



Curriculum Policy

This policy was printed on 04/03/2021.

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Date	Review Date	Coordinator	Nominated Governor
01/09/2020	01/09/2021	Mark Turner	Sam Hepworth

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Standards and Organisation (Wales) Act 2013 (Welsh Government)
- Equality Act 2010

The following documentation is also related to this policy:

- The School Curriculum for 3 to 19-year olds in Wales 2008 (Welsh Government)
- A Curriculum for Wales 2015
- National Literacy and Numeracy Framework 2013 (Welsh Government)

Introduction

The school aims to develop the whole person through a broad education founded on Christian principles, a wide choice of interests and activities, and an achievable programme designed to meet the needs of each pupil.

The curriculum will be balanced and broadly based to prepare pupils for the opportunities, responsibilities and experiences of adult life.

We aim to provide an education that enables all pupils to reach their full potential and take their place as full, active members of society.

We aim to provide a broad, balanced and relevant curriculum to all pupils and differentiated to meet their individual needs. It will allow pupils to develop a wide range of skills, concepts and knowledge and equip them for the next stages of their development, whether academic or vocational.

The curriculum will offer different pathways through learning in order to suit aptitudes and interests of learners and to meet the requirements of employers and others.

The curriculum will develop attitudes to learning by promoting independent learning leading to lifelong learning.

The curriculum will be a learner centred, skills focused curriculum that is relevant to the 21st century and inclusive of all learners.

The curriculum will consist of appropriate learning activities that:

- focus on and meet learners needs;
- are inclusive and provides equality of opportunity;
- equip learners with transferable skills;
- are relevant, challenging, interesting and enjoyable for all learners;
- transform learning to produce resourceful, resilient and reflective lifelong learners; and

- are achievable and adequately resourced.

The curriculum will ensure that all pupils strive for excellence through:

- creating a stimulating environment which celebrates pupil achievement and encourages excellence;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- their creativity, critical awareness, empathy and sensitivity;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- providing a curriculum that is relevant to all pupils and recognises and values the differing talents of pupils;
- literacy, numeracy and digital literacy;
- knowledge and skills relevant to adult life and employment in a changing world;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, valuing each individual and learning to live together in an atmosphere of mutual respect; and
- an awareness of the pupil's place in the community and opportunities for service to each other and to the community.

The curriculum should enable all learners to learn in the way and at the pace that allows them to succeed. Managers and teachers will:

- promote inclusion and engagement in education and learning;
- ensure that individual learner's needs are met effectively;
- identify learners' strengths and areas for development through effective assessment techniques;
- use this information to inform the planning of the curriculum;
- teaching all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities;
- ensure that, if they are to make progress, learners know where they are in the learning continuum, where they need to go and how best to get there;
- focus on developing learning rather than merely transferring facts;
- develop collaborative learning where learners learn from each other in pairs and small groups;
- promote active and interactive learning;
- developing thinking, especially questioning, planning, problem-solving, creative and critical thinking skills;
- determining success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it; and
- reflect on what has been learned and how the learning has occurred.

Improved classroom practice will enable learners to:

- think for themselves;
- improve the quality of their speaking and listening;
- gain a deeper understanding of topics;
- be more critical about evidence;
- make reasoned judgements and decisions rather than jumping to conclusions;
- understand and hasten their own progress;
- achieve better quality outcomes;

- take greater responsibility for their own learning;
- develop increased self-confidence;
- engage in self-assessment and peer assessment; and
- be better prepared for the challenges of school and of the wider world.

The curriculum offers the following opportunities for study:

KS2

Project based learning is used to cover a range of subjects including History, Welsh, Religious Education, Art, Technology and Geography. There are dedicated lessons for Physical Education, Outdoor Education, Music Swimming, Games and (Global and Social Education (GSE), literacy and numeracy.

KS3

Mathematics, English, Science, Geography, History, Spanish, Welsh, Design Technology, Art, Music, Performing Arts, Digital Technology, Religious Education, Physical Education, Outdoor Education, Core Skills, PSHE & Citizenship (GSE), Swimming, Games, Activities.

KS4

Mathematics, English, Science (Vocational), Biology, Chemistry, Physics, Geography, History, Spanish, Design Technology, Art, Music, Performing Arts, ICT, Religious Education, Sport, Physical Education, PSHE & Citizenship (GSE), Business Studies, Welsh.

KS5

Mathematics, English Literature, Biology, Chemistry, Physics, Applied Science, Geography, History, Spanish, Design Technology, Art, Music, Performing Arts, Production Arts, ICT, CAD, Engineering, Sport, Outdoor Education.

