



CURRICULUM POLICY

*This policy was adopted by the
Governing Body:
Autumn 2016
Next Review: Autumn 2019*

Introduction

At Ysgol Uwchradd Caergybi we aim to be clear about **what** our curriculum is trying to achieve, **how** we propose to achieve it, and by **what means** we shall assess and record progress.

We have a statutory duty to ensure that our students of compulsory school age follow the National Curriculum. This curriculum statement also includes areas of knowledge and understanding which are covered by the local Agreed Syllabus for Religious Education. However, we believe that our students are entitled to more than these minimum requirements, as implied in the Welsh office document, *The Best for Teaching And Learning* (1999), which remarked that “The school of the future, working in partnership with parents and the community, will...be a centre of lifelong learning. It will offer excellent teaching in the basics and a wide range of learning opportunities, some provided at the school site and others elsewhere...Above all, it will seek continuous improvement, expect change and promote innovation.”

Purpose

Ysgol Uwchradd Caergybi values every individual - pupil, teacher, ancillary staff and cleaning and catering staff - as part of our community. We direct resources to support a well qualified staff with a professional development policy to enable the highest standards of teaching to be reached. Stimulating learning materials, a cared-for environment and an agreed code of behaviour contribute to our intention to raise the educational achievement of every pupil to his/her maximum.

Aims

- To treat each pupil as an individual and ensure equal rights of access to the whole curriculum.
- To provide all pupils with a broad and balanced education developing the knowledge, understanding, skills, personal aptitudes and interests necessary for their present and future life by means of diverse courses, activities and experiences at appropriate levels for each pupil across the range of ability.
- To structure pupils' learning experiences to provide appropriate challenge, motivation and a sense of inclusion for pupils with different interests and abilities, including pupils with special needs, the less able and the very gifted.
- To promote excellence in all aspects of school life. To nurture in each pupil a sense of personal worth and responsibility and to develop a sensitivity to and respect for others.
- To recognise the entitlement of each pupil to be involved in the learning process, providing support and guidance for each pupil to set individual targets for further progress.
- To establish a partnership between home and school and develop links with the local community for the mutual benefit of all.
- To ensure that pupils acquire the ability to use both Welsh and English effectively and value the past and present contribution of Wales to our inclusive and multi-ethnic democracy.
- To promote the mental, physical and emotional health of our pupils and a positive attitude towards independent lifelong learning so that they will be able to participate effectively as adults in a changing world.

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To reinforce and develop important attitudes and values which promote community life in the school and which will prepare pupils for the opportunities and responsibilities of life as a citizen in local, national and international communities.

To develop a respect for and awareness of the local environment and world-wide issues.

Student Entitlement

As Ysgol Uwchradd Caergybi's Statement of Purpose and Aims makes clear, the school recognises that all its students are entitled to a curriculum which is characterised by breadth, balance, relevance and differentiation. The school attaches the following meanings to these terms.

A **broad** curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). Key skills, especially those of literacy, numeracy and ICT, will feature in the learning experience of every pupil.

A **balanced** curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

A **relevant** curriculum will take account of the previous learning of students, their readiness for new experience and the school's cultural, community and employment contexts. Relevance will be strengthened by the prominence given to skills, vocational and work-related education.

The curriculum has to satisfy two seemingly contrary requirements. On the one hand it has to reflect the broad aims of education which hold good for all children, whatever their capabilities. On the other hand it has to allow for differences between children, even of the same age and within the same class. **Differentiation** involves matching tasks to students, balancing challenge with likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches, classroom organisation and resource provision.

The Whole Curriculum

The curriculum 'effectively comprises the sum of experiences to which a child is exposed at school'. (Taylor Report 1977) That whole curriculum contains four major components:

- The Subject Curriculum (incl. Statutory Requirements)
- Cross Curricular Elements (incl. Statutory Requirements) - Organisational Values
- Extra Curricular Activities

Key Stage Three

In Years 7, 8 and 9 all the pupils follow the National Curriculum although some pupils with learning difficulties may be exempt from French. The 30 periods are divided as follows:

Subject	Year 7	Year 8	Year 9
English/Literacy	4	5	4
Mathematics/Numeracy	4	4	4
Science	4	4	4
Welsh	3	3	3
PE	2	2	2

Humanities	3	3	4
French/Spanish	2	2	2
Art, Music and Drama	2	2	2
Technology	3	3	3
CE	1	1	1
ICT	1	1	1
Total	30	30	30

Pupils are regularly assessed throughout the three years of this Key Stage with formal assessments at the end of Year 9. On entry to year 7, pupils are placed in forms based on Key Stage 2 data, apart from one group of pupils with learning difficulties who are provided an amended timetable based on their needs and support. During Key Stage 3, setting is introduced in most subjects to enable pupils to progress at varying paces.

Key Stage 4

During Years 10 and 11, all pupils continue with the core subjects but have the opportunity to choose other courses both academic and vocational to suit their individual needs. Some pupils have the option of studying vocational courses at College Menai. Students opt for 3 out of 3 option columns.

