



Grays Convent  
HIGH SCHOOL

**Curriculum Policy**

This policy was adopted by the Governing Body in Summer 2023

This policy will be reviewed every 3 years and in Summer 2026 unless governmental policy changes

## Our Mission Statement

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

## Our Curriculum Intent

Our curriculum intends to:

- Provide a broad and balanced education for all girls both in and out of the classroom;
- Have a high academic ambition for all girls;
- Promote a positive attitude towards learning and value learning for its own sake, because all human knowledge is a revelation of God's love;
- Be coherently planned and sequenced, building on the knowledge and skills gained at KS2 and towards cumulatively sufficient knowledge for skills and future learning, training and employment post KS4;
- Enable girls to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support girls' spiritual, moral, social and cultural development and reflect our Christian ethos and Mission Statement,
- Support girls' physical and emotional development enabling them to take responsibility for their own health and wellbeing;
- Ensure equal access to learning for all girls, with high expectations for every pupil and appropriate levels of challenge and support;
- Equip girls with the knowledge and cultural capital they need to succeed in life;
- Provide subject choices that support girls' learning and progression, and enable them to work towards achieving their goals;
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the English Baccalaureate, as well as R.E to GCSE, reflecting our Catholic nature and in line with the Religious Education Curriculum Directory;
- Develop girls' independent learning skills and resilience, to equip them for further/higher education and employment;
- Cater for the needs of individual students from all ethnic and social groups, as well as providing strong role models for young women to aspire to;
- Make use of the crucial role which parents/carers and past students play in young women's education and encourage parental involvement in the educational process.

These curriculum aims are underpinned by the special charism of LSU schools: Unity, Service, Worship, Work and Prayer, and our mission to inspire ambition and achieve excellence.

Our school values the importance of diversity and respect, and our curriculum tries promote cooperation and represent diverse voices, especially those in our community

## 2. Legislation and guidance

- This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
- It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- This policy also reflects the requirements of the Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales, and aims to be compliant with the new RED To Know You More Clearly, the new Religious Education Directory, which is to be used from 2025. [file:///C:/Users/johnsonp/Downloads/RED To Know You More Clearly web version.pdf](file:///C:/Users/johnsonp/Downloads/RED%20To%20Know%20You%20More%20Clearly%20web%20version.pdf), and the teaching of the Catholic Church following the model Catholic RSE curriculum
- [file:///C:/Users/johnsonp/Downloads/13419 Attachment 2 - A model Secondary Catholic RSE curriculum 2019.pdf](file:///C:/Users/johnsonp/Downloads/13419%20Attachment%20-%20A%20model%20Secondary%20Catholic%20RSE%20curriculum%202019.pdf)

## 3. Roles and responsibilities

### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher and Senior Team to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for girls to cover the National Curriculum and other statutory requirements
- Proper provision is made for girls with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for girls below the age of 19 that lead to qualifications, such as GCSEs, BTEC and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply girls from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Girls from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- The distinctive Christian ethos is maintained in the curriculum through monitoring by the Foundation governors, and that the curriculum meets the requirement of the Religious Education Directory.

### 3.2 Headteacher and SLT

The Headteacher and relevant members of SLT, where delegated to do so, are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual girls will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some girls are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for girls with different abilities and needs, including those with SEN

### **3.3 Other staff**

- All other staff other than those above will ensure that the school curriculum is implemented in accordance with this policy, this includes Heads of Department with responsibility for the curriculum in their area, and their staff.

## **4. Curriculum Implementation : Organisation and planning**

- The curriculum is delivered in two key stages: Key Stage 3 Years 7, 8 and 9 and Key stage 4: Years 10 and 11. GCSE begins in Year 10 with some subjects starting courses in the summer term of Year 9, ensuring that KS3 is mapped across the KS4 where this happens.
- At KS3 the school follows the National curriculum in all subjects. D.T is delivered on a carousel following a term of each subject. R.E, as a core subject is given 10% of curriculum time at KS3 and 4, in line with the requirements of the RED.
- There is a strong focus on breadth of curriculum in KS3, with students studying a full curricular range in addition to the core subjects. As a result, students experience all subjects in order to develop their individual areas of interest and to make informed choices when deciding upon GCSE options subjects in Y9.
- In KS3 pupils are taught in mixed ability tutor groupings for approximately 70% of the curriculum, and are set by ability in English, Mathematics and Science.
- Students are well supported in choosing their subjects in their individual curriculum pathways and parents are supported throughout this process. Students are identified for this pathway during year 9 as part of the discussions around Options choices.
- In KS4 pupils are taught in mixed ability subject groupings for option subjects, and are set by ability in English, Mathematics and Science.
- At KS4 the school delivers GCSEs in the majority, except for BTEC Sport, offered depending on the nature of student choices.
- As a Catholic school, all students sit a GCSE in R.E, following a syllabus approved by the Diocese.
- The school enters 75% + of pupils for the EBacc annually; this is related to an annual review of the curriculum and pupil needs and students are guided on a pathway curriculum.
- All GCSEs are allocated guided learning hours, with additional time given to Maths, English & Science to reflect their importance across the curriculum, increasing from KS3 to 4.

