



St. Wilfrid's
R.C. College

Curriculum Vision

*Excellentia per fidem,
per scientiam, per adiuvatum*

Excellence through faith, learning and support

Our Trust Vision



Bishop Chadwick
Catholic Education Trust

The Bishop Chadwick Trust is committed to maintain and develop Catholic Education in the areas served by its schools. The message of 'Christ at the Centre' is held at the core of our curriculum vision. This requires all of our schools to be places where the entire community encounter a transforming love and trust, which ultimately determines and guides all that they do.

The community of Bishop Chadwick Catholic Education Trust is a living body made up of many parts. This policy provides the guidelines for all schools in our Trust, reviewed each year - individual school policies will reflect the uniqueness of each school curriculum vision.

In order to deliver, promote and inspire the highest quality education, partner schools are committed to developing their own unique curriculum derived from some shared principles.

Our Context at St Wilfrid's RC College

St Wilfrid's RC College is part of the Bishop Chadwick Catholic Education Trust. Our school is larger than average with 1314 students on roll, including 139 accessing our Post-16 provision. Our school community is made up of equal proportions of boys and girls with 29% of students qualifying for the Pupil Premium Grant, this is in line with National Average (28%) and below average within South Tyneside (37%). 13% of our current students receive SEND support. The majority of our students are White British, 7% do not use English as a primary language.

Initially designated as an Outstanding provider in 2012, this status has been maintained to the current day, with each member of our school community striving *for excellence through faith, learning and support* on a daily basis. Our academic attainment at Key Stage 4 and Key Stage 5 is consistently amongst the highest in the borough, including the performance of disadvantaged students. All of our students have the opportunity to study EBacc qualifications, with 76% of our current Key Stage 4 on this pathway, significantly above the regional and National average.

As part of the Bishop Chadwick Catholic Education Trust we collaborate closely with our fellow secondary and feeder primary schools to ensure a strong sense of community and a smooth transition between Key Stages. Our students achieve well at Key Stage 2; 85% of our intake are mid or high prior attaining.

Based on the banks of the Tyne, South Shields has historically been a thriving hub for shipbuilding, engineering and manufacturing. As the labour market in the area has evolved so have the skills and cultural capital developed within our students. St Wilfrid's has an unwavering commitment to ensure that every student reaches their God given potential independent of their background. The extensive careers program within our school is responsive to the needs of the job market and empowers students to have a comprehensive oversight of all the routes available to them; 92% of our students stay in education or employment after the age of 16.

Our teachers and support staff go beyond the taught curriculum to provide opportunities for our students to embrace new experiences; extracurricular clubs, residential visits, community and social projects while extracurricular uptake in sport is the highest in the borough. We are resolute in our conviction that our curriculum supports, challenges and engages all of the students in our care. We want to give the young people in our care the very best chance to succeed, the skills to transform their lives and act as beacons of light as they go out into the wider world.

Curriculum Design – Key Stage 3

Year 7

Subject	Number of lessons per fortnightly cycle
English	8
Maths	7
Science	8
RE	5
MFL*	4
History	3
Geography	3
PE	4
Design Technology & Computing	2
Music	2
Art	2
PSHE	2

*Students who study Mandarin receive 4 additional lessons of Mandarin with a one lesson reduction in the curriculum time for Spanish, science, PSHE and music.

Year 8

Subject	Number of lessons per fortnightly cycle
English	8
Maths	7
Science	8
RE	5
MFL*	4
History	3
Geography	3
PE	4
Design Technology & Computing	2
Music	2
Art	2
PSHE	2

*Students who study Mandarin receive 4 additional lessons of Mandarin with a one lesson reduction in the curriculum time for Spanish, music, science and PSHE.

Curriculum Design – Key Stage 3

Year 9

Subject	Number of lessons per fortnightly cycle
English	8
Maths	7
Science	6
RE	5
MFL*	4
History	4
Geography	4
PE	4
Design Technology & Computing	2
Music	2
Art	2
PSHE	2

*Students who study Mandarin receive 4 additional lessons of Mandarin with a one lesson reduction in the curriculum time for French, art, history and geography.

