



CURRICULUM STATEMENT 2016-2017

COLLEGE MISSION STATEMENT

Saints Peter and Paul Catholic College is a community where all are valued as children of God with gifts and talents to develop and share with our world:

Inspired by the Spirit of God we strive to:

- **Be a community where we always behave in a way which respects the dignity of each person.**
- **Provide a learning culture which challenges all to achieve their potential.**
- **Promote the growth, health and wellbeing of all through high quality enriching experiences in a safe and secure environment.**
- **Support all members of the College community and celebrate their achievements.**
- **Nurture the journey of faith and discovery of each individual; enabling all to take their places in our diverse society as confident Christian citizens, alive with the love of God.**

The Curriculum at Saints Peter and Paul Catholic College

At Saints Peter and Paul Catholic College, we believe that a student-focused curriculum is the foundation for great teaching and great student progress.

Whole College Curriculum – Principles

The key principles of our whole college curriculum are:

- A curriculum model that meets the needs of our students and is reviewed regularly.
- A curriculum delivered in lessons and in the wider curriculum that meets the needs of our students.
- Breadth of subjects and courses that help students acquire knowledge skills and understanding.
- Curriculum that provides challenge and therefore has the desired impact of student progress.
- Curriculum that plans for transition within and between stages particularly supporting progression between Year 6 and 7.
- Student groupings with a clear rationale that will maximise the progress of all students regardless of their prior ability.
- The ability to move between bands and groups. Information is collected on 3 occasions throughout the year, at each point a range of information is used to review groupings

Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017

and make changes as and when appropriate

- A curriculum that can be personalised for individuals and cohorts and that aims to close the Pupil Premium or gender gaps
- All students at our Catholic College study RE for 10% of their curriculum
- As examinations are very largely linear with a final exam, revision skills will be taught from year 7 onwards through a programme in the Wilson Resource Centre

Year 7 Curriculum Structure 2016/2017

The curriculum model below highlights the grouping structured adopted for Year 7 2016-2017. The key features are as follows:

- All students follow the same basic curriculum content however the pace and depth of the work is differentiated to best support each group.
- The year group is divided into 3 bands X, Y and G bands.
- The X and Y bands contain the majority of students in the year group and are split into English (incl Geography, History and RE), Maths (incl French and Science) Technology (incl Art, Computer Science, Drama, Music, Product Design and Food Technology) and PE groups.

The number on the left column indicates set sizes. The number on the right column indicates how many lessons per fortnight.

Band 07: x 134	58	<table border="1"> <thead> <tr> <th>* English sets</th> <th>20</th> </tr> </thead> <tbody> <tr><td>31 E₈G₃H₃Re₆</td><td>20</td></tr> <tr><td>31 E₈G₃H₃Re₆</td><td>20</td></tr> <tr><td>25 E₈G₃H₃Re₆</td><td>20</td></tr> <tr><td>24 Ce₂₀E₀G₀H₀Re₀</td><td>20</td></tr> <tr><td>23 Ce₂₀E₀G₀H₀Re₀</td><td>20</td></tr> </tbody> </table>	* English sets	20	31 E ₈ G ₃ H ₃ Re ₆	20	31 E ₈ G ₃ H ₃ Re ₆	20	25 E ₈ G ₃ H ₃ Re ₆	20	24 Ce ₂₀ E ₀ G ₀ H ₀ Re ₀	20	23 Ce ₂₀ E ₀ G ₀ H ₀ Re ₀	20	<table border="1"> <thead> <tr> <th>* Mathematics sets</th> <th>21</th> </tr> </thead> <tbody> <tr><td>32 F₆M₈Sc₇</td><td>21</td></tr> <tr><td>32 F₆M₈Sc₇</td><td>21</td></tr> <tr><td>30 F₆M₈Sc₇</td><td>21</td></tr> <tr><td>23 F₆M₈Sc₇</td><td>21</td></tr> <tr><td>17 F₂M₁₂Sc₇</td><td>21</td></tr> </tbody> </table>	* Mathematics sets	21	32 F ₆ M ₈ Sc ₇	21	32 F ₆ M ₈ Sc ₇	21	30 F ₆ M ₈ Sc ₇	21	23 F ₆ M ₈ Sc ₇	21	17 F ₂ M ₁₂ Sc ₇	21	<table border="1"> <thead> <tr> <th>* Tech sets</th> <th>13</th> </tr> </thead> <tbody> <tr><td>23 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> <tr><td>23 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> <tr><td>22 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> <tr><td>22 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> <tr><td>22 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> <tr><td>22 A₃Cs₂Dr₂Mu₂Pd₂Tf₂</td><td>13</td></tr> </tbody> </table>	* Tech sets	13	23 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	23 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	22 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	22 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	22 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	22 A ₃ Cs ₂ Dr ₂ Mu ₂ Pd ₂ Tf ₂	13	<table border="1"> <thead> <tr> <th>* Physical Educ sets</th> <th>4</th> </tr> </thead> <tbody> <tr><td>30 Pe₄</td><td>4</td></tr> <tr><td>30 Pe₄</td><td>4</td></tr> <tr><td>30 Pe₄</td><td>4</td></tr> <tr><td>29 Pe₄</td><td>4</td></tr> <tr><td>15 Pe₄</td><td>4</td></tr> </tbody> </table>	* Physical Educ sets	4	30 Pe ₄	4	30 Pe ₄	4	30 Pe ₄	4	29 Pe ₄	4	15 Pe ₄	4								
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The 'Greenhouse'

