at St Paul's is seen as matching curriculum content with appropriate strategies that are selected in order to achieve the teacher's learning objectives and meet the success criteria. It will be the school's policy for staff professional development to continually improve the quality of teaching skills; to build commitment to and effective relationships with the students; and to use effective models of teaching.

We are committed to ensuring that every student knows more, understands more and can do more at the end of each lesson so high quality teaching and learning are at the core of our work at St Paul's. A culture of high expectations and outstanding teaching promotes engagement, enjoyment and a learning experience that promotes rapid progress and achievement for all. Our lessons are designed to meet the individual needs of all students through classroom practices that have a strong evidence base for achieving the highest learning gains and success.

Students learn best when they have a positive attitude to work and are engaged in their own learning. Lessons will provide the opportunities for students to enhance their learner capability leading to clear progress; where they are provided with challenging and aspirational experiences. Pace within the lesson will allow for timed tasks, periods of silent study and an environment that expects the highest of standards in terms of behaviour for learning.

The school, in partnership with parents and carers, should prepare students for their lives as adults in an increasingly secular, materialistic and technological world and students should be capable of carrying the gospel and Christian standards into their work and private lives; should be equipped with the qualification and skills necessary for their individual happiness in work, leisure or further education.

Teachers will strive to provide a consistent learning experience through implementing protocols that seek to meet the variety of needs of our students and that build key learner characteristics that are instrumental in them achieving success. The self-regulated student will then engage with learning outside of the classroom using homework as opportunities to practice and apply skills, extend learning further and prepare for assessments. The feedback that then ensues is timely and effective as it will be focused on reducing the gap between what has been achieved so far and how to progress further.

Appendix 1 -Teaching and Learning protocols

All students will be appropriately stretched and challenged across the curriculum. In KS3 this will include suitably differentiated approaches in all mixed-ability teaching groups, and a specifically targeted curriculum in set groups. In KS4, opportunities for highly able students to experience stretch & challenge include: Level 2 Further Maths during Year 11; Triple Science involving extra-curricular provision enabling students to gain GCSEs in the three separate Sciences. In addition, other areas of the curriculum will be suitably matched to learners' abilities and needs. In KS5, highly able learners will benefit from the 'stretch and challenge' aspects of the newly developed A-Level specifications through appropriately directed study and skill development.

All aspects of additional support and challenge will be evident in teachers' planning. In all cases, students should expect to experience a curriculum that is responsive to their needs and facilitates their progress.

Curriculum Structure

The Timetable

The formal curriculum as taught during the timetabled week is as follows –

Key Stage 3 – Religious Education, English, Maths, Science, MFL (French/Spanish), Product Design, Food Technology, Art, Computer Science, History, Geography, Physical Education, Performing Arts (Drama, Dance, Music), Personal, Social and Health Education.

Key Stage 4 – A core curriculum of Religious Education, English, Maths, Science, and PHSE. In addition, students choose three other GCSE/BTEC subjects from History, Geography, Business Studies, Art, Computer Science, Dance, Drama, Music, French, Spanish, Sports Studies, Product Design, Food and Nutrition, Sociology, Photography, Digital ICT

Key Stage 5 – PSHE is compulsory. Depending on Level 2 performance at KS4, students choose to follow either a Level 3 A-Level programme, or a Level 2 BTEC programme (Creative Media BTEC) including the opportunity to re-sit English, Maths and/or Science at GCSE level. The following A-Level courses are offered – Biology, Chemistry, Maths, Physics, Theatre Studies, Economics, Business Studies, Dance, Drama, English literature, English language, PE, Religious Studies, Spanish, Photography, Sociology, Psychology, Computer Science, Media

Enrichment

There are a very wide range of extra-curricular activities (residential and non-residential) that support students in their learning and personal growth.

Monitoring the appropriateness, effectiveness and efficiency of the curriculum

School leaders will monitor the quality of 'Teaching and Learning' and the delivery of the curriculum through 'Quality Assurance' activities and pattern spotting. These include:

- Learning Walks
- Lesson observations
- Student voice
- Staff voice
- Student book study
- Curriculum Area reviews
- Data analysis

In addition to school leaders, the Governors will monitor the curriculum in several ways:

- Principal's reports to the Governing Body
- Analysis of school performance in relation to targets -CAR's
- Reports on examination results and Key Stage assessments
- Visits to the school
- OFSTED and Diocesan reports