

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Teaching and Curriculum Policy

Approved by Senior Leadership Team: September 2026

Next Review Date: September 2027

Introduction

As a Christian community seeking to live out and share the Good News of Jesus Christ, the Gospel underpins all our shared activity and endeavour. We recognise all students in the community, young people, and adults as children of God. As such, each is a unique creation, gifted by God and precious. The adults in our community support and challenge each other to fulfil their responsibility to nurture and develop all of the young people in our care. We therefore choose with care the type of learning experiences we offer and the values we promote to enable all students and adults to be able to live life in all its fullness.

The purpose of this policy

This policy clearly outlines the vision for Curriculum and Pedagogy at St Cuthbert Mayne School. It identifies the four core drivers, which will be used to transform teaching and learning. It makes explicit what learning is and what type of learning experiences students will have. It provides a clear framework that underpins the pedagogical approach of the school. It outlines the strategies the school will use to rigorously monitor and evaluate the quality of curriculum, teaching and assessment.

Our Vision for Teaching and Learning

Strategic Aim:

To provide an inspirational Christian education where all students and adults live life to full both now and in the future.

Our core drivers/purpose for transforming Teaching and Learning

- A Teaching, Curriculum and Assessment policy, which makes explicit what learning is, what outstanding learning looks like at St Cuthbert Mayne and how it may be promoted through good or better teaching.
- A lesson planning process (Using St Cuthbert Mayne TLAC Lesson Planning Proforma) that provides a clear pedagogical framework and underpins our approach to teaching and Learning.
- High quality coaching and professional development opportunities.
- Effective monitoring and evaluation systems and practices that are consistently deployed to support the development of outstanding learning and teaching.

What is learning?

Learning is the creation of knowledge and the acquisition of skills, behaviours and values which the student is able to relate to their own experience and use to understand new experiences and contexts.

At St Cuthbert Mayne School all students will experience:

- A Christian learning environment which is safe and secure, values and respects learning and is free from interruptions and distractions
- Praise for their efforts and recognition for their achievements
- An ambitious curriculum which is well connected, sequenced and planned
- Opportunities for students' personal development that extends beyond the academic , technical or vocational and provides an opportunity for students broader development e.g. talents and interests, character, physical and mental wellbeing, careers and prepares them for life in modern Britain
- First class resources and access to new technologies
- A sense of ownership of their own learning
- The opportunity to shape their own learning
- Opportunities to realise their full potential and vocation
- A curriculum which promotes the skills and understanding necessary to become successful lifelong learners
- Lessons in which a shared language of learning is used across the curriculum
- A positive, enabling attitude from all adults in the school community
- All strands of Assessment for Learning
- Enrichment and extra-curricular opportunities
- Adaptive teaching approaches
- Timely, well informed Careers, Information, Advice, and Guidance (CIAG) about next steps.
- Opportunities to develop a Growth Mindset
- Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves pedagogical principles as outlined below:
 1. Positive classroom climate and relationships
 2. Planning for challenge
 3. Explanation and Modelling
 4. Deliberate Practice
 5. Assessment and Feedback