In addition to existing curriculum provision the following have been introduced and are being developed within the curriculum:

- equal opportunities;
- food and fitness;
- education for sustainable development, British Values and global citizenship (GSE);
- Sex and Relationships Education
- a focus on digital literacy across the curriculum;
- the opportunity to focus on current events in the news in geography;
- an expectation that learners develop financial literacy;
- a requirement to consider entrepreneurship as part of the range of study in careers and the world of work;
- a requirement to explore music technology and to consider examples of music that are evolving during the twenty-first century;
- a requirement to work with authentic materials and to interact with native speakers and other learners of the language in a variety of ways in modern foreign languages;
- a focus on active citizenship as one of the themes of PSHE; and
- a focus on sustainable development and global citizenship in PSHE, geography and science.

Information about the school's GSE programme can be found in the GSE Policy. Further information can be found in the relevant departmental handbook or on request from the Director of Studies.

Developing assessment and monitoring strategies within the curriculum

A clear distinction should be made between assessment of learning for the purpose of grading and reporting, which has its own well-established procedure, and assessment for learning, which calls for different priorities, new procedures and new commitment.

Assessment for learning

For ongoing, formative assessment (assessment *for* learning) it is necessary to focus on the learner's achievement and on details of ways in which they can move forward rather than on the national curriculum outcomes and level descriptions. This will involve learners gaining understanding of specific learning goals and the associated success criteria so that, supported by the teacher, they can develop their capacity for self assessment and peer assessment. In this way, they can establish their current position, set and move towards targets and recognise if and when the targets have been reached. Individual targets should be linked to improving the quality of a learner's work, as highlighted through formative feedback, and therefore linked to success criteria for specific tasks. They cannot be linked directly with outcomes or level descriptions as these describe attainment over a range of tasks at the end of a key stage.

The following principles can be applied to assessment for learning:

Questioning technique where there is need to consider:

- thinking (wait) time; and
- the types of questions used.

Providing feedback to learners, characterised by:

- immediacy and clarity;
- no use of grades or numbers, just targets and how to achieve them;
- being learner-centred and objective;
- occurrence at key points in the task rather than end-loaded; and
- providing opportunities to correct misconceptions or unhelpful directions of enquiry.

Self-assessment and peer assessment that involves:

- sharing and understanding learning intentions;
- understanding the success criteria for specific tasks; and
- recognising good quality work.

Assessment of learning

National Curriculum outcomes and level descriptions have been developed for summative assessment of learning at the end of a key stage, i.e. assessment *of* learning. They are not related to a particular phase or key stage but describe the types and range of performance that learners working at a particular outcome or level should characteristically demonstrate. They refer to a learner's achievement over time and over a range of work providing a holistic view of a number of different characteristics. A judgement is reached by a best-fit analysis, where each description is considered in conjunction with the descriptions for adjacent outcomes or levels, and the work of a learner is allocated the outcome or level which best fits. It is likely that the learner

will exhibit some characteristics of the adjacent outcomes or levels, but summative judgement must relate to the outcome or level that best fits the learner's overall attainment.

Learners' progress will not necessarily be regular or linear – they might regress in some aspects of their work, might reach a plateau for a while or might progress significantly in one or more aspect. However, the broad expectation remains that, in most subjects, an 'average' learner in Key Stages 3 will progress one level over two years. This means that over-frequent 'levelling' of the work of a learner is counter-productive and often meaningless, as well as being confusing and demoralising for learners and parents/guardians. National Curriculum outcomes and level descriptions are neither designed for day-to-day use with learners nor for the production of half-termly or termly data. A single piece of work should not be levelled as it cannot provide the range of information needed to make a 'best-fit' judgement, although it may demonstrate characteristics of a particular level.

The school, however, needs to be able to track learning for individual pupils and monitor value added. A starting point and end point (target) needs to be established that matches the needs and ability of the pupil. The "learning journey" can then be related to this learning gradient to monitor and support progress.

The starting point is established using transition data, end of key stage data, MidYis, Yellis and ALIS data and internal testing. MidYis, Yellis and ALIS provide target prediction along with special consideration of target adjustment for children with Specific Learning Difficulties (SpLD).

Departments then apply their assessment policies to tracking data. Departments develop assessment and monitoring strategies which inform planning and ensure pupils make good progress through:

- involving pupils in assessment and evaluation of their work so that they are aware of what is expected of them;
- using assessment to plan future learning based on challenging targets;
- ensuring progress is monitored continually;
- keeping parents fully informed of both achievements and targets for improvement; and
- giving informed advice regarding options taken including 14-19 pathways and post-16 routes for pupils

Learning Pathways

The school continues to develop opportunities for learning pathways. There are opportunities for the traditional routes of GCSE, AS and A level and these are available in combinations with BTEC, LAMDA, City and Guilds and other vocational qualifications. The school also offers a range of outdoor education National Governing Body Awards along with Duke of Edinburgh Awards and the John Muir Award. There is limited opportunity for shared institution pathways due to the geographical location involving time transfer between institutions.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.