



St. Julie's Catholic High School Curriculum 2020/21



A Curriculum for all students

Beliefs and Values

At St. Julie’s Catholic High School, we believe that all students are entitled to an education that will enable them to develop to their full potential by finding appropriate challenges in their learning environment. All students have individual needs, which puts personalised learning at the heart of our teaching plans. We continue to be inspired by the beliefs and values of our patron saint, St Julie Billiard of Namur, who stated “*Let them be taught what is necessary for life*”. This statement is as relevant today as it was over 200 years ago when St Julie founded the Sisters of Notre Dame with an educational mission to provide young people with the skills necessary to contribute to society through a variety of means.

Intent: What curriculum do we offer?

All students have access to a broad and balanced range of courses relevant to their needs, which fulfils the legal requirements of the National Curriculum and Religious Education. The pathways developed at both Key Stages 3, 4 and 5 offer a more personalised curriculum that is student focused and flexible. The curriculum promotes differentiation of learning and teaching through the setting of students according to ability, supporting all and stretching and challenging the most able. In some courses students are taught in mixed-ability teaching groups across Key Stages 3 and 4.



In addition to the “fixed curriculum” there is an extensive range of extra-curricular and super-curricular activities (clubs, study visits, enrichment programmes and charity projects) and other planned experiences to enhance the curriculum offer and make learning at St Julie’s Catholic High School memorable, enjoyable and successful.

Why do we offer this curriculum?

- to prepare students for all aspects of life whilst at school and when they leave;
- to foster a life-long love of learning;
- to develop the ‘whole’ student;
- to develop high written and spoken standards of literacy, numeracy and communication;
- to stimulate creativity, confidence and independence;
- to encourage the development of every student as an international citizen;
- to develop moral values which encourage both personal and social responsibility.

Implementation: Compulsory qualifications

Year 7 and 8 Curriculum

Subjects	Yr. 7 No. of lessons per week	Yr. 8 No. of lessons per week	Subjects	Yr. 7 No. of lessons per week	Yr.8 No. of lessons per week
Maths	4	4	Geography	2	2
English	4	4	History	2	2
Science	4	4	PE	2	2
RE	3	3	Dance	1	1
Spanish	2	2	Drama	1	1
Computer Science	1	1	Music	1	1
D and T	2	2	Art	1	1



Year 8 Options process 2021/22

- All students will get to choose at least **2 option subjects**
- Students have **free choice** in the option blocks
- **Top universities are looking for quality grades at GCSE (9/8/7) NOT the quantity of GCSEs taken.**
- Our view is that students are better served with higher grades in 8-9 GCSE subjects rather than lower grades in 10 or more GCSE subjects
- We have increased the amount of time for the options over the course of years 9, 10 and 11, to reflect the greater challenge with the new GCSE specifications

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) A* grades (new grade 8). **Modern Foreign Language qualifications are valued by admissions tutors across the Russell Group universities, and as such studying a Language will enhance the prospects of students applying to a range of competitive degree courses.**

Compulsory qualifications

All Year 9 students will continue to study:

English Language	English Literature	Mathematics
Dual Award Science (worth x2 GCSEs)	Religious Studies	Physical Education (non-examined)
Computer Science		

Students who plan to go on to study 'A' Levels and apply to go to university may be recommended to study English Baccalaureate (EBacc) qualifications, including Triple Science, Humanities (Geography and History) and/or Spanish.

Students who wish to study Separate Science must have a desire to study three sciences at A level and study competitive Science courses at university, such as Veterinary Science or Medicine. All other students will study the Double Award Science course, which still is widely regarded as a pathway to A level studies and beyond in Science.

GCSE examinations are now graded from 9-1, rather than A*-G.

Learning, Teaching and Assessment

Throughout each key stage students experience structured lessons based on the Common Lesson Format. This research-based method, developed by Barak Rosenshine (Professor of Education, Boston), ensures students have a full and wide-ranging approach to support their learning in the classroom. All staff follow the Common Lesson Format so that students benefit from a consistent approach to teaching and learning.



Assessment, curriculum and qualifications

Assessment frameworks changed nationally in 2016. All parent/carers received a copy of the new St. Julie's assessment framework during summer 2016.

GCSE exams will be graded from 9-1, rather than A*-G as has been the case previously.

Please note that many new GCSE qualifications are based 100% on exam performance and do not have a coursework or controlled assessment component.

The educational landscape has changed quite dramatically over the last five years and will continue to do so. At St. Julie's we want to ensure that all pupils are fully prepared for these changes.

What are the new GCSEs like?

Since September 2015, new GCSEs have been taught in English Language, English Literature and Mathematics. Since September 2016, new GCSEs have been taught in the following subjects:

Biology, Chemistry, Physics, Geography, History, Spanish, French, Religious Studies, Design and Technology, Art and Design, Drama, Dance, Music Physical Education and Computer Science

These new GCSEs are more demanding and require higher levels of literacy and numeracy to access the top grades.