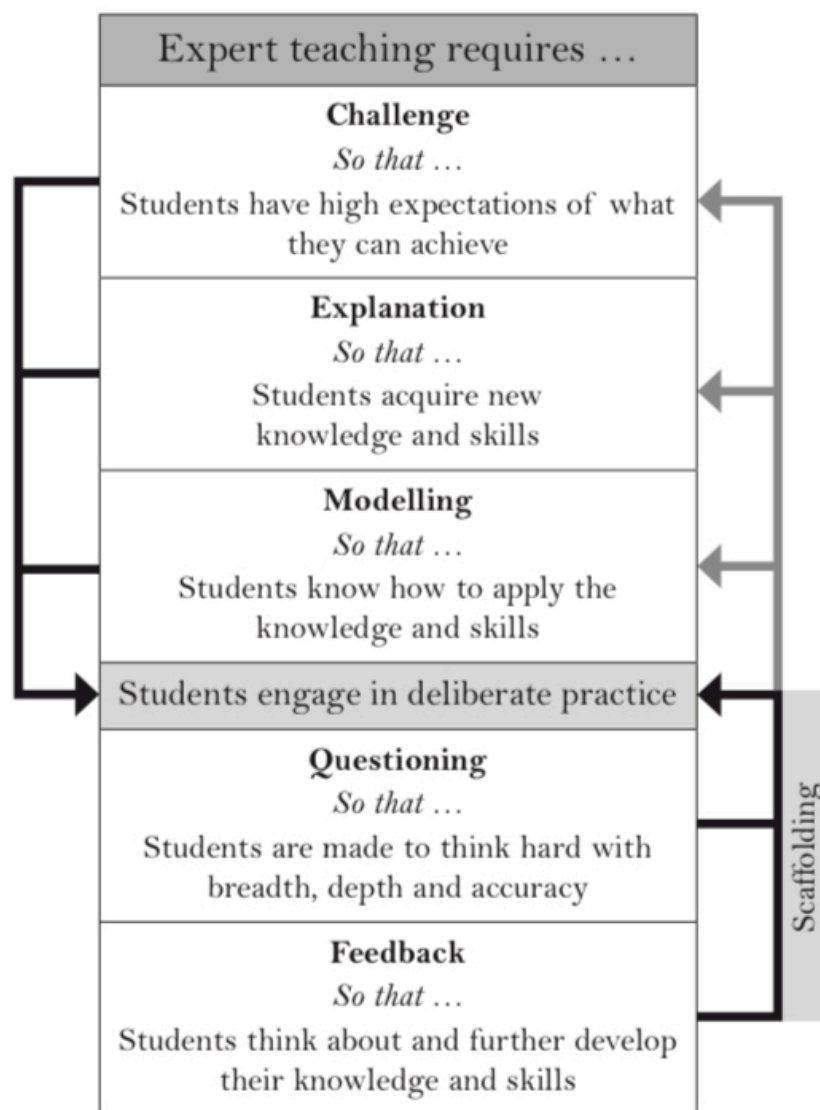
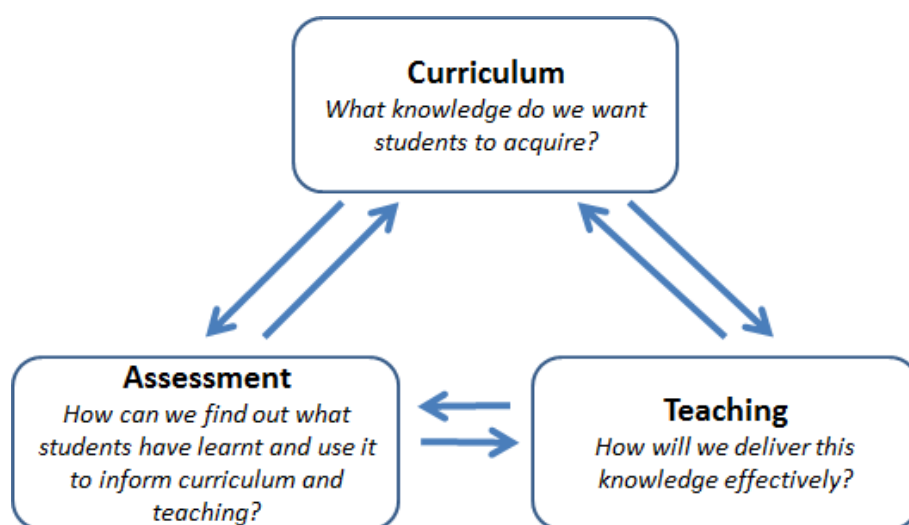


Diagram taken from: *Making every lesson count*, Alison and Tharby, 2015



- **What do we mean by curriculum?**

‘Curriculum’ is a word describing all that takes place in school, formal and informal, which children experience. “The curriculum- taught and untaught - represents the totality of the experience of the child within schooling” (Myatt 2018).

As a school, we are committed to providing a world class curriculum to all children whereby school leaders design a curriculum based on the National Curriculum entitlement as a minimum with further taught and un-taught elements that extend provision.

We work collaboratively to design and resource our curriculum, sharing expertise and harnessing talent from within and beyond our school in order to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact

- **The un-taught curriculum**

Our un-taught curriculum supports our values by:

- Developing children’s spiritual, moral, social and cultural (SMSC) knowledge and understanding, supporting children to navigate the social landscape and therefore know how to make a positive contribution to society.
- Supporting children’s mental and physical health.
- Putting children’s emotional development at the heart of our work. Sporting and creative pursuits enhance our taught curriculum to develop individual talent.
- Securing equality of opportunity between people who share a protected characteristic and people who do not have it.

CURRICULUM

Curriculum Intent

At St Cuthbert Mayne School we aim to deliver an ambitious, world class curriculum that educates students and adults for life in all its fullness.

