



## St Augustine's CE High School Curriculum Policy

Our curriculum is designed to create a dynamic and inclusive learning environment where every student is empowered to achieve their full potential. We believe education is the foundation for personal growth, critical thinking and active participation in society. Guided by our values of Faith, Hope and Love, we strive to provide an educational experience that shapes well-rounded, confident and responsible individuals who are prepared to contribute positively to the world around them.

<b>Approved by:</b>	Governing Body	<b>Date:</b> January 2026
<b>Last reviewed on:</b>	January 2025	
<b>Next review due by:</b>	January 2027	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Provide all pupils with the knowledge and skills to enable them to keep themselves safe, healthy, make informed choices and know how to access support when needed.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum



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- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and Planning

The school has adopted a three-year Key Stage 3 (KS3) and two Key Stage 4 (KS4) model of curriculum delivery to allow for students to study a broad and balanced curriculum in sufficient detail upon entry to the school in order to make informed choices about the qualifications that will be studied at KS4 and beyond.

### Curriculum Outline

Key Stage 3		Year 7	
Subject	Periods	Subject	Periods
Mathematics	4	History	2
English	4	Drama	1
Science	4	Computing	1
French/Spanish	2	Religious Studies	1
Design Technology/Catering	2	Literacy	1
PE	2	Music	1
Geography	2	PSHCE	1
Art	2		



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### Year 8

Subject	Periods
Mathematics	4
English	4
Science	4
French/Spanish	3
Religious Studies	2
PE	2
Geography	2

Subject	Periods
History	2
Design Technology/Catering/Computing	2
Art	2
Drama	1
Music	1
PSHCE	1

### Year 9

Subject	Periods
Mathematics	4
English	4
Science	4
French/Spanish	3
Religious Studies	2
Geography	2
PE	2

Subject	Periods
History	2
Design Technology/Catering/ Business Studies/Computing	2
Art	2
Drama	1
Computing	1
Music	1

### Year 7 - 9

Subject	Delivery
PSHE/Citizenship	Lessons/Collective Worship/Form time/Themes days/Visits/Speakers
Careers/Enterprise/WRL	Lessons/Collective Worship/Form time/Themes days/Visits/Speakers

### Key Stage 4

### Year 10

Subjects (Core)	Periods
Mathematics	5
English (Language & Literature)	5
Science (Combined)	5
Religious Studies	3

Subjects (Non-Examination)	Periods
PE	2

Subjects	Periods
Geography	3
History	
French	
Spanish	

Subject	Periods
Art - Graphic Communication	3
Art - Fine Art	
Design technology	
Drama	
Computer Science	
Music	
Enterprise & Marketing (CTEC)	
Sociology	
Health & Social Care (BTEC)	
PE GCSE	
Psychology	
Triple Science	
Hospitality and Catering (LI/2 Certificate)	
Prince's Trust (Level I BTEC)	
Business Studies	
Digital Information Technology (BTEC)	
Support (Non examination)	



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Subject	Delivery
PSHE/Citizenship/Computing	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period
Careers/Enterprise/WRL	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period

### Key Stage 4

### Year 11

Subjects (Core)	Periods
Mathematics	5
English (Language & Literature)	5
Science (Combined)	5
Religious Studies	3

Subjects (Non Examination)	Periods
PE	2

Subjects	Periods
Geography	3
History	
French	
Spanish	

Subject	Periods
Art - Graphic Communication	3
Art - Fine Art	
Design technology	
Drama	
Computer Science	
Enterprise & Marketing (CTEC)	
Music	
Health & Social Care (BTEC LI/2)	
PE GCSE	
Psychology	
Triple Science	
Hospitality and Catering (LI/2 Certificate)	
Prince's Trust (Level 1 BTEC)	
Business Studies	
Digital Information Technology (BTEC LI/2)	
Support (Non examination)	

Subject	Delivery
PSHE/Citizenship/Computing	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period
Careers/Enterprise/WRL	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period

### Key Stage 5

### Year 12/13

Subject	Periods
History	6
Sociology	
Religious Studies	
Further Mathematics	
Sport (BTEC L3)	
Business Studies (A level)	
Business Studies (Cambridge Technical L3)	
Politics	
Chemistry	
Computer Science	
EPQ	Varied

Subject	Periods
English Literature	6
Psychology	
Physics	
Mathematics	
Art - Graphic Communication	
Art - Fine Art	
Data Analytics (CNAT AAQ L3)	
Biology	
Applied Science (BTEC AAQ L3)	
GCSE Mathematics	3



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Subject	Delivery
PSHE/Citizenship	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period
Careers/Enterprise/WRL	Collective Worship/Form time/Themes days/Visits/Speakers + 1 period
Directed Study (Non examination)	6

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Discussion at Full Governing Body (FGB) Meetings
- Link Governor meetings with the Senior Leadership Team (SLT)
- SLT Reports to FGB
- Governor visits to the school
- Exam Analysis feedback/Reports

Middle Leaders (Subject Leaders) monitor the way their subject is taught throughout the school in a variety of ways such as:

- Book scrutinies
- Learning walks
- Lesson observation
- Student voice



- Moderation
- Exam analysis

Middle Leaders (Subject Leaders) also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the full governing body.