Curriculum Design – Key Stage 4

Years 10 and 11

Core Subjects	Number of lessons per fortnightly cycle
English	8
Maths	8
Science	8
RE*	5
PSHE*	2
PE	2
Optional Subjects (Students will study 3 of the following with 5 lessons per cycle)	
History	Geography
Music	Computer Science
BTEC Engineering	BTEC Travel & Tourism
BTEC Health & Social Care	BTEC Enterprise
Design Technology	Art
BTEC Sport	MFL – Spanish, French or Mandarin

*Students who study separate sciences receive 2 additional science lessons with a one lesson reduction in the curriculum time for RE and PSHE.

Curriculum Design – Key Stage 5

Years 12 and 13

Subject		10 lessons per fortnightly cycle	
English Language	English Literature	Maths	Further Maths
Biology	Chemistry	Physics	Applied Science
Philosophy & Ethics	History	Geography	Sociology
Law	Politics	Art & Design	Photography
Music	Business Studies	BTEC Business	BTEC Sport
BTEC Engineering	BTEC Health & Social Care	BTEC Travel & Tourism	Computer Science
Spanish	French	PSHE (2 lessons per fortnight)	
RE (2 lessons per fortnight)			

CHRIST IS AT THE CENTRE OF OUR SCHOOL

We are committed to enabling every child to reach their God-given potential, and to live life to the full. We are governed as a community by the examples that Christ set in the Gospels. We aim for our students to grow in faith, to understand the importance of service to others, and develop a generosity of spirit. Prayer is central to the life of the school.

Our students take an active part in supporting international and local charities in partnership with our wider community and have the opportunity to experience retreats and help to lead collective worship and assemblies.

We encourage our students to open their ears to what God says through the Scriptures and to let those words enter their hearts and minds. We reflect on how the message of Christ has relevance to us today. Not only do we hear the Word of God, we urge our young people to allow it to impact upon their actions, thoughts and feelings and collectively have strength and courage to make the world a better place.

WE ENSURE THAT ALL STUDENTS HAVE ACCESS TO A VIBRANT AND RICH CURRICULUM

Our seven-year curriculum model ensures readiness at each stage, demonstrating continuity from Key Stage 2 to Key Stage 5. Our continuous progression model ensures seamless transition between each school phase for our students.

We offer outstanding education for all our students. They access a vibrant, broad and rich curriculum for as long as possible, therefore broadening pathways for all students. The opportunity to study the entirety of EBacc subjects is available to everyone, irrespective of their background and prior attainment. In Years 7, 8 and 9, every student learns at least one language; the majority of our students choose to continue to study a language in Year 10 and Year 11. We therefore have a high proportion of students following the EBacc pathway.

In KS5 we offer a broad range of academic qualifications and high-quality vocational courses. As an academic Sixth Form, we have high expectations for all of our students. Through our ambitious curriculum, we make the students' next steps into higher education, degree apprenticeships or the world of work a priority.

WE PLAN AND DELIVER EXCELLENT LESSONS

We have a culture of 'Everyday Excellence' in our school. Teachers carefully design engaging lessons to deliver our ambitious curriculum and have consistently high expectations for all students, regardless of their backgrounds. We plan for the successful learning of all students using evidence-informed strategies, ensuring that they can 'remember more and do more' over time. Teaching is well-adapted to meet the needs of all to ensure there is the correct balance of support and challenge for all students when accessing our curriculum. Teachers make effective use of a wide variety of purposeful assessment strategies to check that learning is taking place and to inform their teaching both within lessons and overtime.

Robust quality assurance mechanisms ensure that all students have access to the best possible teaching of our well-designed curriculum, checking that students know more, remember more and can do more over time. In our school "getting better never stops"; staff are lifelong learners and are committed to their professional development. Departmental, whole school and trust-level collaboration ensures that great teaching and learning is celebrated and shared for the continued improvement of all.