Our curriculum is designed to:

1. Enable all students to reach their full potential both academically and personally so that they can live life to the full both now and in the future
2. Be an ambitious and connected curriculum that enables our students to develop a breadth of essential knowledge, understanding and skills
3. Extend beyond the academic curriculum and provide a range of enrichment opportunities to nurture, develop and stretch students' talents, interests and cultural capital.
4. Develop student character so that they become responsible and respectful global citizens and make a positive contribution to life in modern Britain.

We believe our students possess unique talents, skills and qualities. They have the right to succeed and the right to develop who they are in a respectful and nurturing environment. Our curriculum is rooted in our values and mission with the love of learning being a key driver.

We have high expectations of our students and our intent is to empower excellence through quality teaching, which enables students to enjoy their learning, make good progress, as well as develop as individuals. Our curriculum requires students to be motivated, challenged and stretched, and also recognised and celebrated for their efforts.

We strive to ensure that the school community is a happy and inclusive one. All students have in common a need to acquire the knowledge, concepts, skills and character necessary for their own development, and for participating positively in society.

Our curriculum is designed to provide opportunities for students to develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical growth, and as such our curriculum and its delivery reflect our Christian ethos, mission statement and values. Our curriculum builds on the knowledge, understanding and skills of all students whatever their starting points so that they progress successfully through the key stages and onto their next stage of education, training or work.

St Cuthbert Mayne School is committed to developing a safe and purposeful learning environment, which values all members of our community and fosters mutual respect between all members of the school community.

Principles of our Curriculum

The Curriculum aspires to be:

- Evidence-informed
- Challenging
- Supported by effective diagnostic assessment
- Sequenced so as to help children build schemas
- Taught to be remembered
- Supported by systematic vocabulary instruction
- Designed to develop children's metacognitive knowledge and behaviours
- Supported by evidence-informed professional development

How do we achieve this?

Curriculum leaders collate and map the key concepts of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time. Each subject has a long-term map that explicitly identifies and sequences the core knowledge and concepts that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall. Leaders' understanding of the interplay of knowledge types will inform the sequence of the curriculum.

The curriculum will contain:

- regular retrieval and spaced practice to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy which are fundamental to all learning.
- identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge for each cycle/unit of work.
- explicit strategies to support children in self-regulating their learning and developing metacognitive skills.
- age-appropriate home learning that is explicitly planned into the curriculum and is consistently set to support children in practising, embedding or extending their knowledge.
- key curriculum documents that are made available to all stakeholders.

Our Curriculum Leaders collaborate with Education South West (ESW) and subject associations to improve the design and sequencing of their subject curriculum. They also collaborate to share best practice in subject pedagogy

The school year is divided into three teaching cycles, that help to structure and align the teaching and assessment and to ensure that ongoing curriculum review in response to feedback is embedded.

Curriculum Leadership

Curriculum is the responsibility of all teaching staff. **Teachers** are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by **Curriculum Leaders** to understand the sequencing and reasoning behind their curriculum.

Curriculum Leaders (CLs) are responsible for providing a strategic lead and direction for their subject curriculum. We provide opportunities to work closely with Education South West (ESW) Curriculum Design Leaders (CDLs) to support in development and monitoring of curriculum development.

Organisation and Planning

Curriculum model 2026/2027

Timetable

Teaching periods are 55 minutes long and the school operates a 2 week, 5 periods per day timetable. It is a 50 period timetable cycle and is referred to as Week A and Week B.

Students in years 7-10 have 20 minutes of reading 3 days per week with tutors. Students in Year 11 have a period Zero during Ready to Learn where they focus on examination preparation and revision. Students in Year 12 and

13 have a programme at the same time which includes reading, academic reading, metacognition and the news and current issues led by tutors.

Key Stage 3 Curriculum

At St Cuthbert Mayne School we have a three-year Key Stage 3, where students are able to follow the national curriculum subjects in order to provide them with the breadth and depth of subjects required as a foundation for their Key Stage 4 studies and the knowledge and skills required for adulthood. Students study Personal Development (PD) which supports them in their understanding of Personal, Social, Health and Citizenship Education including Careers. In addition to the timetabled lessons, students also take part in Deep Learning Afternoons throughout the year.

