



URSULINE HIGH SCHOOL

Wimbledon

Curriculum Policy

May 2024

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“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

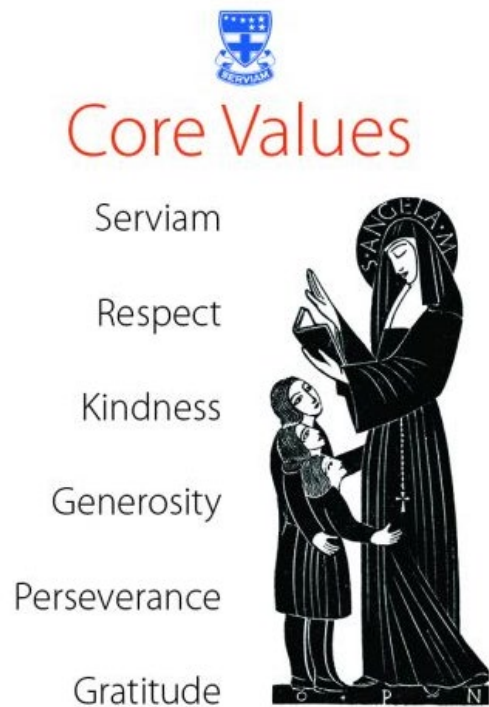
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum
- Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity
- Foster an attitude of respect for all regardless of age, race, colour, creed or gender
- Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people
- Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life



By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand their role in the stewardship of the environment.

Our curriculum is unique to the Catholic ethos of our school and is more than the formal structure of subjects, lessons and timetable organisation but is the sum of the total educational experience offered to students. Our curriculum is focused very strongly towards our Mission Statement, which is built around a clear set of core values: Serviam, respect, kindness, generosity, perseverance and gratitude. The success of our curriculum offer is benchmarked against those values that we have identified in our school leavers profile

Our curriculum;

- Supports and promotes our distinctive Catholic school ethos.
- Motivates & engages learners, helping them to succeed.
- Ensures that our students gain the knowledge and skills of literacy, numeracy, oracy & ICT they need for education, employment and life.
- Ensures that our students gain the personal skills such as teamwork, communication, and resilience they need for excelling outside of the school community.
- Sets standards of excellence in research informed teaching and learning.
- Enriches the students' learning through a wide array of memorable learning experiences.
- Provides a coherent learning experience across the key stages.
- Encourages students to become lifelong learners.
- Develops the knowledge, understanding and skills to be strong women leaders in the 21st Century.
- Enables students to make informed choices about the next stage in their education and life.
- Supports students in developing the characteristics and skills required to transition to the next stage of their education.
- Contributes positively to the students' physical, emotional and personal wellbeing and safety.
- Enriches the students with a strong focus on deepening their culture capital.
- Has a clear focus on Stewardship and our responsibility to care for the environment.
- Is co constructed using student voice.

In order to enable our students to grow into a strong leaders in the 21st Century, we have a very strong emphasis on enrichment with a broad extra-curricular programme that all students are actively encouraged to participate in. Our student voice, chaplaincy, PSHEC programme, commitment to social justice and successful outcomes contribute to a truly unique Catholic curriculum by enabling all students to engage in a wide range of activities that enhance and broadened their perspectives and understanding which leads to greater empathy and the development of young women who will and can make a difference in an increasingly secular world.

Through Serviam, we enable our students to develop their gifts and talents for the good of others.

Sequencing

Our curriculum is sequenced through a three year KS3 and 2 year KS4 which is designed to better prepare the students for further study and better outcomes by giving more time for in-depth learning.

The skills and content delivered at KS3 give students a strong foundation for the demands of the KS4 course. Content and skills are sequenced by departments through their SOLs. The member of the SLT responsible for T&L meets with each HOF to discuss sequencing, learning and progress of students throughout the course. At each Key stage, we have knowledge mats and clear standard descriptors to ensure that staff and students are aware of what the standards are and where students need to be at each point on their journey. Standards at KS3 run from Bronze – Platinum based on Prior attainment and we use NC grades at GCSE. In addition, End of Key Stage documents allow students to reflect on the key skills that they should have acquired, which makes them ready for the next stage of their learning.

The curriculum is planned in a logical sequence and, at each Key Stage, staff have undergone rigorous CPD to ensure that they are aware of the standards expected and that they are supported to become subject experts, clear in the craftsmanship of their subject. This enables them to write SOLs that are layered and sequenced in such a way that skills and content are introduced at the appropriate time and that all students are challenged and engaged. Each department has clear success criteria, grade descriptors and standards at each key stage and we work backwards from the end point to enable every student to reach this goal.

