Plymouth CAST Curriculum Policy

**Document Control**

**Changes History**

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| --- | --- | --- | --- | --- |
| **Version** | **Date** | **Amended by** | **Recipients** | **Purpose** |
| 1.0 | March 2019 | Matthew Barnes Deputy Director of Education and Standards | All Plymouth CAST staff | Original Policy |
| 2.0 | July 2019 | Louise Adams Director of Education and Standards | All Plymouth CAST staff | To ensure a cohesive, trust-wide approach to the curriculum |
|  |  |  |  |  |

**Approvals**

This policy requires the following approvals:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Board | Chair | CEO | Date Approved | Version | Date for Review |
|  |  |  | July 2019 | 2.0 | July 2021 |
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**National/Local Policy**

This policy must be localised by schools

This policy must not be changed, it is a National Policy (only change logo, contact details and yellow highlighted sections)

**Position with the Unions**

Does the policy require consultation with the National Unions under our recognition agreement?  Yes  No

If yes, the policy status is:  Consulted and Approved  Consulted and Not Approved  Awaiting Consultation

**Distribution**

This document has been distributed to:

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| --- | --- | --- |
| **Position** | **Date** | **Version** |
| All Plymouth CAST HTs | August 2019 | 2.0 |
| All Plymouth CAST Staff | August 2019 | 2.0 |
| Plymouth CAST Directors and SEL | August 2019 | 2.0 |

**Plymouth CAST** **Curriculum Policy**

**The Mission of the Catholic Church**

“The Catholic Church and its individual members will undertake appropriate steps to maintain a safe environment for all and to practise fully and positively Christ's Ministry towards children, young people and adults at risk and to respond sensitively and compassionately to their needs in order to help keep them safe from harm. This is demonstrated by the provision of carefully planned activities for children, young people and adults, caring for those hurt by abuse and ministering to and robustly managing those who have caused harm.” [Source: National Catholic Safeguarding Commission - Policy Statement February 2016].

**Purpose**

This Plymouth CAST policy applies to the Trust as a whole and to all the schools and service units in the Trust. Plymouth CAST, including all the schools and services within the Trust, their Trustees, governors and staff, must abide by this Curriculum Policy.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The development and implementation of the school curriculum is the responsibility of the school; the school curriculum must serve the interests of all its students, and must comply with this Trust policy and with appropriate DfE legislation and guidance.

It is the responsibility of the Headteacher of each school, with support from the local governing board, to ensure that their school and its staff adhere to this Curriculum Policy. In implementing the policy the local governing board, Headteacher and Trust staff must take account of any advice given to them by the Director of Education and Standards, the Education and Standards Manager and/or the Board of Directors.

This policy is subject to the Scheme of Delegation approved for the school or service. If there is any ambiguity or conflict then the Scheme of Delegation and any specific Scheme or alteration or restriction to the

Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the Director of Education or the Education and Standards Manager should be consulted.

1. Introduction

This policy provides an agreed framework around which schools must create their own school curriculum plans. Schools should seek opportunities to agree common practice that brings benefit to individual schools, and the Trust as a whole.

**1.2 Terminology**

* The Trust means Plymouth Catholic Schools Trust (Plymouth CAST).
* School means a school or academy within the Trust.
* Headteacher means the headteacher or principal of the academy.
* Education and Standards manager (ESM) means the person who has line management responsibility for the headteacher.
* Local governing board (LGB) means the committee of local governors. The local governing boards provide support and challenge for the headteacher, in line with the Scheme of Delegation.

**1.3 Application**

It is the responsibility of the local governing board and Headteacher of each school to ensure that this Curriculum Policy is adhered to by the school and the staff employed by it.

If there is any question about the interpretation or implementation of this policy, the Education and Standards Manager or Director of Education and Standards should be consulted.

1. Trust School Curriculum Policies:

The school curriculum comprises all learning and other experiences that each school plans for its pupils. When creating the school curriculum, headteachers, local governing boards and staff should identify what pupils and students must and should learn and experience before they leave the school. With this agreed, stakeholders should plan and deliver a wide range of opportunities which ensure pupils and students achieve their potential and are ready for the next stage of their education or lives.

All schools in Plymouth CAST must adopt and maintain a curriculum that is in accordance with this Policy, with appropriate DfE legislation and guidance, and serves the interests of all its students.

As required under Section 1 of the 2010 Academies Act, each school must offer a curriculum which is balanced and broadly based and which:

* promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
* prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum forms one part of the school curriculum; whilst, as academies, Trust schools are not formally required to follow the National Curriculum, Trust schools must take account of the National Curriculum in planning their own school curriculum, and have regard to it as ‘good practice’.

All Trust schools must:

* make provision for personal, social, health and economic education (PSHE), drawing on good practice.
* teach sex and relationship education to pupils in secondary education, taking account of DfE guidance on sex and relationship education and the expectations of the Diocese.
* make provision for a daily act of collective worship and must teach religious education to pupils at every key stage for two and a half hours each week.

Schools are free to include other subjects or topics of their choice in planning and designing their own programme of education.

The following information must be clearly set out in the school’s agreed curriculum and published on the school website:

* the school’s approach to the curriculum
* the content of the school’s curriculum for each subject in relation to each academic year
* in relation to Key Stage 1: the names of any phonics or reading schemes in operation
* in relation to Key Stage 4: a list of the courses provided that lead to a GCSE qualification and list of other courses offered at Key Stage 4 and the qualifications that may be acquired.

The school must also publish on its website details about how additional information relating to the curriculum may be obtained.

(DfE guidance and the terms of the Academies Financial handbook and GLT Funding Agreement.)

Primary Curriculum:

In order to raise standards and maximise impact, there is a Trust-wide approach to teaching core subjects – see policy into practice for guidance on phonics, reading, writing and mathematics. These schemes and approaches are being developed and implemented from September 2019 to July 2021.

Secondary Curriculum:

To provide the best possible range of subjects and opportunities for students, the two secondary schools plan and deliver the curriculum jointly. In order to achieve this, The Director of Education and Standards, the Education and Standards Manager and the two headteachers will review the curriculum offer each year, using a business case approach which takes account of student interest, student numbers, potential careers and the quality of teachers.

Monitoring, evaluation and review

It is expected that school leaders, other than the headteacher, can articulate and discuss the curriculum design and how the skills and knowledge develop over time so that pupils and students achieve all they can. The Education and Standards Team will review this during the Autumn term leadership visit and at leadership reviews.

All schools must publish appropriate curriculum information on their website.