



Curriculum Implementation

Teaching and Learning

There is a clear teaching pedagogy at UHS, focused around Challenge, Checking the learning (AfL), consolidation, feedback that enables progress and high expectations in all aspects of learning. Our SOLs are designed to provide an extensive range of different activities that enable students to access the material from a variety of different teaching styles. The KS3 curriculum is designed to give a strong learning foundation, focusing on knowledge, understanding and skill, sequencing the work so that a greater depth of understanding can be acquired. This is then built upon in KS4. Our learning conferences give students an opportunity to understand and use the language for learning that enables staff to engage in a deeper manner with the subject content through a variety of teaching styles. Staff design the SOLs around their subject expertise to facilitate a wider range of memorable learning experiences.

Our subject leaders ensure that the content delivered is challenging and deepens the students' understanding of the subject area and delivers skills that can be used across the whole of the curriculum to create a connective tissue between subjects.

Real emphasis is placed on the teaching of individual subjects, which enables students to acquire knowledge and skills that are transferable. We have a clear language for learning where students learn how to learn and we deliver these through the SOLs and Learning Conferences. Staff are informed through TED talks and CPD so there is a common language used in all lessons. We have an oracy, literacy and numeracy strategy, which enables students to see common threads through their lessons. Each subject commits to oracy specific lessons and extended writing tasks. Staff give feedback on their progress in these areas and this forms part of their DDP

We have a strong culture of evidence informed practice at UHS and use the appropriate research for each of the different curriculum strands. For Teaching and Learning, we use research from the Sutton Trust, Hattie, EEF, IEE and always engage with new research that supports our teaching practice. In order that teachers continue to develop their knowledge, subject understanding and craft, we have a CPD programme with strong links to external agencies and internal sessions. These sessions are based around identified needs in T&L and pedagogy. Through our Appraisal process, staff are encouraged to reflect on areas of development and we provide CPD to meet those needs.

Assessment

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 of



those target levels. 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 essential for checking the learning, closing gaps and clarifying misconceptions. We use in a variety of different assessments to gauge progress and understanding. Students receive detailed feedback every two weeks on a piece of work that then enables the student to make progress. Staff use all assessments to tailor their teaching and ensure that they are meeting the needs of every student. Our end of year exams and internal 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

Sequencing

Our curriculum is sequenced through a two year KS3 and three year KS4 which is designed to better prepare the students for further study and better outcomes by giving more time for in-depth learning. With such a broad curriculum experience at UHS, we are confident and clear that there is no loss of curriculum experience. We have a Curriculum Project in year 9, where all faculties are involved in a collapsed timetable to deliver their answer to the "big question", opportunities to perform in school musicals, engage with clubs from every faculty and enjoy residential trips around the world. With our strong Chaplaincy programme and successful sports clubs, our curriculum is rich in depth and breadth.

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 to Platinum based on prior attainment and we use National Curriculum grades at GCSE. In addition, our Key Stage Ready documents allow students to reflect on the key skills that they should have acquired to prepare them for the next stage of their learning.



To ensure that our curriculum is planned in a logical sequence at each Key Stage, staff undergo rigorous CPD to ensure that they are aware of the curriculum standards and that they are supported in being 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.

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. Subjects have a clear understanding of standards at KS2 and have designed the SOLs at KS3 to build upon those standards. Students are given diagnosis assessments upon entry and this enables staff to tailor their teaching to ensure that all gaps in standards are closed.

Our curriculum is fit for purpose and does meet the need of all our learners. We have three pathways in KS4, Green, Orange and Purple 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 Ks4, 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 Ks5, 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 and continues for the duration of Ks4 to prepare the students for the next stage.

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

Keeping students safe

Research shows that student who participate in the school community tend to be more resilient and so our active encouragement of every student to partake in the curriculum supports this. Through assemblies, mental health ambassadors, student leaders, the



student council, we actively engage with student on key issues that are important to them and their personal wellbeing. Department areas such as PE and Biology have key areas on physical wellbeing and these are address in their SOLS.

In order to respond to current national and local priorities and risks, the PSHEC curriculum is regularly reviewed and amended. Key safeguarding priorities are tackled in every year group. These topics include: FGM, PREVENT, CSE, Mental Health, LGBTQI, British Values, Drugs, Knife Crime, Money Laundering, Peer-on-Peer Abuse and Sexual Harassment, Careers and Serviam. The curriculum is designed to address the most pertinent threads at each stage of their learning, with a spiral curriculum building upon the key ideas each year.