Leadership of the curriculum – the role of the curriculum leaders

Curriculum leaders are expected to take ownership of their subject areas. They do this by ensuring that the teaching and assessment matches the curriculum intent and by evaluating the impact of this.

The role of curriculum leads.

Sequencing and building the curriculum.

Curriculum leaders are expected to sequence the curriculum so that there is a clear pathway from Ks3 to Ks5 in terms of content and skills.

Curriculum Leaders develop a clear Intent and purpose for their subject and receive support to facilitate its implementation and evaluate the impact of this.

Ensuring consistency in teaching and learning in their subject areas with clear subject specific pedagogy.

Monitoring T&L through focus groups with students, book scrutiny and learning walks.

Supporting and developing staff in their subject areas.

Evaluate the impact of learning on students' progress.

Ensure that departmental staff undergo relevant and timely CPD.

Have all SOLs at Ursuline High School meet the Gold Standard.

Uses student voice to co construct their curriculum.

As they build their subject curriculum, middle leaders will be able to articulate the following:

- ☞ The skills and knowledge students come into the key stage with; how this is assessed and then how does the curriculum build from this?
- ☞ The progression over time of students. What is the learning journey through each key stage and through all key stages?
- ☞ How is the curriculum sequenced so that students learn over time (skills and content)?
- ☞ Enrichment and memorable learning experiences that go beyond the curriculum (this includes reading lists).
- ☞ How does your curriculum match the values of Ursuline High School, from Serviam to Equity, Diversity and Inclusion?
- ☞ Is your curriculum ambitious?
- ☞ Does your curriculum have time to breathe? Do students have time to think, consolidate and apply or is it too content the primary driver?
- ☞ Where are the golden threads in the course that are used to deepen learning? Is this obvious in the SOLs and assessments?
- ☞ Does the planning match the NC and then exceed it? Does the planning identify small enough component steps so that all pupils can achieve ambitious end points?
- ☞ Where in SOLs has the subject identified crucial components they need to reemphasize for their learning next. Where is the interleaving and retrieval practice?
- ☞ Are the assessments measuring the effectiveness of delivery of intent?
- ☞ Does planning consider the sequencing of content to create readiness for future learning within the lesson sequence, the topic and the year/Key Stage?
- ☞ How is assessment used to determine success in delivering intent and subsequent planning?
- ☞ Will this be seen in the books and in focus groups with students?
- ☞ Is the curriculum challenging enough? Are the end goals and curriculum content challenging enough and do the SOLs enable all students to reach this challenging level?

Gold Standard Schemes of Learning.

Curriculum – How it is taught

A scheme of learning is the framework for translating the curriculum intent into a structure and narrative. The purpose of a Scheme of learning is to ensure consistency of teaching and learning within a department. They should enable current staff, new staff and supply staff to use the resources to deliver outstanding lessons that meet the needs of the National Curriculum, match the departments' curriculum intent and deepen the learning of every student.

Does the planning identify small enough component steps so that all pupils can achieve ambitious end points?

Every Scheme of Learning should:

- i. Use the Ursuline High School Template (or an adaptation thereof where appropriate).
- ii. Have a rationale at the start of each unit.
 - a. *What is the purpose of the unit?*
 - b. *Where does it fit in with the wider curriculum?*
 - c. *What specification section does this unit match?*
- iii. Show Lesson by lesson or group of lessons within each segment.
- iv. Be challenging with clear guidance on how every student can be supported to meet that challenge.
- v. Have a resource bank that matches the Scheme of Learning including a Big Picture sheet for the students' books.
- vi. Give opportunities for different types of assessment/checking the learning during the unit and a bank of feedback ideas to match those assessment opportunities. How is assessment used to determine subsequent planning?
- vii. Have an end of unit assessment.
- viii. Have opportunities to go beyond the curriculum. Does the planning identify small enough component steps so that all pupils can achieve ambitious end points?
- ix. Highlight Key Words for the unit and opportunities indicated in the SOL where retrieval practice can be used.
- x. Be clear where the opportunities for interleaving and retrieval practice are across the Key Stage. Where are the golden threads in the course that are used to deepen learning? Is this obvious in the SOLs and assessments?
- xi. Have clear links to the 5th C – culture of encounter, with equity and diversity opportunities inherent across the SOL.
- xii. Have clear opportunities to ***apply*** knowledge.
- xiii. Have a Big Picture sheet that is referenced through the SOL.

Assessments

Curriculum – desired high-level outcomes and measures of those outcomes.