- The curriculum is delivered in 6 x 55 minute lessons per day, following a 2 week timetable of 60 periods, including 2 x assemblies and 1X PSHEC. <https://www.graysconvent.school/school-day>
- PSHEC is delivered in each key stage for 1 x 55 minutes every two weeks. 4 Rise above days cover and supplement the curriculum content for each year group, such as CEIAG, Citizenship, Non Examinable Computing and RSHE, First aid and mental health and health education. and address other local issues where relevant and necessary.
- Where appropriate the individual needs of some students are met by an appropriate alternative curriculum, but on site. Rarely students participate in alternative provision off site.
- RSHE is mapped across the curriculum in Science, R.E and PSHEC; and the school follows CES guidelines, working in conjunction with numerous external agencies.
- Students do not regularly sit early GCSEs, except in home languages. These are offered as part of our school history as a language college, and reflect the language diversity in the school.
- Students have been offered the opportunity to take other qualifications such as a BTEC Leadership as part of their work with, for example, the Thurrock Rotary Club.
- The curriculum is designed to be both challenging and rewarding, with opportunities for the acquisition of new skills in academic subjects and the building of resilience and character through a wide extra-curricular offer to ensure that children have a wide experience of education; in Sport, the Arts, Music and MFL, alongside the Duke of Edinburgh, and Passport to Adventure for younger years, debating and work with the Rotary Youth and Jack Petchey. These opportunities are tracked so that this curriculum can be responsive to need.
- Fundamental British values are promoted alongside the school values of 'unity, service, worship, work and prayer', and can be seen in the girls' charitable works, democratic elections for student leadership posts and the wide range of students leadership opportunities ranging from house representatives to peer-mentors and anti-bullying ambassadors. They are also covered in the PSHEC curriculum, for example the rule of law.
- The school places great focus on both reading at Key Stage 3 as a foundation for the demands of all subjects at KS4. Pupils at KS3 follow the Renaissance Learning programme, and are assessed during English lessons and by the Librarian, where one lesson a fortnight is a 'reading/library' lesson and all lessons begin with silent reading. Reading ages are monitored and shared across the school. Reading intervention takes place using Lexia and a variety of other programmes. Financial numeracy is covered in the PSHEC programme.
- Progression from Ks2 to 3 is managed through a detailed transition programme, and transition ambassadors support new Year 7's. Pupils who enter at below average levels of attainment will be supported to narrow the gap, so that they can access, and be successful in, our curriculum.
- All subjects are expected to have: Short, medium and long-term planning, differentiated by need, and appropriately sequenced to build on KS2 and prepare for each transition.
- Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject. Teachers will know what skills students are expected to have gained at each stage of the curriculum and how these cumulatively prepare students for the rigors of the GCSE exams in their subject.
- All resources for the curriculum are provided by the school, including online resources such as Kerboodle, MathsWatch and other programmes outlined in the curriculum intents on the school website. This includes Google Classroom which is used to support learning by sharing lesson learning materials.

- Relevant and appropriately challenging home and project based learning (at KS3) is provided for all students, with appropriate time given for students to complete the tasks set.

## 5. Inclusion

Teachers set high expectations for all girls. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Girls with differing prior attainment on entry;
- Girls from disadvantaged backgrounds such as Pupil Premium and FSM and vulnerable groups such as Children who are Looked after;
- Girls with SEND;
- Girls with English as an additional, second or other language

Teachers will plan lessons so that girls with SEN and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to every girl achieving.

Teachers will also take account of the needs of girls whose first language is not English. Lessons will be planned so that teaching opportunities help girls to develop their English, and to support girls to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

**6.1** Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- The Headteacher's report;
- Monitoring website compliance and curriculum statements on the website
- the Foundation Governors for issues relating to the RE curriculum and aspects of the general curriculum that affect the ethos of the School and the impact of any changes proposed by the school leadership team or by external agencies.;
- governors who have responsibilities for specific areas, such as CLA, SEN, PP/FSM and RSE and visit the school regularly;
- visits to the school to see the curriculum in action by governors, including attendance at events;
- external monitoring and review when needed and secured by the school for the purpose of quality assurance;
- the views of students, parents/carers at each parent evening and through Ofsted's Parent view and through Information Evenings and the weekly newsletter;
- staff during Leadership Forum and relevant training;
- outside agencies when they visit to discuss certain pupils including the Senior Inclusion and Access Officer, social workers;
- visits and reports from Diocesan Secondary advisors.

**6.2** Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Line management meetings with a member of SLT
- Learning walks and formal lesson observations
- Regular work scrutinies at departmental level and whole school level
- Whole school peer observation
- Examination reports and DSEF/ YSEF meetings
- Using SISRA
- Annually reviewing their curriculum

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This impact and effectiveness of this policy will be reviewed every 3 years by the Headteacher and the Governing Body. At every review, the policy will be shared with the full governing board for ratification.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Anti -Bullying Policy
- Assessment policy
- Collective Worship Policy
- Drugs Education Policy
- Equality information and objectives policy
- ICT E safety Policy
- Non-examination assessment and all Examinations policy
- SEND policy
- RSHE Policy
- CEIAG Policy