- The Greenhouse band is a small group of approximately 16 students. These students have been identified from KS2 as having low test scores, low TA scores and particular needs in terms of social and emotional development. The students in the G band are taught in a 'primary style' i.e. one classroom and one specialist primary trained teacher, Leadership Team Member: Mr P Boulton

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for all their subjects with the exception of PE, creative and technology subjects. This ensures their learning, social and emotional needs are met, but also allows for a less intimidating transition from primary to secondary school. This group is heavily supported by LSA and DSA staff.

English Groups (English, Humanities and RE)

- **Most Able** - On both the X and Y sides of the year groups a Most Able group has been identified using a combination of KS2 test scores (109+ scaled score and min 32 raw score for Reading) and primary school recommendations, as the highest achieving English students. These students will be taught English, Geography, History and RE as a group, by subject specialists within subject areas.
- **Curriculum 4** – These are students who have been identified using KS2 scores as not meeting expectations (i.e. less than 100 scaled score, 20 or less raw reading score) and thus requiring literacy 'catch up'. In addition some of these students have social and emotional needs and as a result require specialist support to aid their transition into secondary education. In order to facilitate this, these students will be taught English, Geography, History and RE in one classroom base, by one primary specialist teacher.
- **Mixed Ability** – The remainder of the students will be split into two equal, mixed ability groups. These students will be taught English, Geography, History and RE by subject specialists within subject areas.

Maths Groups (Maths, Science, MFL)

- **Most Able** - On the X and Y sides of the year groups a Most Able group has been identified using a combination of KS2 test scores (107+ scaled score and min 90 raw score for Maths) and primary school recommendations, (the highest achieving Maths students). These students will be taught Maths, Science and MFL (French) as a group, by subject specialists within subject areas. The individual nature of the groupings is highlighted in these groups as there will be students identified as Most Able in Maths.
- **High Ability** – On both the X and Y sides of the year group, a further 'high ability' Maths group has been identified using a combination of KS2 test scores (less than 107 scaled and 90 raw score but above average of 103 scaled and min 77 raw score in Maths and in addition a high 108+ Reading score) and primary school recommendation as 'good' mathematicians but not amongst the highest achieving in their respective primary school.
- **Curriculum 3** – This is a pilot group of students, identified using KS2 scores as not meeting numeracy expectations (i.e. less than 100 scaled score, 47 or less raw maths score) and being identified by primary schools as requiring numeracy 'catch up'. Following a similar pattern to the C4 English groups, these students will be taught Maths, Science and introductory MFL in one classroom, wherever possible, and by a one specialist teacher.
- **Mixed Ability** – The remainder of the students will be split into mixed ability groups (2 in the x band and 3 in the y band). These students will be taught Maths, Science and MFL (French) by subject specialists within subject areas.

Technology/Creative/ Subject Groups

- These subjects are taught in mixed ability groups. Information is gathered from KS2

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data (average raw scores) to create groups that have an equal mix of abilities. In addition, some information is gathered from primary schools re friendship groups and is used to support some, mainly vulnerable, students when creating groups.

PE

- PE is taught in single sex sets. Sets are determined using information from primary school and baseline assessment in half term 1.

Year 8 Curriculum Structure 2016/2017

The curriculum model below highlights the grouping structured adopted for Year 8 2016–2017. The key features are as follows:

- The year group is divided into 2 bands X and Y bands. The G band from the year 7 is distributed within these two bands as described below in subject detail.
- The X and Y bands are split into English (incl Geography, History and RE), Maths (incl, French/Spanish and Science) Technology (incl Art, Computer Science, Drama, Music, Product Design and Food Technology) and PE groups.