Your assessments should evaluate what knowledge and understanding pupils have gained against expectations.

They should:

- i. Have a clear purpose.
- ii. Match the curriculum intent.
- iii. Contain consolidation opportunities from the Key Stage.
- iv. Give the students opportunity to show progression.

Any changes to the curriculum and SOLs should follow the process attached to the Appendix.

Enrichment

A strong enrichment offer provides breadth and depth to the curriculum experience through residential trips, clubs, musicals, UHSFest week, Curriculum Project in Year 9 and chaplaincy work. All of this ties in with the ethos and mission statement of the school. We recognise that, in order for our students to grow into women leaders of the 21st century, we have to give them a wide variety of learning experiences. This enables all students to engage with the curriculum in a manner that enriches them and deepens their personal development. Through our Serviam passport, we track all of our students and ensure that they are all engaging with the culture capital on offer.

Through our commitment to Serviam we run an extensive Chaplaincy network that enables our students to see their Faith in action, showing its relevance in the 21st Century. Through Serviam, we reach out to local charities and people in need, developing in our students' empathy and an understanding of the needs of others.

Through our extensive provision of extra-curricular sporting activities, from Borough Football to tennis, we enable our students to understand the value of team work, commitment and resilience. We also strive to achieve great success with our Duke of Edinburgh programme and enable students to overcome new challenges and experiences. Our Student Leadership Strategy aims to give students responsibilities across a wide range of subjects and areas of school life that develop their communication and team work skills, encouraging their ability to be proactive and responsible for others and themselves.

We understand that students' physical and mental wellbeing is improved through engagement with the enrichment programme and take measures to ensure that every student is an active part of our community.

Teaching and Learning

For detailed guidance on Teaching and Learning at Ursuline High School, please consult the Teaching and Learning Policy.

Pathways

We have a clear transition programme for Year 7 students, culminating in a residential PGL trip for all year 7 students. Staff meet students in Year 6 during primary school visits, we receive all data and information about each student from KS2 so that we may support them in all areas of the curriculum and build a community to support their personal growth and development.

Our curriculum is fit for purpose and does meet the need of all our learners. We have three pathways in KS4, Platinum, Gold and Open (see appendix) and we monitor student progress, student voice and staff knowledge of students to ensure that we provide the right offer and support students in making the right pathway choice. From Ks3 into 4, we have an options evening with parents, engage with 1-2-1 meetings and have the careers advisor and pathways beyond Ks4 as a clear focus. From Ks4 into 5, the process starts in Year 10 with a 1-2-1 meeting with a 6th Form Senior Leader who will support the student in making their choices.

Staff and students are aware of what they need to be able to know, understand and do at each key transitional point. We have knowledge mats for the end of KS3 and KS4 and these outline the content and skills required by each student at the end of Year 8 and 11 in each subject. At KS3, we have built a system of measuring attainment and progress through our Bronze to Platinum standards, with Silver being ARE. Our End of Key Stage ready documents outline what skills and at what level students should have, such as oracy, careers pathways, resilience, organisation, attitudes and so on, which ensures that the whole curriculum feeds into their personal development.

Assessment

The purpose of assessments is twofold:

- i. Assessments are used primarily by staff to determine misconceptions, gaps in learning and skills and then support the teacher in their planning to close those gaps immediately.
- ii. To show that our curriculum is working. Assessments are not the end point of our curriculum, rather a means to show how well our curriculum has been designed and delivered.

Assessment both formative and summative has a clear role in the learning process in ensuring that all students are acquiring the appropriate level of understanding and support. Students have clear targets and each department has clear standards criteria at each level. Students know that their target is the least that they should achieve and are encouraged to aim higher. A student with a Gold target at KS3 would be expected to aim for Platinum. As such, assessments are used to gauge progress against the target. Where there are gaps and the student does not meet the target, the gaps are identified and closed. Each half termly assessment is quality assured by the T&L coordinator. AfL is also especially important and use a variety of different assessments to gauge progress and understanding. Students receive detailed feedback every two weeks on a piece of work that enables the student to make progress. Staff use assessments to tailor their teaching to ensure that they are meeting the needs of every student. Our end of year exams and external assessments work through the raising standards group to ensure that all students make progress and intervention is put in place to close gaps, whatever form that may take.

Increased emphasis is placed on developing student's long term memory and the retention of knowledge through consolidation and interleaving. The SOLs have been redesigned over the last 2 years to provide more consolidation activities and the Units have been reassessed to determine the best sequence of interleaving work. We have two summative assessments in the calendar and these provide opportunity to revisit work and build on long term memory skills. The learning conferences provide students with an opportunity to develop these skills as part of our language for learning and to use effective techniques throughout the course and not just as part of active revision.