WE HAVE A CULTURE OF CONSISTENTLY HIGH EXPECTATIONS FOR ALL

A culture of high expectations of students, parents and staff exists to underpin all we aim to achieve at St Wilfrid's RC College. Everyday excellence in all aspects of school life enable us to develop well rounded, motivated students who are fully prepared to be a key part of our school and wider community.

Using our highly effective House system we ensure all students are fully supported to reach their potential. A focussed and planned start to every day, where students spend strategically planned time with their tutor enables students to become well organised and familiar with routine.

Heads of House have a pastoral overview of each child and family ensuring that there are clear routes of communication for all, with one point of contact for each family. The home school relationship is exemplary at St Wilfrid's where we work together with our families to ensure students are fully engaged in their education.

WE PROVIDE STUDENTS WITH OPPORTUNITIES TO EXCEL AND EXPLORE BEYOND THE CLASSROOM THROUGH OUR RICH AND DIVERSE EXTRA-CURRICULAR AND ENRICHMENT OFFER

All students are encouraged to extend their learning and broaden their horizons in a wide variety of extra-curricular opportunities, including but not limited to:

- A range of sport clubs take place both after school and within our 'active lunch' programme, providing students with the chance to develop their skills and maintain a healthy, active lifestyle. A large number of our students represent St. Wilfrid's in South Tyneside sporting events, which often progress to county and regional competitions.
- Our modern foreign languages department provide opportunities for students to extend their learning as 'Language Detectives'; a course delivered by Durham University.
- Students are provided with the opportunity to join our school choir and orchestra, as well as being able to engage in peripatetic lessons to nurture their talents and learn new skills.
- Our extensive STEM club also dives deeper into the curriculum to explore theories and ideas beyond timetabled lessons.

Additional enrichment opportunities are also made available to develop wider skills in bespoke interest areas. Our KS3 students are provided with the opportunity to attend a British Sign Language club, acquiring finger spelling skills which allow them to form conversations.

Our KS5 students take part in a range of bespoke enrichment activities, ranging from peer mentoring to the HE+ programme, where our students work in collaboration with Cambridge University and its colleges.

Enrichment opportunities also extend to external settings beyond St. Wilfrid's. Our regular residential retreats to the Emmaus Village are key dates in our academic year, as students work alongside the Youth Ministry Team to deepen their faith through developing their relationship with Christ, as well as sharing their unique gifts and talents to strengthen further the sense of community within their house group.

ALL STAFF ARE COMMITTED TO FOSTERING A LOVE OF READING. OUR RAISING READERS LITERACY PROGRAMME AIMS TO ENSURE THAT ALL ST WILFRID'S STUDENTS LEAVE AS EFFECTIVE COMMUNICATORS.

'Reading, writing, vocabulary, speaking, listening, debate...the complex tapestry of great teaching, enacted in every lesson, in every phase and subject domain, by every teacher.' **Alex Quigley**

Reading opens doors for our students, and it is our aim for students to embrace every opportunity to become confident and fluent readers. Through daily exposure to the St Wilfrid's Canon, we embed positive reading habits for students across all key stages. In addition to our bespoke literary canon, we also create opportunities for students to experience our Subject Libraries: a curated collection of non-fiction and fiction texts that enhance subject specific knowledge and a broader understanding of the world around us.

Reading is a skill that requires regular practise and for those students that require additional support to gain reading fluency, we offer a bespoke reading pathway. Our Raising Readers literacy programme matches students to an appropriate intervention. Our intervention pathway includes: specific in-class phonics support, lunchtime reading groups and regular LEXIA attendance.

Our curriculum is designed to create opportunities for extended writing in all subjects. Students are explicitly taught the key conventions and components to becoming a successful writer in each of their subjects through our trust wide 'Write like a... ' initiative.