The number on the left column indicates set sizes. The number on the right column indicates how many lessons per fortnight.

Band	58	English sets	20	Mathematics sets	22	Tech sets	12	Physical Educ sets	4
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English Groups (English, Humanities and RE)

• Curriculum 4 Groups

There is a continuation of the curriculum 4 groups into Year 8 for those students who still require specific literacy support which builds upon the support these students received in year 7. Those students who no longer require such focused support would move into the English sets (see below). Students who were in the Greenhouse group are dispersed amongst the Curriculum 4 groups for English and related subjects and amongst the Maths and related subject sets. This provides a gradual transition into the usual secondary model from year 7 to year 8 for those students.

• English, and related subject, sets

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Those students not in the curriculum 4 groups are placed into 3 sets based upon progress made in year 7 from their prior ability (starting points) from KS2 SATS and TA scores (2015).

• **Maths Groups (Maths, Science and MFL – French and Spanish)**

All students, including former greenhouse students, are placed in 5 sets based upon progress made in year 7 from their prior ability (starting points) from KS2 SATS and TA scores (2015). The top two sets in the X and Y bands are also taught Spanish, as an additional language.

Technology/Creative/ Subject Groups

- These subjects are taught in mixed ability groups, on the whole using the same groupings as in Year 8 as a starting point. As these groups were mixed ability in Year 7, the rationale for moving students in these groups will be mainly for pastoral reasons.

PE

- PE continues to be taught in ability sets, using information from progress in Year 7 as a starting point. In addition students may be moved sets for pastoral reasons.

Year 9 Curriculum Structure 2016/2017

From 2016/17, students in Year 9 will be starting a 3 year GCSE programme, where year 9 will be the foundation stage. The rationale behind this decision is to provide a more focused approach in year 9 and support the transition for those students who have not undertaken the new KS2 national curriculum but will be undertaking the whole suite of reformed GCSEs at the end of KS4. This remains a broad-based curriculum with a small element of guided options. The curriculum model below highlights the grouping structured adopted for Year 8 2016-2017. The key features are as follows:

- The year group is divided into 3 bands X, Y and S bands.
- The X and Y bands are split into English (incl English Literature and RE), Maths, Science, PE and 3 Option blocks containing all other subjects.

The number on the left column indicates set sizes. The number on the right column indicates how many lessons per fortnight.

Band	English sets	Mathematics sets	Science sets	PE Theory sets	Opt A	Opt B	Opt C																																																																																																																																																																														
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Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017

The Support Groups (S band)

The S band contains two small groups of students who identified from the curriculum 4 groups in Year 8 and other students identified from progress tracking, who still require additional literacy and numeracy support in order to meet minimum standards at the end of KS4. These students will undertake 8 GCSE (or equivalent) courses (Maths, English, Science (x2), RE, Art and PE as a core and will have one additional option choice. These students will not be required to undertake an EBACC or Progress 8 pathway, instead they will have additional Maths and English lessons to support their individual needs

The X and Y bands

All students in the X and Y bands will study a core curriculum and 3 additional option choices. This means they will study a min of 10 GCSE subjects organised to ensure that they are eligible for the Progress 8 measure. In addition a number of students will be guided to ensure that in addition they are eligible for the EBACC measurement.

Core Curriculum 2016/17

English (Language and Literature), RE and Maths

- These subjects are set according to ability using progress information gathered from Year 8. English and RE share the same groups and are linked together.

Science groups

- In 2016/17 Science will be taught in mixed ability groups, with the exception of the most able Scientists who have been identified using progress information gathered from Year 8. The mixed ability groups will be undertake a 'Double Award' course, whilst the most able Scientists will undertake a triple single science course (i.e. Physics, Chemistry and Biology)

PE groups

- All students in Year 9 will undertake a PE course that meets their needs. The PE department will profile students at the end of year 9 and allocate the students into one of 4 groups.
 - GCSE PE – these students will be those students who are most able practically to ensure they meet the practical demands of the newly reformed GCSE course
 - BTEC Sport – these students are those with a real interest in PE but may not be as practically able and therefore may find the practical elements of GCSE too demanding
 - BTEC Dance – these students will be those who have a particular interest in Dance.
 - Core PE – these students will have found PE difficult in terms of both ability and motivation and they will undertake a non-examined course, taking part in a variety of activities as well as leadership and coaching courses, with the aim to encourage a positive attitude to physical activity.