Y7 students are supported through their transition to secondary school with organisation and teamwork skills, how to navigate friendship issues and puberty, as well as understanding their rights and responsibilities as British Citizens. Y8 students explore making healthy choices, gender and sexuality, emotional wellbeing, philanthropy, social media, the rule of law and understating GCSE options. Y9 students examine sexual health, addiction, stress, the role of the internet, democracy and money matters. Y10 students focus on the changing role of Britain, mental and physical wellbeing, the media's presentation of gender and sex, justice and human rights, equality and post-16 choices. Y11 students consider revision skills, dealing with stress, time management, risky behaviour, sexual health, work experience, post 16 pathways, employability, financial literacy and government and democracy. In the sixth form, students develop their understanding of transition into sixth form, mental wellbeing, future plans, study skills, relationships, UCAS, apprenticeships, sexual health, living independently, drugs and alcohol misuse and financial planning.

At each Key Stage, we place a strong emphasis on British Values and Democracy. Students are taught the roles of local councillors and MPs and know who they are and how to engage with them.

We make sure to provide provision for the individual learning needs of each pupil as identified initially by Educational Health Care Plans and then the Individual Education Plans. Our commitment to Social Justice ensures that the curriculum meets the needs of every group from Disadvantaged Students, Young Carers, Looked After Students, EAL, SEND, Low, Middle and High Prior Attainers and those who are LGBTQI.

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.



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 memorable learning experiences. This enables all students to engage with the curriculum in a manner that enriches them and deepens their personal development.

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. We reach out to local charities and people in need, developing 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. Through our Serviam passport, we track all of our students and ensure that they are all engaging with the culture capital on offer.

Using ICT to Transform Learning

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. The five skills are:

1. Information and data literacy
2. Communication and collaboration
3. Digital content and creation
4. Safety and well-being
5. Problem-solving

And the key activities to develop those skills are:

1. Information gathering
2. Using information creatively
3. Evaluation of information
4. Non-linear thinking



5. Solve problems using IT in creative ways
6. Safety and well-being
7. Collaboration.

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.

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

Our curriculum is focused very strongly on the delivery of our Mission Statement, which is underpinned by the core values of the school. These values contribute to a curriculum offer which means that all students leave with a sense of their own gifts and talents which they use for the benefit of others and those most in need. This leavers profile serves as a benchmark for the success of our curriculum offer.

A broad and creative experience for students is delivered through the SERVIAM passport. This allows us to provide all students with access to a wide range of different activities, which develops a strong sense of community (student and parent surveys, the PASS survey, student council minutes, student leader achievements, clubs, musicals, UHSFest, curriculum project, learning conferences and residential trips). The school monitors student involvement very closely and, in doing so, ensures that the curriculum offer becomes more



than academic outcomes and is focused on developing community and offering memorable experiences for our students.

Another measure of the success of our curriculum is through the attainment and progress of all students. Student performance, benchmarked against rigorous targets, ensures that no individual or groups of students are allowed to fall behind. Strong outcomes are only achieved through the rigorous review of what we do with a constant focus on teaching and learning. The range of pathways ensures that students are following suitable courses and that all students and stakeholders are given the right information at the crucial points in their education at UHS. Outcomes at each key stage, retention, destinations and our End of Key Stage profile assessments all contribute to our evaluation of the impact of our curriculum.

Measuring the success of our curriculum is not done solely through attainment and progress. We evaluate our extended learning offer, enrichment activities from each faculty, SEND provision, our PSHEC programme, careers pathways and chaplaincy to ensure that we provide a holistic experience for our students' personal development and culture capital.

Student voice is an extremely important tool when evaluating the impact of the curriculum. There is a strong focus on year 8, 11 and 13 as these are the key transitional points where students provide feedback on how the curriculum offer worked for them. In addition, students are asked to reflect on how ready they feel they are for the next stage of their education with a focus on the advice, support and guidance they have received around careers, the development of soft skills and progress against their standard. Students are also asked to reflect on their journey towards the Student Leaver Profile. All of this information is used to review and amend what we do to ensure that the curriculum we offer is relevant, engaging and meets the needs of all students.

Feedback on the impact of the curriculum offer is also achieved through work with parents, external reviews, data analysis, Learning Walks, observations, surveys and work scrutiny. The delivery of the curriculum is subject to internal reviews by HOF/HOD who work closely with the relevant member of the SLT with responsibility for the Curriculum. The Teaching & Learning Strategic group leads school wide and curriculum design with termly feedback to the SLT and Governors. The Governors triangulate our evaluations with their own annual visits, where they meet staff and students, using this to feed into our School Development Plan.

A strong curriculum offer is underpinned by highly effective staff CPD. Classroom practitioners who are highly skilled in their craft are the best individuals to deliver a curriculum offer filled with memorable learning experiences and sustained progress over time. Protected time for CPD means that all members of the school community continue to develop their craft and that research based pedagogy informs and challenges what we do and why we do it in that way. This ensures that we remain a learning institution from student through to teacher.