Subject	Number of Lessons per fortnight		
	Year 7	Year 8	Year 9
English	7	7	7
Maths	7	7	7
Science	7	7	7
Religious Studies	4	4	4
Physical Education	4	4	4
French	4	4	3
Geography	3	3	3
History	3	3	3
Computing	2	2	2
Music	2	2	2
Drama	2	2	2
Art	2	2	2
Design Technology	2	2	2
Personal Development	1	1	2
TOTAL	50	50	50

Key Stage 4 Curriculum

St Cuthbert Mayne School follows a two-year Key Stage 4. The students are able to select a broad range of options which includes humanities, modern foreign languages and creative arts. All students study Religious Education at GCSE level. Students have three option choices as well as the other core curriculum subjects of Physical Education and Personal Development (Personal, Social, Health and Citizenship Education including Careers). In addition to the timetabled lessons, students also take part in Deep Learning Afternoons throughout the year.

Subject	Number of Lessons per fortnight	
	Year 10	Year 11

English	8	8
Maths	8	8
Science	9	9
Religious Studies	5	5
Physical Education (Core)	3	3
Option 1	5	5
Option 2	5	5
Option 3	5	5
Personal Development (PD)	2	2
Computing	0 (Included in PD)	0 (Included in PD)
TOTAL	50	50

Key Stage 4 Options

Students at St Cuthbert Mayne School choose their Key Stage 4 options in Year 9.

Key Stage 5 Curriculum

The curriculum is constructed from a broad range of A Levels, Level 3 BTEC courses and the new V levels for first teaching in September 2027 onwards. All students are expected to study 3 A Level or Level 3 courses during Year 12 and 13 from the range options offered. Each student receives 11 hours of taught curriculum time across two weeks in year 12 and 9 hours of taught curriculum time in Year 13 plus additional independent study outside of lessons. Some students in Year 12 and 13 are offered the opportunity to complete an EPQ and also take part in work experience, as well as volunteering in order to build 'the best mindset' and be 'ready for the world'.

We also offer a Foundation pathway where students have the opportunity to study Level 3 course Uniform Protective Services alongside retake English and or Maths GCSE.

In addition to the timetabled lessons, students also continue to study core curriculum subjects of Physical Education and Personal Development (Personal, Social, Health and Citizenship Education including Careers) and PRE (Philosophy and Religious Education) they also take part in Deep Learning Afternoons throughout the year.

Year 12 Foundation Year						
Foundation Level 3 Course 30 periods	English 5 periods	Maths 5 periods	Focused study with the Sixth Form Study Mentor 5 periods	PD 2 period	PRE 2 period	PE 2 periods

Subject	Number of Lessons per fortnight
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	Year 12	Year 13
A Level	11	9
Cambridge Technical	11	9
BTEC	16	16
Extended Project	2	2
PD	2	2
PRE (Philosophy and Religious Education)	2	2
Sixth Form Recreation (PE)	2	2

Strategic Groupings

Key Stage 3 (Year 7, 8 and 9)

At St Cuthbert Mayne School, students are placed in mixed ability groups for the majority of students in Key Stage 3. There is also one group for students who are working at greater depth across the curriculum in Year 7, 8 and 9.

In Year 7, there are a small number of students who require extra support particularly for literacy and numeracy and they are placed in a nurture group and taught for many of their subjects by one teacher who will support them in ensuring they are secondary and Year 8 ready by the end of the academic year. This group is overseen by our Deputy Headteacher for Inclusion, Mrs Toohey and SENDCO Mr Penrice.

Key Stage 4 (Year 10 and 11)

In Key Stage 4, students are grouped according to ability for Maths and Science, this is due to the tiered papers sat at the end of Year 11. The top group in Science will have the opportunity to complete the Triple Science qualification.

In all other subjects including option subjects, students are grouped in mixed ability classes. In Religious Education there is one group for students who are working at greater depth across the curriculum.

Groupings are reviewed by Senior Leaders, Heads of Year and Curriculum Leaders at key points across the academic year and changes are made, where possible, if this is in the best interest of the student.

Bespoke Curriculum

The school recognises that it is appropriate for a small number of students to follow a bespoke curriculum, particularly at KS4 in order to meet their individual needs. The school places particular emphasis on offering high quality and diverse opportunities for students to study vocational courses, or to have extra support in literacy and numeracy. Where practical, the school provides additional opportunity through partnerships with other providers. This is for a minority of students and is carefully considered with parents and school staff. This bespoke curriculum is regularly reviewed in order to ensure it continues to meet the needs of the student.