Writing is regularly moderated at a subject, school and trust level with a regular and rigorous marking policy providing feedback for students so that they can develop excellent writing habits. It is essential that our students leave St Wilfrid's as effective communicators. We want all St Wilfrid's students to be effective communicators and as such, we regularly create opportunities for students to practise their oracy skills. Oracy based tasks are embedded across all subjects and form part of our assessment schedule.

The skill of being able to read, write and communicate effectively, is a fundamental part of our school's Catholic ethos: reading allows us to explore the world, opens our eyes to different life experiences and shapes who we are as people.

Raising Readers

WE PROVIDE OPPORTUNITIES FOR A RANGE OF INTERVENTIONS

Our ongoing robust assessment processes identify specific gaps in learning and our teachers are adept at designing robust in-class and additional interventions in order to close the learning gaps and enable the progress of individuals.

We have a wealth of reading interventions for our weaker readers because *"Pupils who struggle to read struggle in all subjects"* Nick Gibb (DFE).

Our well-designed, targeted STEP programme at KS4 ensures that students have bespoke, intensive support to make rapid progress to meet their full potential in each subject that they study.

Additionally, we make extensive use of both the National Tutoring Programme and school-led tutoring to support progress in English and mathematics, as these subjects are at the heart of success in learning. We place great emphasis on these subject areas and provide additional support to students when they need it.

Bespoke interventions

STUDENTS, PARENTS, STAFF AND GOVERNORS HAVE A VOICE IN OUR SCHOOL.

School community:

Our school council is made up of members from every tutor group and is fully representative of the student population. Regular meetings of the school council ensure that student voice is heard and is responded to, including informing school policies.

Our parents' forum meets regularly with representatives from our senior leadership team. Their ideas and opinions are valued and are used to inform and inspire changes for the better.

Our school improvement group comprises staff who volunteer to meet to drive improvements to workload and wellbeing, ensuring that we have a well-balanced approach to school for both students and staff.

Trust community:

Trust-wide collaboration allows the sharing of expertise. We work closely with secondary colleagues to ensure the best possible delivery of the best possible curriculum. Our work with primaries, particularly on the curriculum continuity projects, ensures a seamless transition for our Trust children.

Diocesan community:

We work closely with our diocesan colleagues and strongly value the support and guidance of our local clergy, who we welcome into our school to celebrate Masses and liturgical celebrations

WE CREATE A SENSE OF PRIDE, BELONGING AND IDENTITY IN OUR SCHOOL AND WE ARE CLEAR IN OUR EXPECTATIONS OF BEHAVIOUR TOWARDS EACH OTHER.

We believe that all children are entitled to a curriculum that provides experiences and situations to allow them to develop a set of ethical underpinnings, rooted in Gospel Values, the Catholic Virtues and the education of the whole person. Our new Character Development Initiative, School Colours, is designed to inspire our young people to hone their traits of resilience, service and pride, showing commitment to faith, learning and support over a period of time. Tangible rewards of enamel pin badges and bespoke reward ties align with our rewards system as we encourage our exceptional students to collate portfolios of evidence to show that they strive to be the best that they can be. As well as working towards excellent academic outcomes, School Colours will enable St Wilfrid's students to demonstrate to business, colleges and universities their willingness to support school life and be effective contributors to society.

The impact of our character education can be seen in our termly 'Proud of our Work' events; our young people proudly display pieces of learning that they are particularly satisfied with, conveying a strong moral message to our community that it is important to try your best and be pleased with your achievements but also to acknowledge and celebrate each other's successes.

CULTURAL CAPITAL IS AT THE HEART OF OUR CURRICULUM AND WE EMPOWER OUR STUDENTS WITH KNOWLEDGE OF THE WORLD THEY LIVE IN

Knowledge of the world around us is embedded in all that we do at St Wilfrid's, as it promotes social equality and prepares our students for their chosen learning and career pathways. We ensure that our students are empowered with the knowledge of our world and are well-informed. We take pride in developing the cultural knowledge, awareness and skills that our students need to become active, responsible global citizens.