Other changes include:

- A new grading scale that uses the numbers 9 to 1 to identify levels of performance, with 9 being the top grade
- A structure where all assessment happens at the end of the course and content is not divided into modules
- Exams as the main method of assessment, except where they cannot provide valid assessment of the skills required

What does a Grade 8 or Grade 5 look like?

GCSE English Language

Grade 8 - Critical reading and comprehension - in relation to a range of texts, to achieve grade 8, candidates will be able to:

- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts

- make convincing and apt links and comparisons within and between texts

Writing - to achieve grade 8, candidates will be able to:

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

Grade 5 - Critical reading and comprehension - in relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts

Writing - to achieve grade 5, candidates will be able to:

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts
- vary sentence types and structures and use vocabulary appropriate to purpose and effect
- spell, punctuate and use grammar accurately with occasional errors

Mathematics - Grade 8 - to achieve grade 8, candidates will be able to:

- perform procedures accurately
- interpret and communicate complex information accurately
- make deductions and inferences and draw conclusions

- construct substantial chains of reasoning, including convincing arguments and formal proofs
- generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes
- make and use connections, which may not be immediately obvious, between different parts of mathematics
- interpret results in the context of the given problem
- critically evaluate methods, arguments, results and the assumptions made

Grade 5 - to achieve grade 5, candidates will be able to:

- perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae
- interpret and communicate information effectively
- make deductions, inferences and draw conclusions
- construct chains of reasoning, including arguments
- generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods and results

Science - Grade 8 - To achieve grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
- use a range of mathematical skills to perform complex scientific calculations
- critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions
- critically evaluate and refine methodologies, and judge the validity of scientific conclusions

Grade 5 - To achieve grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology
- use appropriate mathematical skills to perform multi-step calculations
- analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
- evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions

For grade descriptors of other qualifications, please visit the Ofqual website for guidance:

- <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

Impact: Progression Routes and Destinations

At St. Julie's Catholic High School, students continue to excel once they complete their studies. For the past five years we have consistently achieved a NEET figure of 0% (significantly above the national average). This means that 100% of students remain in Education, Employment and/or Training for at least two consecutive terms once they have completed their studies at St. Julie's Catholic High School.

Students are able to access a range of providers such as: Higher Education (including Russell Group universities); Further Education; high quality apprenticeships and further employment and/or training. 96% of students receive an offer for a place at a university of their choice and we remain above the national average for acceptance offers. For further information regarding destinations, careers and success rates in Sixth Form, please go to www.stjulies.org.uk

Any questions or queries?

If you require any further information, advice or guidance please contact:

- Mrs McCourt – Deputy Headteacher for KS3/KS4 kmccourt@stjulies.org.uk
- Mr Willis – Deputy Headteacher for KS4/KS5 cpwillis@stjulies.org.uk
- Mrs Rooney – Head of Lower School krooney@stjulies.org.uk
- Miss Gawley – Head of Middle School lgawley@stjulies.org.uk

School contact number: 0151 428 6421

Further information regarding the school curriculum and qualifications can be accessed via our school website www.stjulies.org.uk

Key Stage 5

All students from Year 11 who apply to St Julies may be offered a place in Sixth Form for either Level 2 or Level 3 courses. It is essential that each student is coursed correctly in line with their prior attainment in relation to their GCSE grades and vocational or academic pathways they may be considering Post-16 and Post-18. Clear pathways from Key Stage 4 are implemented to ensure smooth progression between Key Stages and beyond.

The curriculum offer within Sixth Form is predominantly academically focused however the vocational offer has been increased in order to meet the needs of students and the regional job market. All students who do not achieve a grade 4 or above in English and Mathematics will continue to attend compulsory lessons each week Post-16. This is a statutory requirement.

Please note that the majority of A Level courses have now moved to linear assessment (i.e. no marks accrued in Year 12 A/S examinations can be carried forward to Year 13). In these subjects, students will be taught on the basis that they will follow the course for two years. If they choose to drop the course after one year and sit A/S Level examinations, they must understand that teachers will not have explicitly prepared students for A/S Level content or assessment criteria, both of which now differ from full A Level.

Year 12

AS History	Applied Business Studies	AS Art and Design	AS Chemistry
AS Spanish	AS English Literature	AS Biology	AS Drama
BTEC Music	BTEC Graphics	AS Dance	AS English Lang/Lit
AS Sociology	AS Physics	AS Health and Social Care	AS Travel and Tourism
AS Mathematics	AS Psychology	AS Religious Studies	Applied ICT
	AS Geography	BTEC Science	

Year 13

A2 Chemistry	A2 Drama	A2 English Language	A2 Art and Design
A2 Geography	A2 English Lang/Lit	A2 Spanish	A2 Biology
A2 English Literature	A2 Mathematics	A2 Sociology	A2 Dance
A2 Applied ICT	A2 Religious Studies	A2 Travel and Tourism	A2 Psychology
BTEC Music	BTEC Science	A2 History	A2 Applied Business Studies
	A2 Health and Social Care	BTEC Graphics	Applied ICT