For using assessments in teaching and learning, please refer to the Teaching and Learning Policy.

PiXL Knowledge – Diagnosis, Therapy and Testing (DTT)

The purpose of this model is to identify gaps in student learning and close those gaps before the assessment is carried out. This is part of the Checking and Challenge pedagogy. Checking the learning to identify gaps so that students can build more complex schema. This will increase the capacity of the working memory and so enable students to learn more, synthesise and apply more.

i. Diagnosis.

- a. Identify gaps in student learning. The format of this is not prescribed but should be sufficient to highlight gaps in learning. The work can be peer or self-assessed.

ii. Therapy.

- a. Closing those gaps through targeted planning and challenging students to go further in their understanding and application.

iii. Testing.

- a. This should not be the same assessment that was used in the diagnosis.

During the cycle, the teacher is only expected to mark the final phase of the process.

Using ICT in our curriculum.

We utilise the most up to date technology to engage learners and equip them for the world of further education and employment. Our Digital Learning strategy is based on extensive research and aims to combine all aspects of ICT with the curriculum to ensure that all of our students are proficient in its application. By teaching the five key skills of ICT through the seven key applications of ICT, we are empowering our students to be future ready. We use our Virtual Learning Environment, powered by Microsoft Teams in conjunction with our unique lap top scheme to ensure that every student has access to the curriculum at all times.

For further details on this, please check our Digital Learning policy and the Teaching and Learning policy.

Careers

Our Careers offer is judged against the Gatsby benchmarks and we use the START and UNIFROG platforms to ensure that our Careers education, guidance and information promotes high aspirations, equality for all students and supports the values of the school. We work with an extensive array of external agencies to ensure that our provision is of the highest quality and relevant to the changing needs of society. We use surveys, evaluation forms, work shadow focus groups, 1-2-1 career appointments, the school council and the latest research in careers guidance to ensure that our careers curriculum empowers strong women in the future.

Disability Equality Policy

The Ursuline Disability Equality Policy sets out our values, together with the systems already in place to ensure we meet our legal responsibilities under the Disability Discrimination Act (DDA). We have a Disability Equality Scheme in place that is reviewed and evaluated annually and as need arises.

We are committed to making all aspects of school life accessible to all members of our school community including learners, staff and our wider stakeholders. This embraces both the physical environment and at all stages of a stakeholder's involvement with us - from admission, through the interview process, to curriculum support, use of special facilities, learning support from dedicated staff and special arrangements for taking examinations.

In the context of curriculum provision at Ursuline, we meet the requirements of the DDA through a variety of means including:

- Providing structures and strategies for personalised learning.
- Offering a range of options, courses & pathways to suit individual needs.
- Setting individual targets for students, which address their specific needs.
- Catering for EHCPs & Action Plans in our curriculum planning.
- Incorporating the targets of Individual Education Plans into our lesson planning.
- Communicating with parents/ guardians.
- Differentiating courses & adapting schemes of work, tasks & learning outcomes.

Monitoring, review & evaluation

The curriculum delivery is subject to internal reviews at subject level by HOF/HOD and AHT responsible for T&L/Curriculum on a yearly basis to meet the needs of the present students. Wider reviews are led by the AHT responsible for the Curriculum. The Teaching & Learning Strategic group leads school wide and curriculum design. Findings and recommendations are presented to Governors and SLT.

Curriculum provision from design through to delivery and evaluation involves as many different stakeholders as possible. We have a strong student voice at UHS, through student surveys on T&L, learning conferences, PSHEC sessions and every aspect of the curriculum. We receive feedback from parents during ARD days, Section 48 Inspections, External Reviews and parents evenings. For staff, we use TED talks, CPD sessions, 1-2-1 support and middle leaders to enable them to build and deliver the curriculum. The work from staff through to SLT goes to the Governors and this input goes directly into the SDP and then the DDPs.

Managing the curriculum: Roles & Responsibilities

The Governors agree the Curriculum Policy and monitor its implementation through the Curriculum Committee, receiving a plan for the curriculum annually. The governing body receives an annual report from the Senior Leader on standards & curriculum provision, detailing the curriculum plan for that academic year and a summary of any parental complaints concerning the curriculum.