	Year 10	Year 11	Comment
English	4	4	Language & Literature for most
Mathematics	4	4	
Science	6(5)	6(5)	Double Science for most, Separate Science for some. <u>Btec</u> for one more year in <u>yr 11</u>
Welsh	3	3	
PE	1	1	
Welsh <u>Bacc</u>	2	2	
RE/PSE	1	1	All pupils study ICT
Option A	3	3	Based on the preferences of the pupil

The majority of pupils will be entered for GCSE examinations in these courses although a small number will be entered for a variety of Entry-Level examinations. Some pupils will also be entered for vocational qualifications at level 1 or possibly level 2. All pupils are guided and encouraged to maintain breadth and balance in their education to ensure that the widest career choices remain open to them although at the same time pupils are encouraged to follow courses suited to their aptitude.

Work experience and work related education are important aspects of the key stage 4 curriculum. There are times during key stage 4 when the timetable is suspended and special events are planned to enrich the pupils' experiences.

Key Stage 5

Post 16 courses are planned with to ensure progression in the 14-19 continuum. The courses on offer cover a broad range of subjects, skills, study methods and levels of attainment so that a variety of needs and aspirations may be met.

A large number of students study 4 AS subjects in Year 12 and then continue with 3 subjects to A2 level.

Work experience is also an important aspect of the Year 12 curriculum and as in key stage 4, there are times when the timetable is suspended for enrichment activities including, higher education sessions and PSE related events.

Cross Curricular Elements

'...We remain committed to a balanced and broadly based curriculum, promoting the spiritual, moral, cultural, mental and physical development of all pupils, including pupils with special educational needs, and to prepare pupils for the opportunities, responsibilities and experiences of adult and working life.' (Building Excellent Schools Together 1997)

In order to meet these requirements the school pays attention to the elements of the curriculum which cut across curriculum boundaries, and in particular to oracy, literacy, numeracy, Health and Sex Education, Careers, IT and the Cwricwlwm Cymreig. Some of these elements, such as Careers and Health and Sex Education will be mainly dealt with by means of special provision in the PSE and pastoral programmes: others, like ICT, will have a diet, in varying proportions, of separate lessons and delivery through subjects; the Cwricwlwm Cymreig is an example of an element delivered almost wholly through subjects but often with a significant contribution from special inputs. The Key Skills of ICT, literacy and numeracy will receive increased attention across the curriculum and, especially at KS4 and Post-16 levels, as discrete elements. Awareness and exploitation of the international dimension to the curriculum will be encouraged by the use of ICT and other, more traditional, means.

Organisational Values

Ysgol Uwchradd Caergybi places emphasis on the **learning** process as the most significant factor in determining student progress and achievement. To this end we shall endeavour to promote the view that learning should be an active experience which is enjoyable, encouraging, rewarding and confidence building. and we shall clearly regard assessment, including self- and peer-assessment, as an integral element of the learning process in order to diagnose difficulties, to chart progress and to foster greater achievement.

The school will undertake the formal **assessment** of each student's achievement, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance. For more details, see the School Assessment, Recording and Reporting Policy.

Ysgol Uwchradd Caergybi will adhere to policy and practices in **curriculum management** which will ensure coherence in:

the detailed objectives and guidance set down in schemes of work and lesson plans as they affect the learning needs of individual students to include:

- clear, shared learning targets
- consistent marking procedures
- standardised testing (where necessary) internal tests and external tests;
- faculties and subjects in their processes and practices concerning the application of special educational needs policy and other relevant policies;
- different schools and phases - particularly between our primary partner schools, special schools, further education or training, higher education;
- home and school perceptions of student progress, including annual reports to parents, annual parents' evening, rewards and sanctions, contact with parents via letter or interview as part of guidance and counselling procedures;
- the mutual expectations of school and prospective employers, particularly through Careers Wales, the Assembly Government, work experience and teacher placements in industry;
- a continuing professional development programme in support of the Curriculum and School Improvement Plan and the implications of the annual Staff Training and Development Needs Review and of Performance Management;
- arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum;
- arrangements for providing parents, prospective parents, governors, and others with information about the curriculum of the school and students' achievements in accordance with national requirements and opportunities provided by new technology.

Extra- Curricular Activities

The school will encourage students to participate in a wide range of extra-curricular activities. Ysgol Uwchradd Caergybi believes that learning does not necessarily have to stop once a student has left the classroom. We will encourage experiential learning where possible.

Urdd and School Eisteddfod competitions; Enterprise projects; Sporting competitions and fixtures; School choirs and orchestras;

Typical activities include:

The Duke of Edinburgh Award scheme; Visits and exchanges in France, Germany, Poland and Africa; Conferences and meetings; Clubs and societies, eg French Club, School Shows and Concerts, ICT Club; Theatre visits and field trips; Lunchtime language provision;

Voluntary Work; Out-of-school-hours activities.

