# All Saints Catholic College

# CURRICULUM POLICY

**BE INSPIRED. BE EXCELLENT. SUCCEED**

**Document Record**

| Title | Curriculum Policy |
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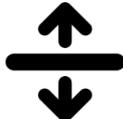
**Curriculum and Assessment Policy**

**1. Curriculum Intent**

    **A. Rationale**

We strive to deliver a curriculum which enables all young people to succeed with their faith at the centre of their lives. Our pupils will become inspired, resilient thinkers who have acquired the essential knowledge, skills and qualifications to utilise their God-given talents to the fullest. We help our pupils to become successful individuals who fulfil and exceed their expectations and achieve academic excellence, allowing them to move onto their chosen post-16 destination. We support our pupils so that they become confident, respectful and self-regulating individuals who can live healthy, spiritual and fulfilling lives as part of our All Saints' family and beyond.

We expect our pupils to be responsible, healthy, community focused citizens who make meaningful contributions to society, driven by the values of the Catholic Church. We aim to inspire our children to be creative, practical and respectful young people who are inspired to continue learning throughout their lives.

*We display our values which underpin our school intent using shared imagery:*

| Followers of Christ | Resilient Thinkers | Responsible Community | Respectful Individuals | Excellent Achievers | Family |
|---|---|---|---|---|---|
| | | | | | |
| Faith | Resilience | Community | Respect | Excellence | Family |

    **B. Catholic Curriculum**

Our Catholic ethos is central to everything we do as a school at the heart of our community. We follow at least 10% curriculum time within Religious Education, during which pupils' study Catholic Christianity alongside Judaism at Key Stage 4. At Key Stage 3, pupils follow RE Curriculum Directory and explore other world faith traditions. Within the teaching of Relationships and Sex Education the Diocesan approved resources are used, Ten: Ten.

**2. Curriculum**

**A. Curriculum aims:**

The Curriculum lead will ensure that there is a Curriculum Overview for each year group in each subject as they progress through the school (long term planning documents). This will

record the curriculum delivered in each curriculum year and provide a framework for future planning.

Subject leads will be responsible for developing the schemes of learning within midterm planning documents, by arranging for collaborative planning between teams of teachers. Schemes of learning will:

- Be responsively updated and re-written at least annually

- Be developed collaboratively

- Be structured using the latest knowledge of cognitive science and subject knowledge

- Utilise the most effective teaching and learning resources and strategies including those shared in staff CPD to facilitate our pupils in learning and remembering more

- Include strategies for checking for understanding: I-We-You/Checkpoint marking and Hinge Questions

- Identify key knowledge and key skills to be taught

- Identify vocabulary to be taught

- Outline the assessments to be undertaken and what method of testing to be used

From pupils' entry into All Saints, each year is planned to stretch and challenge pupils. Departments design a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. They constantly work on adapting the curriculum offer through mapping exercises and cross-departmental collaboration. From Year 7 onwards, pupils regularly revisit core concepts, recall key knowledge, and repeatedly practise subject skills to develop a deeper knowledge and understanding in preparation for their next steps and future study. Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement. There is opportunity to study triple or combined sciences and a wide selection of open subjects are offered including Expressive Arts subjects, Technology subjects, Physical Education, and Business Studies.

The KS3 curriculum serves a clear purpose in every subject. The curriculum in each subject covers the content of the National Curriculum and puts high challenge, enjoyment, and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and pupils' knowledge of curriculum content is deepened through schemes of work that have been developed to suit our pupils. Alongside Mathematics, English, Sciences, Religious Studies and Physical Education, all pupils study a broad range of subjects at KS3 which expose pupils to creative, technical, and vocational aspects of learning.

In Year 10 and 11, GCSE/Level 2 qualifications begin and knowledge is embedded. We strive to give pupils as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We are proud that we cater to pupils of all abilities and starting points, including pupils who aspire to Oxbridge, with several past pupils now gaining places in these prestigious universities. In Year 11, some pupils benefit from the addition of intervention at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

In addition to their assessed curriculum, pupils' physical, cultural, religious, moral, and spiritual education continues through our PHSE curriculum and through core PE lessons.

Parents and carers have the right to withdraw their child from all or part of RE.

## B Planning and Organisation

### Period 1

Students in Key Stage 3 and Key Stage 4 receive 10 x 20 minutes of Period 1 time (with form tutors) over a fortnight. Period 1 consists of assemblies and work in either tutor groups or year groups.