## 7. Assessment

### Key Stage 3 (KS3)

The school has adopted a model of assessment based around the use of GCSE numerical grades for assessment pieces of work and tracking purposes at KS3. Students are graded on a 9-1 scale in line with the assessment framework for each individual subject. The grade awarded will reflect their current attainment in a subject and may be referred to as the Current Working Grade (CWG)

The assessment framework is derived from the GCSE grading criteria for the subject to allow students to work progressively towards qualification outcomes as soon as they start at the school. The assessment framework will also include KS3 National Curriculum (NC) content to ensure that the knowledge, understanding and skills taught lay a strong foundation for study at KS4.

An additional grading method is used for students who have not yet reached the grade 1 at any point in KS3. This method consists of 3 additional grades: B3, B2, B1. The table below outlines the grading criteria:

Grade
9
8
7
6
5
4
3
2
1
B1
B2
B3



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The grade which appears on reports to parents will be the current KS3 grade (B3, B2, B1, 1-9) for the student. This will be the overview of the level they are working at – not a level of one piece of assessed work.

The school will use the confidence indicators + and – to indicate where the student sits with a given grade boundary. The criteria for sub-levels are outlined below:

- + = A student who is **firmly established** within the level **and is close to meeting the next level.** (HIGH)
- No symbol = A student who is **established** within the level. (SECURE)
- = A student who has **just entered** into that level. (LOW)

The confidence indicator always goes after the number grade e.g. 4-, 4, 4+, 5-, 5, 5+.  
Key Stage 4 (KS4)

Students are assessed using a CWG to reflect their current attainment in a subject using the grade method for the qualification they are currently studying. This will be predominantly GCSE grades 9-1, but may also include Distinction\*(D\*)-Level 1 Pass (LIP) for vocational based qualifications, including BTECs and OCR Cambridge Nationals.

The school will use the confidence indicators + and – to indicate where the student sits with a given grade boundary. The criteria for sub-levels are outlined below:

- + = A student who is **firmly established** within the level **and is close to meeting the next level.** (HIGH)
- No symbol = A student who is **established** within the level. (SECURE)
- = A student who has **just entered** into that level. (LOW)

The confidence indicator always goes after the number grade e.g. 4-, 4, 4+, 5-, 5, 5+.

The grade which appears on reports to parents will be a **PREDICTED** grade (B3, B2, B1, 1-9) for the student. This will be what the teacher believes, in their professional opinion, is the **most likely outcome** for the student based upon the work to date. This will be informed by classwork, unit tests, but will draw more significance from Non-Examined Assessment (NEA), mock exams and exam based questions/essays.

GCSE Grades

Grade	Points
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
X	0
U	0



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## OCR Cambridge National Grades

Grade	Points
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
X	0
U	0

## BTEC Points

Grade	Points
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75
X	0
U	0

## Key Stage 5 (KS5)

Students will be graded in a similar manner to KS4 in that they will be awarded CWG for work marked by staff, and a CWG and/or a Predicted grade for reports to parents/guardians. All grades will follow the exam board method for the subject being studied – usually an A\* - E grade for A Levels.

The school will use the confidence indicators 1, 2 and 3 to indicate where the student sits with a given grade boundary. The criteria for sub-levels are outlined below:

- 1** = A student who is **firmly established** within the level **and is close to meeting the next level.** (HIGH)
- 2** = A student who is **established** within the level. (SECURE)
- 3** = A student who has **just entered** into that level. (LOW)

The confidence indicator always goes **AFTER** the number grade e.g. A3, B1, B2, B3, C1.



## A Level

Grade	UCAS Points
A	56
B	48
C	40
D	32
E	16

## BTEC/CTEC L3

Grade	UCAS Points
D*	56
D	48
M	32
P	16

## Target Grades

### Key Stage 3/ Key Stage 4

Students are allocated a target grade for each subject they study. Their target grade is an estimate using a statistical model of what they might achieve in a qualification predominantly based upon their prior attainment in Key Stage 2 and outcomes for students national with a similar prior attainment score.

The school uses an organization called the Fischer Family Trust (FFT) to help generate appropriate target for the students. The Fischer Family Trust support a significant number of schools across the country in this process. Targets are calculated to be realistic, challenging and aspirational. The school currently uses a model that would ensure outcomes for pupils are in line with the top 20% of pupil outcomes nationally. This is may be referred to as an FFT 20 target.

### Key Stage 5

Students are allocated targets generated by a different organization in sixth form. ALPS targets are generated for each subject a student's studies and are aimed to achieve outcomes in line with the top 25% of outcomes for students nationally.

## 8. Links with other policies

This policy links to the following policies and procedures:

- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives



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