We prioritise reading in our school because *"Books expose children to more facts and to a broader vocabulary than virtually any other activity; people who read for pleasure enjoy cognitive benefits throughout their lifetime"* Daniel Willingham

Student voice is at the heart of what we do, and our Student Council are champions of democracy who work tirelessly to engage our whole school community in democracy and social justice. Working with South Tyneside Young People's Parliament, our students take part in Make Your Mark and engage in year-long projects tied to the theme of the borough, such as mental health and body image.

To ensure that every child has equal access to the most significant and important knowledge, all of our children are equipped with Knowledge Organisers which contain key terms, facts and information linked to, and beyond, our curriculum. Our students are encouraged to use these within lessons, to aid homework, and support revision. We want our students to be confident and to be able to discuss key developments in the world, and the memorisation of these key facts means that they are able to 'have a voice at the table'. Additionally, they act as springboards for parents and carers to explore linked cultural opportunities with their children, such as linked films and music.

Dovetailed with this, we work closely with external providers to create a range of opportunities, such as working with The Brilliant Club, so that students have the chance to work with university lecturers and graduates in a university setting. Furthermore, we work with World Class Schools to access the range of lectures and activities that they offer, the Orwell Society, and we participate in the UK Maths Challenges.

WE OFFER HIGH QUALITY MENTAL WELL-BEING SUPPORT TO OUR SCHOOL COMMUNITY AND WE ARE DEDICATED TO ENSURING THAT THE PROVISION IS CONSTANTLY EVOLVING AND IMPROVING

We have an annual mental health cycle, beginning with an audit that influences the strategy for the following year. Our Senior Mental Health Lead has oversight and drives a culture that fosters well-being for everyone. Our principle for mental health is simple: constantly developing and improving a robust proactive and pre-emptive mental wellbeing framework that fosters optimal outcomes for everyone.

Gathering qualitative and quantitative data, we review the impact of our provision, presenting research to governors and working with staff on student wellbeing initiatives. We support students with huge well-being team that includes an array of external counsellors on site. We have a large well-being space that we are continuing to develop and we ensure communication between Mental Health Lead, Safeguarding Lead and appropriate stakeholders is swift and clear to ensure students are supported appropriately but not overwhelmed. Our Mental Health Policy is well-developed and implemented, having been evaluated by the BCCET Mental Health Lead. Our experienced team are adept at early intervention and referring to appropriate agencies, providing quality after-care in school.

WE PROVIDE STUDENTS WITH THE SKILLS, KNOWLEDGE AND UNDERSTANDING TO PROSPER IN LIFE IN MODERN BRITAIN

Through the well planned PSHE programme and meaningful assemblies, we promote the spiritual, moral, cultural, mental and physical development of students at our school and of society, and help prepare students for the opportunities, responsibilities and experiences of later life.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs, relationships and e-safety.

We support students to understand current affairs both nationally, and within their local region, appreciating diversity, recognising different religions, races, beliefs, and lifestyles. Students leave St. Wilfrid's with a good understanding of British Values, in particular; democracy, liberty, respect and tolerance.

WE ARE COMMITTED TO CAREERS EDUCATION AND PLAN ACCORDINGLY SO THAT THE GATSBY BENCHMARKS CAN BE ACHIEVED

We have a strategically planned whole school provision in place for careers education, information, advice and guidance that is designed to inspire all students to make informed choices about their future aims and ambitions. In pursuit of this aim, we have developed a careers programme which consists of a mix of teacher-led activities, online resources and engagement with external employers and professionals.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational and apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at crucial stages within their educational learning journey, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of what career pathway they choose.

Our careers programme has been developed using local and national Labour Market Information while following Gatsby Benchmark and Careers Development Institute guidelines. Careers guidance is delivered through our PSHE programme, access to our Careers providers, and through a range of visits and workplace experiences. We work closely with local employers, FE colleges, Universities and apprenticeship providers, to ensure high quality careers guidance.