Period 1 seeks to support the personal development education of students by addressing issues such as:

- Spiritual life
- Attendance and Safeguarding
- Careers Information and Guidance
- British Values and Social, Moral, Spiritual and Cultural Education.
- PSHE and RSE curriculum
  - Literacy and Numeracy
  - Enrichment

### Citizenship Education

Citizenship education is delivered to all Key Stage 3 and Key Stage 4 pupils within:

• Two 20-minute PHSE/ RSE within Period 1 sessions each week.

### Computing

All students in KS3 receive Computing lessons and have the opportunity to progress to Key Stage 4 options within ICT with Cambridge Nationals in Creative iMedia and GCSE Business Studies on offer.

### Spiritual, moral, social and cultural development

The personal development of students (SMSC) is a major aim of education and is central to the education of the whole child. Our ethos is focused on the development of the whole person and SMSC values encompass all aspects of school life and all subjects, each subject has outlined how SMSC is explored within their subject area within their curriculum pages on the school website.

### British values

We agree with and uphold Department for Education's five British Values:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those of different faiths and beliefs

Examples within curriculum planning documents identify where within our curriculum offer we embed British Values as well as where opportunities are provided for pupils to engage with and understand the values outside of curriculum subjects and at whole school level.

**Cultural Capital**

As a school we aim to give all our pupils' access to the cultural experiences vital to them in life, this is an integral part of our rewards curriculum. We link these experiences with our curriculum to deepen pupils' knowledge and understanding of what they are learning. Some pupils require support to access experiences available to children in more advantaged areas. We work tirelessly to provide a broad, deep and balanced curriculum to all our pupils, including wider experiences. We review our provision regularly to ensure all pupils have access to the wide range of opportunities available to support and deepen their learning. Our school values are intrinsic to our rewards curriculum, we have a termly focus so that pupils can work towards success in each key area.

**Careers guidance**

We facilitate the delivery of impartial information, advice and guidance. This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year.

**Literacy**

We have an extensive Literacy provision which stretches our most able pupils and provides support to those pupils who need it. A number of pupils require additional literacy catch-up. This small-group teaching aims to fill the gaps in pupils understanding in order that their literacy is not a barrier to them accessing the rest of the curriculum. To address this, all of our year 7 pupils follow a programme of personalised Literacy intervention using different online platforms. Work using this software takes place in school and at home. In addition to this, all pupils in years 7 and 8 have a library lesson which focuses on reading, either independently or in small groups depending on the child's ability. We provide the most able pupils with complex and challenging texts so that they can access more challenging aspects of the curriculum and increase their hinterland knowledge. Pupils' identification and progress is monitored through testing windows, the testing structure below allows us to measure impact and provide support or challenge where it is necessary:

- September= Year 7-11
- February- Year 7-11
- June= Year 7-Year 10

**Numeracy**

We have a Numeracy provision which stretches our most able pupils and provides support

to those pupils who need it. We test all pupils using the testing structure below, allowing us to identify pupils in need of additional support. Various strategies are used within our support sessions, encompassing online software packages, small group teaching and one to one support. The sessions are either delivered by specialist teachers or members of our support staff. Pupils' identification and progress is monitored which enables us to measure impact proactively:

- o September= Year 7-11
- o February- Year 7-11
- o June= Year 7-Year 10

## C. **Roles and responsibilities**

As a Catholic community we are committed to providing a curriculum to ensure that all pupils make progress regardless of their starting point. Assessment is the vehicle by which this is done. This considers their individual gifts and talents as well as preparing them for life in the wider community. This policy is for Key Stages 3 and 4 at All Saints Catholic College. Assessment and the accuracy of data are at the core of all that we do so that all groups of learners make sustained progress during their school journey. Accurate assessment and the resulting data should constantly inform what goes on in the classroom so that the needs of all are met. Assessment is a tool for improvement rather than a judgement – it needs to be the starting point.

**The Deputy / Assistant Headteachers will ensure that:**

• All statutory 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 students will be met. This will include how the subject will be taught and assessed.

• The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.

• Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.

• The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.

• 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 statutory targets in order to make informed decisions.

**The Headteacher and Governing Body will ensure that:**

• It considers the advice of the leadership team when approving this curriculum policy and when setting statutory and non-statutory targets.

• Progress towards annual statutory targets is monitored.

• It contributes to decision making about the curriculum.

**The Assistant Headteachers will ensure that:**

• They have an oversight of curriculum structure and delivery within each link department.

• Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.

• Schemes of learning are monitored and reviewed on a regular basis.

• Levels of attainment and rates of progression are discussed with HOD on a regular basis and that actions are taken where necessary to improve these.