Use of Technology

We aim to reinforce students' awareness of the centrality of modern technology to their world and to the learning process. In particular we aim to develop the use of IT as an essential tool for communication and personal

development. Our students in Year 10-13 are issued with a Chromebook to support them with their learning. Google Workspace is used to support learning both within and outside the classroom.

Entitlement

Students are entitled to receive a curriculum, which prepares them for adult life by reflecting the needs of society which is broad and balanced and which provides learning experiences in all of the key areas. Religious Education is at the heart of our curriculum; in recognition of this all Key Stage 3 and Key Stage 4 study Religious Education. At Key Stage 5, Religious Education is taught through Philosophy and Religious Education (PRE) as it supports the spiritual and moral development of all our students. To ensure a breadth of subjects students have an entitlement to be offered a range of subjects.

In the UK, parents have the right to withdraw their children from Religious Education on the grounds that they wish to provide their own Religious Education. This provision will be the parents responsibility. Parents should contact the school if they are considering withdrawing their child from Religious Education. School leaders will follow national guidance as outlined by SACRE and the NATRE guidance on dealing with withdrawal from Religious Education.

Curriculum Deployment

Subject delivery and the organisation of students within classes is the responsibility of Curriculum Leaders, subject teachers and the Senior Leaders. In Years 7, 8 and 9 students are in mixed ability sets in most subjects. (Year 10-11) students are set according to ability whenever possible for Maths and Science and are in mixed ability groups in option subjects.

To determine a student's position in a group, performance data is used, this includes:

- Use of prior attainment data including KS2 data
- School generated assessment data
- Qualitative information from subject teachers
- Qualitative data from pastoral teams

Where cohorts are taught together in a population, for example, if all Yr10 English students in a population are taught at one time, the Curriculum Leader has the flexibility to move students between teaching groups.

The timetable operates on a Week A and B timetable with a 50 period week. The subject allocation is listed below in the curriculum model.

Blended Learning

At St Cuthbert Mayne we are utilising Google Workspace. All subjects and year groups have a Google Classroom where teachers will mirror the learning that takes place in the classroom with resources students can access online. Students will be invited by their teacher to join their subject and Year Group Google Classrooms. The school also issues Paper Based Independent Learning Packs (ILPs) where appropriate on request. All students in Years 10-13 are issued with a chromebook to support them in their Key Stage 4 and 5 studies.

Deep Learning Afternoons (DLA)

The provides an increasingly wide range of options for our students, helping to provide academic, vocational and technical opportunities in the day to day curriculum.

The school currently follows a model of Deep Learning Afternoons that support and stretch the SMSC education of all learners outside of the regular curriculum. These are run in addition to the timetabled lessons for students. Each session contains a separate focus, chosen to match the needs of individual year groups, age and relevance.

All students will have several sessions dedicated to the focus of SMSC, PSE, Personal Wellbeing, Work Related Learning (WRL) or contextual issues raised by our Safeguarding Team. These sessions are designed with the intent to provide all learners with the skills they need to be successful in the wider community, and to equip learners with the skills to engage in the world around, challenge conceptions and function as active citizens. Crucially these DLA have been developed to introduce, consolidate and further progress the skills that all students require. The structure is designed to provide all students with the confidence to find their own unique place in the community.

Careers

Students have the opportunity to experience a variety of work related learning and careers guidance.

Careers information, advice and guidance (CIAG) is an essential part of the support we offer to students at St. Cuthbert Mayne. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. CIAG is delivered through standalone lessons delivered in Personal Development and is embedded into each subject's curriculum in line with Gatsby Benchmark 4.

Extra Curricular Activities

The development of students is significantly enhanced by the organisation of a range of high quality extra-curricular activities and experiences. The school community is committed therefore to offering opportunities at all stages for students to learn from first-hand experience; to display and develop individual talent, to pursue individual interests in a wide range of areas, for example, sport, music and drama and to experience learning within new, exciting and diverse contexts. Examples are many and varied and form an important part of our curriculum offering.

Activities include:

- Sports clubs and teams
- Competitive sport (including inter year tournaments)
- Sports Day held annually
- Students acting as Guides and / or Ambassadors
- Outdoor education, including the Duke of Edinburgh Award Scheme
- Music (Orchestra, Band, Choir, Ensemble, Individual performance and practice)
- Drama and Dance (including one school production)
- Subject based clubs
- Offsite learning experiences, including international exchanges, geographical and historical fieldwork, theatre trips, residential experiences and work-related visits
- Recreational trips
- Work experience
- Mock Interview experience
- Fund raising activities and charitable events
- Competitions like the Maths Challenge
- Subject specific or thematic Drama in Education productions and visits by outside 'experts'.
- The annual Year 11 "Prom" and 6th Form "Summer Ball"
- Enrichment days
- Retreats
- Deep Learning Afternoons

The Timetable

The timetable is organised to facilitate effective delivery of the Curriculum.

