

# Ysgol Maesydderwen



## Curriculum Policy

### *Polisi Cwricwlwm*

Type: Statutory Policy

Reviewed / Adopted On	Signed	Next Review
29/3/2022		Spring Term 2024

## **Rationale**

Every maintained school in Wales is obliged by law to provide a basic curriculum consisting of RE and, for learners of compulsory school age, the National Curriculum.

The 1998 Education Reform Act states that:

Schools must provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of learners at the school ...
- b) prepares learners for the opportunities, responsibilities and experiences of adult life.

In *The Learning Country: Vision into Action*, the Welsh Assembly Government sets out its approach to education and lifelong learning within the context of its seven core aims for children and young people. Its vision is that all young people should have 'the opportunity to reach their full potential', that there is 'a fully comprehensive system of learning that serves all ... local communities' and that the revised school curriculum (implemented from September 2008) 'promotes and supports personal development and is responsive to the needs of individual learners'.

## **Policy statement on the school's curriculum**

- Ysgol Maesydderwen recognises our responsibility to provide a curriculum which meets all statutory requirements;
- Ysgol Maesydderwen in its list of *general aims* those values and attitudes it wishes to promote through the curriculum;
- The more specific *educational aims* are listed separately and set out the minimum range of experiences to which all learners are entitled to have access.

## **The general aims of the school**

Ysgol Maesydderwen is a school that:

- values diversity and promotes tolerance;
- offers opportunity for all to progress and excel;
- promotes a culture of achievement;
- provides a well-ordered, innovative and stimulating environment within which all can thrive;
- develops a sense of belonging and purpose and a responsibility for actions and learning;
- develops a full and active partnership with all members of the school community.

## **Educational aims of the school**

The school aims to:

- provide learners with a full and rounded entitlement to learning;
- ensure that learners develop the essential literacy and numeracy skills;
- help learners to develop key/essential skills, including learning skills;
- foster learners' creativity;

- promote a healthy lifestyle;
- inculcate in learners a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching;
- help learners to understand the world in which they live and the interdependence of individuals, groups and nations;
- encourage learners to respect and value diversity and to develop tolerance of other races, religions and ways of life;
- ensure that learners achieve their potential and are sufficiently prepared to move on to the next phase in their learning.

### **Equal opportunities**

The school is committed to an inclusive, learner-centred curriculum where entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

In accordance with statutory requirements, the school aims to make the curriculum accessible to all learners, as far as is reasonably practicable.

### **Differentiation**

A variety of different teaching and learning methods and resources are employed across the curriculum at all levels to ensure that learners' individual needs are met.

### **Subjects offered**

At **Key Stage 3**, learners study the following subjects:

- Core subjects - English, Maths and Science;
- Foundation subjects – Art, Computer Science, Design & Technology, Geography, History, ICT, French, Music, Physical Education (PE) and Welsh;
- Religious Studies.

At **Key Stage 4**, learners study the following:

- Core subjects – English Language and English Literature, Mathematics, Mathematics – numeracy, Science, PE, Welsh, Religious Studies or Equality & Diversity, Skills Challenge, Sweet (PSE) and LiFE;
- Options – selected from a range of GCSE and BTEC courses.

At **Key Stage 5**,

A range of A / AS levels and BTEC are offered and all learners are to study Skills Challenge in addition to their other subjects.

## **Disapplication**

In accordance with the law, the school has the right to respond to individual learners' needs by modifying the National Curriculum programmes or by disapplying the National Curriculum for the duration of the key stage, in order to:

- allow a learner making significantly less progress than other learners of his/her age to consolidate his/her learning and progress across the curriculum;
- allow a learner with individual strengths to emphasise a particular curriculum area;
- allow a learner to participate in extended work-related learning.

Decisions about any of the above will be made only after discussion with the learner and parent/carer.

## **Religious education**

Whilst Religious Education is not a core or foundation subject, it is a statutory requirement laid down in the Education Reform Act of 1988. It must be provided for all learners in maintained schools, although parents have the right of withdrawal.

The governing body will ensure that Religious Education is provided for all learners either through the study of Religious Studies (or Equality and Diversity), except for those withdrawn by their parents, in accordance with the locally-agreed syllabus drawn up by the Standing Advisory Council for Religious Education (SACRE).

## **Collective worship**

All learners up to Year 11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving a weekly school assembly, a weekly year group assembly as well as collective worship in the form of *Pause for Thought* during tutor time.

From 2006, sixth formers have been enabled by legislation to make their own decisions about attending collective worship.

Parents have the right to withdraw their children from acts of collective worship. Where they wish to exercise this right, parents should inform the Headteacher in writing.

## **Sex education**

The school provides sex education in the basic curriculum for all learners, by means of which learners are encouraged and guided by moral principles and are taught to recognise the value of family life.

A full statement of the school's sex education policy is available from the school.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all learners but parents may withdraw their children from any other part of the sex education programme provided by the school.

### **Personal and social education (PSE)**

PSE forms part of the basic curriculum for all 11-16 year olds in maintained schools in Wales. It is also a component of the Learning Core entitlement for all 14-19 year olds.

Learners are given the opportunity to:

- promote their health and emotional well-being and moral and spiritual development;
- to become active citizens and promote local and global citizenship and sustainable development;
- prepare for lifelong learning.

All learners in the school have access to regular PSE lessons and regular PSE days throughout the year. This is delivered by teaching staff as well as outside agencies.

### **Political education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are considered in a number of courses and are presented in a balanced manner.

### **Physical education (PE)**

All learners in years 7-11 are expected to take part in the school's PE and games programme. Learners may be excused from the programme on medical grounds, for which a note from parents will suffice, or on account of other reasons agreed with the school.

### **Extra-curricular activities**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All learners are encouraged to take part in this programme.

### **Homework**

The school sets homework for all year groups. Homework consists of revision or classwork/coursework preparation. The revision homework is independent revision for all subjects studied by learners. The independent revision is based on the lessons that have taken place that day.

### **Additional learning needs**

The school has an additional learning needs policy for statemented and non-statemented learners. The school will determine the appropriate courses in consultation with the parents and learners concerned.

## **Curriculum delivery**

The curriculum is underpinned by the following principles:

- all teachers within the school are expected to take account of **how** learners learn, as well as **what** they learn;
- learners will be encouraged to progress at their optimum pace;
- teachers will employ a wide range of classroom approaches to help learners achieve planned objectives;
- the curriculum will be differentiated in terms of the level of work or tasks set for learners and the pace of teaching; at times, differentiation will also be seen by outcome from common tasks;
- all learners, including those with additional learning needs, will be progressively challenged by the activities provided;
- to ensure that the delivery is successful, a systematic record of learners' achievement is maintained, with intervention strategies implemented, where appropriate.

## **Concerns and complaints**

Where parents have concerns about any aspects of the curriculum, they should contact the relevant progress leader, or the Deputy Headteacher, in the first instance.

If the issue is not resolved, parents should make an official complaint in writing to the Headteacher.

## **Monitoring and review**

This policy will be monitored by the Deputy Headteacher, who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's curriculum committee on the progress of the policy and will recommend any changes.