**Data Manager**

• To support all staff in the use of Arbor, Pupil Progress and SISRA

• To produce reports for all stakeholders summarising data following calendared drops

• To ensure that all staff are aware of national data compared to internal

• To process external examination outcomes

• To make internal data accessible for pupils so that progress can be sustained

• To work with SLT and HODs so that data can be reviewed and understood

**Head of year and form tutors will:**

• Ensure that pupils understand the data sheets they are provided

• HOY will ensure that each year group has an assembly following data drops to ensure that pupils understand the data and what they need to do to progress

**Heads of Department will ensure that:**

• Long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.

• Schemes of learning encourage progression at least in line with national standards.

• There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.

• Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.

• Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.

• Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.

• They keep the Senior Leadership informed of proposed changes to curriculum delivery.

• All relevant information/data is shared with the Sims team. This includes meeting deadlines related to exam entries etc.

• Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

• They share best practice with other colleagues in terms of curriculum design and delivery.

• Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

**Teaching staff and learning support staff will:**

• Ensure that the school curriculum is implemented in accordance with this policy.

• Keep up to date with developments in their subjects.

• Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

• Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

• Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

• Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**All teachers must:**

• Set appropriate work for each lesson and each scheme of learning

• Communicate assessment criteria with pupils

• Provide opportunities for pupils to engage in peer and self-assessment opportunities.

• Mark and assess work regularly

• Assess work against KS3 ages related benchmarks and KS4 grade criteria and communicate these to pupils

• Give feedback that enables all pupils to make progress

• Record all appropriate data and information in a range of ways as directed

• Provide accurate data for Progress Tracker checks

• Provide data and information for new teachers of pupil transfer

**Students will:**

• Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

• Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

• Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

 Parents and carers will:

• Be consulted about their children's learning and in planning their future education.

 • Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

• Be informed about the curriculum on offer and understand the rationale behind it.

• Be informed of any decisions to change the setting of their children.


### 3. Curriculum Implementation

**Curriculum Delivery**

The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Teaching Assistants and Higher-Level Teaching Assistants.

### A. Teaching Groups, Class Sizes and Ability Grouping

Each year group at KS3 and KS4 is split into 6 or 7 sets. In KS3, the year groups are split into two parallel bands, in each band, there is one group of higher ability students and the other groups are set in mixed ability. Most classes contain approximately 25-30 students. All setting arrangements are initially informed using transition information from Key Stage 2 with all students being baseline assessed on entry in CAT tests, English/Maths and Reading tests. Where Key stage 2 data is not available students will undertake baseline assessments within English, Maths, Cats Tests and Reading tests to determine a baseline bench mark. At KS4 students are placed into ability settings for the duration of their GCSE's studies with the year groups being split between A and S bands.

### B. Key stage 3 Curriculum Model

| Subject | English | Maths | Science | RE | PE | MFL | History | Geography | Design Technology | Music | Art | Computing | PSHE/RSE |
|---------|---------|-------|---------|----|----|-----|---------|-----------|-------------------|-------|-----|-----------|----------|
| Year 7 | 7 | 7 | 7 | 5 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 1 and 2 x period 1) |
| Year 8 | 7 | 7 | 7 | 5 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | x4 (period 1) |
| Year 9 | 7 | 7 | 7 | 5 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | x4 (period 1) |

### C. Key Stage 4 Curriculum Model

| Subject | English | Maths | Science | RE | PE | PSHE/RSE | Option 1 | Option 2 | Option 3 |
|---|---|---|---|---|---|---|---|---|---|
| Year 10 | 8 | 8 | 8 | 5 | 2 | 1 and x2(period1) | 6 | 6 | 6 |
| Year 11 | 8 | 8 | 8 | 5 | 2 | 1 and x2(period1) | 6 | 6 | 6 |

### D. Key stage 3 and Key Stage 4 Course Lists

Please see Appendix.

## 4. Curriculum impact

**Assessment and Reporting**

A. **Target Setting**

The data manager sets all targets based on more than expected progress from Key Stage 2 to the end of year 11. This is evaluated by SLT. As a school we are aspirational for each of our pupils and set targets on an individual basis looking at FFT20 and Subject Progress Index (SPI) depending on which is best for each pupil.

B. **Assessment**

All year groups have two whole school assessment windows scheduled in the school calendar and each half term parents will be given access to snapshots from Pupil Progress.

This data is entered into Pupil Progress and Arbor and analysed according to priorities and groups of learners. This is referred to as the current working grade (CWG) and is looked at considering the target grade. It allows all stakeholders to look at progress over time and identify and implement appropriate intervention. The data will then be analysed using SISRA. This will be done by cohorts, individual learners or specific groups of learners (supported by FFT).