Senior Leadership Team: Assistant Head Teacher

- Ensures that the curriculum meets the needs of all learners in KS3, 4 & 5.
- Provides the annual curriculum plan.
- Monitors and reviews the implementation of the curriculum plan.
- Supports the Strategic Teaching & Learning group.
- Provides training & support for curriculum innovation.
- Provides clear expectations of curriculum standards & delivery.
- Receives and investigates parental complaints relating to curriculum provision.
- Ensures that the curriculum is reviewed using Ofsted criteria.
- Conducts departmental reviews.
- Maintains an informed overview about the quality of teaching across each key stage and the outcome priorities needed for individual students.
- Consults on agreed organisational matters relating to curriculum e.g. timetabling, format of Schemes of Learning, courses, subject specialisms at GCSE & Post 16 etc.
- Write and annually review the curriculum guide.
- Create and maintain effective partnerships with other institutions e.g. Wimbledon College at KS5, Catholic consortium schools at KS4, St. Philomena's, Teach Wimbledon, Merton Deanery School Avila Partnership and feeder schools at KS3.
- Ensures that statutory curriculum requirements are met.

Teaching & Learning Strategy Group

- Acts as a steering group for the half termly Key Stage Teaching & Learning meetings.
- Provides strategic direction in terms of pedagogy.
- Manages & leads on curriculum developments & innovation.
- Ensures continuity & progression across the key stages.

Heads of Faculty & Department

- Ensure that the curriculum meets the needs of all learners in their subject/s.
- Provide strategic overview for their subjects/s, linked to the School Improvement Plan.
- Review and consult on choice of syllabus at GCSE & Post 16 for their subject.
- Manage, coach & lead their key stage co-ordinators as appropriate.
- Keep abreast of developments in their subject/s, updating SLT as needed, by attending relevant CPD and ensuring that all staff within the Faculty undergo relevant CPD as required.
- Ensure that Schemes of Learning are reviewed, quality assured and delivered appropriately by teaching staff.
- Monitor the standard & quality of teaching & learning in their areas.
- Develop & review annually a cohesive curriculum plan for their subject/s that is challenging, inspiring and accessible to all students.

Heads of Year

- Ensures that the curriculum meets the needs of all learners in their year group.
- Evaluate the impact of strategies used to support teaching and learning through Year Team reviews.
- Monitor the impact of the curriculum on the progress of individuals & specific groups through report cards, interviews, work samples etc.
- Liaise with HODS/HOFS as necessary in supporting individual students & specific groups.
- Monitor the setting of homework for their year group through book & planner sampling.
- Work with AHTs to ensure that students make informed choices about options, courses & Pathways.
- Liaise with parents/guardians where students need support across subjects.
- Ensure that external providers meet the needs of our students.

Tutors

- Monitor the progress of students in their tutor group.
- Work with HOY to ensure that students make informed choices about options, courses & pathways.
- Liaises with parents/guardians where students need support across subjects.

Next Policy Update; May 2024

Appendix – Making changes to the Curriculum.

Item	Details
Rationale	
Training required (By middle leaders and teaching staff).	
Quality assurance – how will the SOLs and Curriculum be evaluated?	

**Once you have completed the table above, please meet with the Assistant Head Teacher in charge of Curriculum.
Once you have done this, you may complete the table below.**

Strategy for developing the new Curriculum and SOLs.

Action	Staff	Deadline

Platinum

Core Subjects

GCSE English Language & Literature
GCSE Maths
GCSE RE
PE
PSHEC

This pathway includes **Triple Science**

A separate GCSE in:

Biology	Chemistry	Physics
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Choice of ONE Humanities

History
Geography

Choice of ONE Language

French
Spanish
German

Choice of one more subject

Art, Business Studies, Computing, Drama, Food & Nutrition, French, German, Spanish, History, Geography, Music, PE, Design Technology, Art Textiles, Sociology.

Gold

Core Subjects

GCSE English Language & Literature
GCSE Maths
GCSE RE
PE
PSHEC

This pathway includes **Combined Science**

Choice of ONE Humanities

History
Geography

Choice of ONE language

French
Spanish
German

Choice of one more subject

Art, Business Studies, Computing, Drama, Food & Nutrition, French, German, Spanish, History, Geography, Music, PE, Design Technology, Art Textiles, Sociology.

Open

Core Subjects

GCSE English Language & Literature
GCSE Maths
GCSE RE
PE
PSHEC

This pathway includes **Combined Science**

Choice of ONE Humanities OR Language

History
Geography
French
Spanish
German

Choice of TWO more subjects

Art, Business Studies, Computing, Drama, Food & Nutrition, French, German, Spanish, History, Geography, Music, PE, Design Technology, Art Textiles, Sociology & Option Support.

For those with aspirations of Russell Group and Sutton Trust Top 30 Universities.

OPTION PATHWAYS