



Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

To foster spiritual growth in Christian faith and values
To value, appreciate and enjoy learning
To work for excellence
To further curiosity and creativity
To aspire to high ideals
To stimulate generous service of others

CURRICULUM PLAN POLICY

1. UPPER SCHOOL

1.1 Subjects and Teaching Groups

All pupils in years 7 - 9 will study a Core curriculum of English, Maths, Science and Religious Studies with Foundation Courses in :

French: Geography: History: Art: Drama: Music: Physical Education: Home Economics : Food: ICT
PSHEE is covered in form based lessons as well as on a cross curricular basis

Extra Curricular:

Speech & Theatre Studies

German and Portuguese - optional conversational courses – extra-curricular

Peripatetic music

1.2 All pupils in years 10 and 11 will study to GCSE a core curriculum of English Language, Maths, Science/Additional Science and Religious Studies.

Further subjects to GCSE include:

Geography: History: French: Art: Home Economics: Food: Physical Education: English Literature:
ICT

Theatre Studies (extra curricular)

Most pupils study 11 GCSE subjects.

In addition the following subjects are taught as non-exam subjects for all pupils: PSHEE and PE

1.3 The curriculum will be mainly subject specific but departments are encouraged to develop linked approaches. Cross curricular themes are monitored by the PHSEE Co-ordinator. Joint Field Courses occur between Science and Geography Departments.

1.4 The National Curriculum programme of study is being followed loosely in most subjects.

1.5 Mixed ability teaching takes place in most subjects.

- Maths is taught in two sets in some classes in the Senior School
- Where there is need English and Science may also be set
- In Years 7, 8 and 9 Home Economics Food and ICT are taught in half class groups by rota

1.6 Each department is required to write and update regularly a Curriculum document outlining aims and objectives, content, scheme and method of work. These will be annually reviewed and evaluated.

Marking: In line with School Policy

Assessment and Reporting: In line with School Policy

Special Educational Needs:

1.7 Pupils with Special educational needs may be withdrawn for additional support for some of their timetable with a specific programme organised to improve performance in areas of need. Gifted and talented children are identified through MIDyis scores and staff assessments.

1.8 The right to ask a pupil to repeat a year if progress is very far behind the class or to go up a year, if considered to be advantageous, is reserved all through the School from PR to Year 10.

Programme of supporting Educational Visits.

- 1.9** Teachers are encouraged to provide supportive visits varying from short walking outings from the premises during lessons, to week long stays abroad. When visits are organised, the aim and objective of each should be clear. Teachers must be familiar with the location and have proper support. The leader is responsible for briefing any helpers. See Outings Policy guidelines.

2. LOWERS SCHOOL - YEARS 4, 5 AND 6

General These classes start their integration with the Senior School by attending Senior Assemblies, being taught in some subjects by Senior Staff and keeping to almost the same daily routine times. They are also part of the Senior House System.

Subjects

- 2.1** Pupils in Years 4, 5 and 6 will study a Core curriculum in English, Maths, Religious Studies and Science with Foundation courses in:
- | | |
|------------------------------------|--------------------|
| History and Geography (Humanities) | |
| Art /Pottery | ICT |
| Music | French |
| PSHEE | Physical Education |
| Drama | HE |

Marking (see School Marking Policy)

Assessment and Reporting – see Lower School Policy for Assessment & Reporting

- 2.2** **Special needs** (see 1.7 and 1.8)

- 2.3** **Supporting Educational Visits** (see 1.9)

3. LOWER SCHOOL – YEARS PR - 3

General

The emphasis in the earlier years is to provide a sound grounding in Reading, Writing, Oracy and Mathematics.

Subjects

- 3.1** All pupils will be provided with a core curriculum in English, Maths, Religious Studies and Science with Foundation courses in:
- | | |
|------------------------------------|---------------|
| Geography and History - Humanities | |
| Music | Art and Craft |
| Physical Education | ICT |
| PSHEE | |
- Most subjects are **Topic** based, until the end of Key Stage 1.