*Prior to the three assessment windows:*

• Exam papers must be downloaded into the Subject Leaders file in the shared area so that they are accessible to all leaders in the school

• KS4 assessments will take place in the hall (timetable created by exams officer)

• KS3 assessments will take place in the allocated week in lesson time. The HOD is responsible for ensuring that all staff adhere to this

• Success criteria are to be shared with all pupils

*Following the three assessment windows:*

• All scripts to be marked using agreed mark scheme

• Data to be entered into Pupil Progress and Arbor as per the calendared deadlines

• Standardisation and moderation of scripts internally and where possible externally

• HOD to analyse data with department and identity gaps in understanding so as to inform future planning

• Exam review meeting with HOD and SLT as per the calendar

## C. Assessment reports

- For years 7, 8 and 9 we report assessment data using Pupil Progress. Formative assessments are measured against learning themes for each subject, teaching staff record the progress pupils are making against the assessment themes every term. The table below shows the statement for each learning objective. Once each learning object for the term has been rated each pupil and parent receive a report:

**EMERGING** You are not always working at the expected level

**DEVELOPING** You have shown that you are secure in the knowledge and skills within statement and are confident in it

**SECURE** You have excelled and shown that you are working at the highest level for your current age

**MASTERING** Showing an advanced understanding in subject content / skills

**ADVANCING** Working above the expected level of understanding in that subject

- For year 10 teachers submit a current working grade only. However, in year 11 a current working grade and a predicted grade are submitted for each subject.

## D. Pupil Progress

The position of the school is present the moment data is inputted into trackers at teacher and department level. There is no time delay between data entry points, there is the ability to see the whole picture immediately. Specific staff members are able to access grades and results for all students across all subjects, pulling data directly from the trackers for an instant overview of individual, departmental and whole school progress.

The software package provides:
- Whole school overview
- Live racking of data

- Individual student reports
- Snap shot and compare
- Forecasting

## E. Monitoring, evaluation and review

The Governing Body will receive reports for KS4 on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made. The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be

promoted and implemented throughout the school.

## 5. Inclusion

Teachers set high expectations for all pupils. All are welcomed at All Saints and we show love for all our family. We 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.

## 1) Marking and Feedback

### Aims of marking and feedback

All Saints Catholic College is focused on having a positive impact on young people's learning. Marking should provide regular and meaningful written feedback to pupils.

### A) Principles

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the pupil's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback studies tend to show very high effects on learning, because of this, it is the teacher's responsibility to ensure that pupils' classwork is assessed at least twice each half term using assessment criteria, checking for understanding of key concepts in the subject and literacy acquisition.

Effective feedback is often essential to acquiring new knowledge and skills. Good feedback is:
- Specific and clear
- Focused on the task rather than the pupil

- Explanatory and focused on improvement rather than merely verifying performance.

The purpose of marking pupils' work is to:

- Ensure the appropriate pitch and challenge of work
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects

- Facilitate self-esteem and motivate pupils
- Ensure high standards of presentation, accuracy, and quality of pupils' work.
- To feedback to the pupil on when and why they make mistakes to help correct these
- To feedback on misconceptions or problems with understanding
- To inform future planning
- To gather information for target setting
- To monitor pupils' progress in whole College initiatives e.g., literacy / numeracy / SMSC
- To help identify any special needs
- To help the pupils understand how 'marks' are allocated for exams / assessments and to help the pupils gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment

## B) Feedback in practice

- Both class work and homework must show evidence of regular marking of key pieces of work, with specific next steps comments aimed at supporting pupils to succeed in their learning or stretch them academically
- All teacher comments should be recorded in green pen
- Following detailed marking, dedicated feedback time should be given as an activity within the following lesson or as homework to allow pupils to act on their feedback. It is useful for pupils to do these in red pen to highlight change.
- Teacher should use Whole Class Feedback to facilitate assessment and support wellbeing (see appendix)
- All pupils should have a standardised assessment at half-termly intervals to ensure they are making sufficient progress and these assessments should be recorded and whole class feedback marking completed
- Prior attainment data and marks for key pieces and assessments should be recorded in each teacher's marksheet
- Use grades (in KS4) whenever this is appropriate and use these with the pupils

**The written feedback should:**

- Stimulate exactly how the pupil can improve their pieces of work either through scaffolding or challenge
- Provide pupils with the opportunity to respond
- Be rooted in progress within the subject area in addition to feedback about the quality of literacy

It is the responsibility of the Head of Department, to ensure that the marking policy is followed. A review of marking forms part of the Quality Assurance process.

Heads of Department should check that schemes of work are being followed and that work is differentiated, and the pitch of lessons is appropriately challenging. They should also ensure that the marking policy (this document) is being followed rigorously and to a high standard.