Option subjects and choices

Leadership Team Member: Mr P Boulton

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EBACC Options

Subjects in this group include History, Geography, Computer Science, French and Spanish. Students must choose at least one of these subjects. Higher ability students are encouraged to choose both a Language and a Humanities subject in order to access the EBACC measure and to widen potential access to universities in the future.

Additional Options

Subjects in this group include Product Design, Food and Nutrition, Drama, Music, Art and Social Science (in year 9 this course will be a foundation course that studies elements of Health and Social Care, Psychology and Sociology with a view to specialising at the start of year 10 in Sept 2017)

Year 10 Curriculum Structure 2016/17

In 2016/17, students in Year 10, will be starting a 2 year GCSE programme. Students in this year group will still be undertaking a mixture of reformed and non-reformed GCSE's at the end of KS4. The curriculum model below highlights the grouping structured adopted for Year 10 in 2016-2017. The key features are as follows:

- The year group is divided into 4 bands X, Y, S and W bands.
- The X and Y bands are split into English (incl English Literature and RE), Maths, Science, PE and 3 Option blocks containing all other subjects.

The number on the left column indicates set sizes. The number on the right column indicates how many lessons per fortnight.

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The core curriculum, support group (S band), EBACC options and additional options follow the same grouping structure as for Year 9 2016/17. The major differences are as follows:

The 'W' support group

Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017

- A small group of students has been identified using progress and pastoral information. These students require additional literacy and numeracy support and have been highlighted as being potential future NEET due to disengagement in learning. In addition to a core curriculum of Maths, English, RE, ICT and Art, they will undertake, 2 days per week, a 'bespoke' course at Riverside college that involves a range of vocational type activities e.g. motor vehicle maintenance, building, hair and beauty to level 1 / 2. This course has been provided to both engage students in their learning in college, support literacy and numeracy and provide a pathway to further vocational study/apprenticeship post 16.

Additional Options

- The choices process is the same as year 10 but the subjects to choose from include Business Studies, Design Technology Resistant Materials, Graphics, Textiles, Drama, Food Preparation and Nutrition, Health and Social Care, ICT, Media Studies and Music. These subjects include a mixture of reformed and non-reformed GCSE/BTEC subjects.

Year 11 Curriculum Structure 2016/17

The curriculum structure and options in the diagram below follow the same pattern as the Year 10 curriculum structure for 2016/17.

The number on the left column indicates set sizes. The number on the right column indicates how many lessons per fortnight.

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Year 12 Curriculum Structure 2016/17

In year 12 students choose 3 A level options or 1 Extended BTEC Diploma (3 A level equivalent). These are the newly reformed A levels and are taught as a Linear A level. Students will not be sitting an AS level at the end of year 12.

Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017

The rationale behind this is that:

- Students will require only 3 A level to gain a place at any university. By choosing only 3 A levels we are able to ensure that each 'A' level subject is provided with 12 fifty minute teaching periods per fortnight, thus increasing the teaching time available.
- There is considerable difference between the content and skills required between the A level and AS levels in the newly reformed qualifications. Our research concluded that to teach an AS in year one and an A level in year two, would be detrimental to both our students and teachers. In addition having no formal exams at the end of year 12 would again increase the amount of teaching time available over the two year period.
- By choosing only 3 'A' levels, there will also be increased time for students to undertake and extended project and/or AQA Bacc or equivalent course, if appropriate. This will increase the breadth of their knowledge and understanding, support their independent learning and equip them for like post 16.
- To further increase breadth each student is required to undertake and accredited general RE course that encourages debate and challenge to a number of issues that are happening in the world today.

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- There are 3 distinct bands/pathways in year 12. The X band is the academic A level route as described above. The V band is the vocational pathway. The W band is a pathway only available to Widnes Vikings scholars who undertake their BTEC Extended Diploma in Sports Performance alongside their contracted requirements and their ACE apprenticeship programme.
- In addition there is Maths resit group available for any student who has not met the minimum requirements (grade C) at the end of KS4. All students are required to have already achieved Grade C in English as a pre-requisite to entering the Sixth Form.

Year 13 Curriculum Structure 2016/17

Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017

Year 13 in 2016/17 will follow the same curriculum model as Year 12 with two major differences:

- Some students will have completed an AS qualification at the end of Year 12 as part of non-reformed A levels.
- There is also an English resit group added, predominantly for the Widnes Vikings students as in order to access bands X and V, students must achieve a min C English Language at the end of KS4.

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Leadership Team Member: Mr P Boulton

Governor: Mr J Wilson

Date: September 2016

Review Date: September 2017