- 3.2** **Marking and Recording Progress** – see Marking Policy

Assessment and Reporting – see Assessment Policy

- 3.3** Pupil's work is continually assessed and monitored by the teachers and records are kept of progress. In Year R Baseline assessment takes place (see above).

- 3.4** Year 3 are given NFER Standardised tests in English, Maths and Verbal Reasoning once a year. Reading Age tests are also used.

- 3.5** A written report is issued at the end of each School Year and Parents are asked to read it and comment on any aspect of their child's performance. There are interim reports produced at the end of the autumn and Spring terms. Great importance is attached to the Class Parents' evenings, held twice a year on an appointment system where there is more opportunity for an exchange of views between parents and teachers.

Extra Welfare Assistance

- 3.6** This is provided full time in Years PR, R and 1 and in all other classes as the need arises.

Special Needs

- 3.7** Support is provided by teaching and welfare staff on a regular basis.

By Year 4 it may be considered appropriate for a child to have specialised lessons a peripatetic language specialist who is in school on Mondays, Tuesdays and Wednesdays

- 3.8** Repetition of a year (see 1.18)

- 3.9** Supporting Educational visits (see 1.19)

4. THE SCHOOL DAY

UPPER SCHOOL 37 PERIOD WEEK

Monday; Tuesday; Friday

8.40	Registration
8.45	Assembly- Collective Act of Worship
9.00	First Lesson
9.50	Second Lesson
10.35	Break
10.50	Third Lesson
11.35	Fourth Lesson
12.10	Lunch – Y4,5,6
12.15	Lunch- Y7 - 11
1.20	Registration
1.30	Fifth Lesson
2.15	Sixth Lesson
3.00	Seventh Lesson
3.45	Extra Curricular Activities begin
5.30	Latest Finishing time for Activities

Wednesday: Thursday

8.40	Registration
	Mass / Hymn and Prayer followed by Form Period
9.20	First lesson
10.00	Second lesson
10.40	Break
10.55	Third Lesson

LOWER SCHOOL

Years PR, R & 1

9.00	Registration
9.05	First Lesson
9.50	Second Lesson
10.15	Assembly: Monday, Thursday, Friday
10.40	Break
10.55	Third Lesson
11.00	Assembly: Wednesday
11.30	Assembly: Tuesday
11.50	Lunch
1.30	Fourth Lesson
2.15	Fifth Lesson
3.00	Sixth Lesson
3.25	Close
3.45	Extra Curricular Activities begin
5.30	Latest Finishing time for Activities

Years 2 & 3

12.00	Fourth Lesson
	Fifth Lesson
	Sixth Lesson
	Seventh Lesson
3.30	Close

5. HOMEWORK – There is a Policy for Senior & Lower School Homework

6. CURRICULUM RESOURCES

6.1 Teaching Staff - see Appendix 2

The School has an excellent Staff / pupil ratio

6.2 Non-teaching Support

1 Full Time - School Secretary: Two part time assistants
1 Part Time (0.6) - Laboratory and Reprographic Assistant
There support from teaching assistants throughout the Lower School
Part time Bursar
Full time Administrator and part-time Administrative assistant
Catering manager and assistants

6.3 Programme of Supporting Educational Visits

Pupils go on many visits, locally and further afield. There are occasional residential trips. Visits of one day or less than one day's duration are supported by a 'termly contribution'. Each trip is costed and the appropriate sum deducted from the contribution. Any surplus cash at the end of term is carried forward into the next term until a pupil leaves the School having used the whole amount collected in his / her name. Longer trips involving residence away from home or boarding are billed and paid for separately by parents.

6.4 Books, Equipment / Sundries & INSET

Existing expenditure allocated to support curricular provision is £5,000 per annum. This is distributed on a priority basis.

The Parent Teacher Association frequently provide funding for large items of equipment.

6.5 Teaching Rooms

In the Upper School, each subject teacher has his / her own specialist teaching room equipped for that subject. In the Lower School, each year class group has its own room and class teacher.

7. THE LIBRARY – please see Library Policy