### C) Approaches to marking

Approaches to marking at All Saints Catholic College fits into one of the following categories;

**Acknowledgement Marking:** the teacher regularly checks that work has been completed and that there are no obvious mistakes but does not mark in detail. This light touch marking might include verifying peer assessed work. This is a valuable tool to ensure that students are completing tasks set and for providing acknowledgement of this. The use of stamps, ticks, 'score out of ten', stickers and school codes are good examples of this type of marking.

**'Closing the Gap' Marking:** this is more thorough and detailed marking where students are given clear guidance on how their work could be improved (and hence 'close the gap'). Feedback is given on significant pieces of work as a specific question to be answered or set of instructions to be followed. It is essential that students get time to act on this feedback.

**Peer/Self/Verbal feedback:** verbal feedback often occurs at many points during the lesson both planned and spontaneous. Peer and Self-assessment can be effective tools to promote independent and reflective learning but the focus must be clearly on the learning objectives and success criteria and students should have the process modelled first.
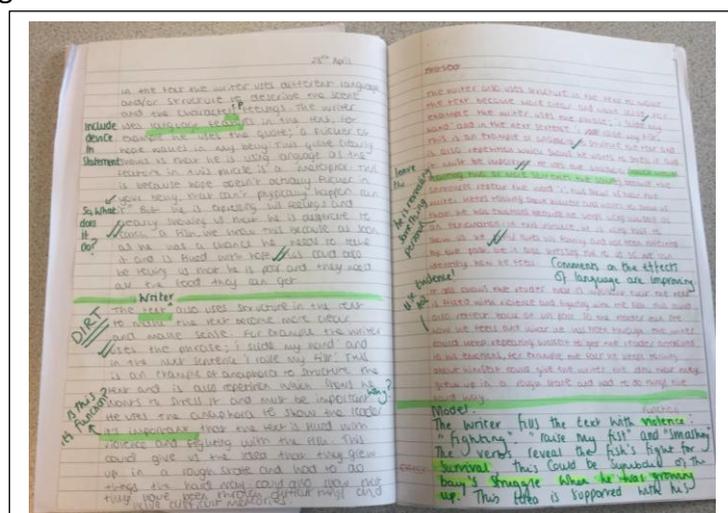
**Whole Class Marking and Feedback:** teachers will on occasion mark a whole class set of books and offer feedback on 1 document for all students. This is a whole class feedback sheet and will detail common errors, examples of excellent work and specific activities that the students need to complete.

### D) Marking for Literacy

In order to develop the literacy and numeracy skills of our pupils all staff must encourage the development of literacy and numeracy skills within their subject areas. The purpose of this policy is to ensure that a common and consistent approach is used in the marking of literacy and numeracy.

Commenting on aspects of literacy within marking:

| Marks on Work | Description |
|---|---|
| Sp | Spelling |
| Cl | Capital letter |
| P | Punctuation |
| ^ | Missing words |
| // | New paragraph |

| Circle around word e.g. should ⓞ**f** | Wrong choice of word (ask pupils why it is incorrect) |
|---|---|
| N | Numeracy error |

### E) Quality Assurance

The quality of Teaching and learning is evaluated at all leadership levels through learning walks, pupil voice, staff voice and work scrutiny. HODs quality assure the teaching in their departments and SLT quality assure the areas they line manage. This process is overseen by the Deputy Headteacher who collates the results and coordinates the coaching process.

*Key stage 3 and Key Stage 4 Course Lists*

| Key Stage 3: Subjects | Key Stage 4: Subjects | EXAM BOARD |
|---|---|---|
| Art | Art | AQA |
| Citizenship | Business | Edexcel |
| PSHE/RSE | Citizenship | No exam |
| Computing | English Language | AQA |
| English | English Literature | AQA |
| Geography | Geography | AQA |
| History | History | Pearson /Edexcel |
| Maths | iMedia | Cambridge OCR |
| Modern Foreign Languages (French / Spanish) | Maths | Cambridge OCR |
| Music | RE | Edexcel |
| PE | Statistics | Edexcel |
| RE | Spanish | Pearson/Edexcel |
| Science | French | Pearson/Edexcel |
| Technology (Cooking / Graphic Design / Product Design / Engineering (Year 7) | Performing Arts | Edexcel |
| | Music BTech | Edexcel |
| | PE Core | No exam |
| | Sport Science | Cambridge National OCR |
| | Graphic Design | NCFE |
| | Hospitality and Catering | WJEC |
| | PSHE/ RSE | No exam |
| | Combined Science | AQA |
| | Biology | AQA |
| | Chemistry | AQA |
| | Physics | AQA |