Monitoring & Evaluation

- Department curriculum is systematically reviewed and evaluated by CLs with SLT line managers and Education South West (ESW)
- SLT curriculum leaders are responsible for the monitoring and evaluation of the curriculum at school level.
- The peer review process is used to identify areas of strength and areas for development for specific curriculum areas.
- Review performance data/ Data outcomes after every Progress Check
- Appraisal
- Focused Learning walks - Curriculum Leaders and SLT
- Incremental coaching with action steps aligned to teaching and learning.
- Quality Assurance
- Student and Parent Voice
- DIP
- SEF
- SLT Climate Walks
- Curriculum Conversations
- School Improvement Partner visits and activities

TEACHING

Objectives

To teach the content of the curriculum in a way that inspires and challenges students to know more, know how to do more and remember more.

Guiding principles for expert teaching

Pupils learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves:

1. Positive classroom climate and relationships – secure attention and ensure that the climate for learning remains positive
2. Planning for Challenge – ensuring that pupils are encouraged to work hard and think hard
3. Explanation and modelling – optimising communication to manage cognitive load
4. Deliberate practice - consolidating learning and developing long-term memory
5. Assessment and Feedback – questioning and assessment strategies to check understanding, diagnose misconceptions and feedback to pupils

How do we achieve this?

Department curriculum details the transformational knowledge and common teaching sequence. Where centrally planned resources are provided, teachers are expected to adapt these in order to meet the needs of their children.

The Pedagogical Principles – A Teacher's Guide outlines evidence informed strategies to maximise learning potential. The Pedagogical Principles are a set of core teaching strategies that support all teachers to deliver effective lessons. Whilst teachers are expected to use these strategies in order to develop a consistent approach for children, it is recognised that there is room for creativity and flair to enhance curriculum delivery. Continuing professional development in schools provides targeted support in these areas according to need as well as bespoke instructional coaching for every teacher.

Teachers' Standards - the 9 standards are broken down into what that looks like at St Cuthbert Mayne (Appendix 4). this is a live document to reflect updates to practise throughout the year.

St Cuthbert Mayne Lesson Planning Template (Appendix 5) provides teachers with a clear pedagogical framework along with the opportunity to frame planning around a shared approach that is flexible enough to meet the needs of all students.

Every lesson at St Cuthbert Mayne School is planned and delivered using the template as a planning tool/thinking tool.

Monitoring & Evaluation

- School quality assurance processes, involving a combination of lesson drop ins, work sampling, parent and student voice, exam and assessment outcomes.
- Instructional coaching with action steps aligned to the Pedagogical Principles.
- Peer review process.

ASSESSMENT

Objectives

To identify gaps and misconceptions in children's learning and support them to close gaps. Teachers systematically adapt and improve the curriculum and lessons in light of assessment information.

Underlying Principles

Assessment:

- Is always formative in nature, unless it is an externally set terminal exam.
- Regular granular assessment of student understanding occurs in every lesson.
- Utilises frequent, low stakes quizzing and retrieval practice to support the cumulative mastery of the curriculum.
- Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected.
- Is subject specific and carried out with consistency by all teaching staff in the department.
- Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum.

How do we achieve this?

- Assessment is structured through ongoing granular assessment in lessons. There are also consistent, standardised mid-point and end of unit assessments in each subject.
- Regular assessment of tier 2 and 3 vocabulary through low-stakes quizzing through the Do Now.
- Teachers respond to assessment with individual and whole-class feedback.
- Assessment is used to improve retention of knowledge.
- Granular assessment happens regularly in the classroom through teacher questioning, hinge questions, live marking, discussion and peer feedback.
- Assessment rationales allow for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent.

Monitoring & Evaluation

- Subject assessment rationales are reviewed by school leaders.
- Assessments are regularly evaluated by subject and school leaders, within the schools and with ESW and external to review reliability, validity and consistency.
- Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future.

Supporting documents related to this policy for school staff are available in Google Drive

Links to other policies

- Behaviour and Relationships policy
- Religious Education Policy
- PSHE/Personal Development Policy
- SEND Policy
- Home Learning Policy
- DS Policy