

Ysgol Gyfun Gŵyr Curriculum Policy

This Curriculum Policy primarily reflects Article 28 in the United National Convention on the Rights of the Child - the **child's right to education and to attend school** and also other articles e.g. numbers 3,6,12,13,29,30,33,37,39

Objectives

Our main aim is to provide a broad, balanced and relevant curriculum for all pupils in this school in order that they can develop into **ambitious and capable learners, healthy and confident individuals, principled and informed citizens and enterprising and creative contributors** :

- Through research, networking and experimentation to ensure that pupils' learning experiences will respond to the requirements for the *Curriculum for Wales* so that the legal expectation to deliver the curriculum effectively and statutorily to Year 7 – 9 can be fully realised by September 2024
- By fulfilling all statutory requirements of the *Curriculum for Wales* in terms of the six Areas of Learning, and the cross-curricular skills inherent in them, and reflecting the National Skills Frameworks (non-statutory)
- By developing a range of holistic skills (be it creative skills, problem solving, critical thinking, metacognition) based upon the *Curriculum for Wales*, the Skills Framework for Literacy, Numeracy and Digital Competence, and the Learning Pathways for 14 – 19, which includes the Welsh Bacalaureate.
- By providing the additional statutory elements of the *Curriculum for Wales* e.g. Relationship and Sex Education; Careers Education and experiences related to the World of Work; Values and Ethics; Human Rights; The Story of Wales (*Cynefin*)
- By responding to all the expectations of KS4 and KS5 courses that are relevant to the student
- By instilling positive attitudes and resilience in each individual so that he or she can adapt flexibly to new ideas and situations
- By promoting the ability to work independently as well as team work to solve problems and determine appropriate methods of accomplishing tasks
- By helping each individual to develop personal standards that demonstrate sensitivity to the needs of others and to support them to develop into caring and responsible adults
- By motivating each individual, whether an MAT child or a child with ALN, to reach their full potential, with opportunities to self-evaluate regularly and plan for further progress in learning
- By promoting equality of opportunity and the principle of respect for all individuals within the school community and the wider community
- By promoting Welshness and the understanding of *Cynefin* while expanding the pupil's awareness of the nation's heritage and culture, together with an understanding of, and respect for other cultures
- By promoting global awareness of environmental and sustainability issues
- By promoting the creativity of the individual in whatever field attracts his or her interest
- By promoting awareness of healthy living and eating
- By developing an understanding of the demands of the world of work and giving pupils opportunities to gain experiences of the workplace and to take vocational courses

- By ensuring continuity and continuity between from one Progression Stage to another (Primary/Secondary)
- By ensuring a wide range of informal learning opportunities through a rich and varied menu of extra-curricular opportunities

How are the school's curricular objectives achieved?

Fundamentally, the school's curricular objectives are realised by creating learning experiences in, and outside of, lessons that suit each pupil's ability, allowing them to gain a body of relevant knowledge, a set of crucial skills and challenging and enriching learning experiences

PROGRESS PHASE 4 (KS3)

In the current summary of the school's curriculum content (Appendix 1), the AoLE / Subject Disciplines offered are noted, along with the time allocated to them. In Year 9, the curriculum responds to the requirements of the National Curriculum and the requirements of the Literacy, Numeracy and Digital Competency Frameworks (although some subject disciplines are now experimenting as Areas of Learning and Experience in preparation for the statutory introduction of *Curriculum for Wales* in Year 9 in September 2024), and the time apportioned to the subjects is appropriate to their function as core and non-core subjects. In Yrs. 7 and 8, the curriculum responds to the statutory requirements of the *Curriculum for Wales* when operating by Areas of Learning and Experience. Differentiated learning (which should allow all pupils to reach their full potential and enable them to fulfill their personal learning path) is operational in mixed ability classes, apart from some core subjects in Years 8 and 9 (and French in Year 9) where an element of setting takes place in accordance with Department policy. The curriculum is accessible to all pupils, except those due to intensive learning needs legally excluded from certain subjects.

KS4

Welsh Baccalaureate

- A common experience for all KS4 pupils is the National Welsh Baccalaureate Qualification. The qualification reflects the requirements outlined in the Welsh Government Learning Pathways 14-19, and therefore the National Curriculum.
- All pupils studying the Welsh Baccalaureate participate in a programme of experiences that respond to the National Skills Challenge Certificate and the focus is on:
 - Global Citizenship
 - Community
 - Enterprise and Employability
 - Individual Project
- The certificate is taught during four specific lessons in the timetable of each pupil.
- During lessons, the skills fostered include Literacy; Numeracy; Digital Literacy; Critical Thinking and Problem Solving; Creativity and Innovation; Planning and Organising, and Personal Efficiency.
- Each pupil is expected to complete three specific challenges and a project by producing portfolios containing evidence of achievement, assessed and moderated internally to begin with before external accreditation.
- In order to succeed in the National Baccalaureate, all pupils are expected to earn at least a C grade in GSCE Welsh or English Language and Maths or Numeracy.

Core and Optional Subjects

- In addition to the Baccalaureate, all pupils (apart from those legally excluded), follow a core curriculum of Welsh, English, Maths, Science and other subjects, and an optional curriculum of up to three subjects (Appendix 1).
- Pupils are carefully advised by the Form Tutor (and the Senior Management Team and school Careers Officer in some cases) at the end of KS3 as to their choices, in order to ensure an appropriate and balanced curriculum in line with their individual abilities and personal and career interests.
- In core subjects, pupils are organised into classes according to their ability, based on end of KS3 assessments. However, it is possible to move some pupils from one class to another, based on progress, during KS4. The majority of pupils will sit GCSE examinations at the end of KS4 in the core subjects.
- In optional subjects, pupils are organised into mixed ability classes where the teaching is differentiated to support ALN pupils and extend MAT pupils. In order to reduce the burden on individuals who encounter serious difficulties in certain subjects, where those difficulties impact on the performance of the pupil in other subjects, it can be arranged for the pupil to drop that subject in KS4 with the parents' permission. The pupil can use the time freed to focus on his/her work in other subjects. Most optional subjects will be assessed through GCSE examination.

16+ Curriculum

Welsh Baccalaureate

- As in KS4, a common experience in the 16+ curriculum of all students is the Welsh Baccalaureate Diploma Qualification, but on the higher level. Again, the requirements outlined in Welsh Government Learning Pathways 14-19 are reflected in the curriculum of all students. We aim to ensure appropriate progression in the experiences of students in this qualification, as they progress from KS4 to the Sixth Form, by careful curriculum planning.
- All pupils studying the Welsh Baccalaureate participate in a programme of experiences that respond to the Skills Challenge Higher Certificate and the focus is on:
 - Global Citizenship
 - Community
 - Enterprise and Employability
 - Individual Project
- The certificate is taught during seven specific lessons in Year 12 and six specific lessons in Year 13 on the timetable of each student.
- During lessons, the skills fostered include Literacy; Numeracy; Digital Literacy; Critical Thinking and Problem Solving; Creativity and Innovation; Planning and Organising, and Personal Efficiency.
- Each pupil is expected to complete three specific challenges and a project by producing portfolios containing evidence of achievement, assessed and moderated internally to begin with before external accreditation.
- In order to succeed in the National Baccalaureate, all pupils are expected to earn at least a C grade in GSCE Welsh or English Language and Maths or Numeracy.

Optional Subjects

- In addition to the Baccalaureate, students (having been advised by a member of the Senior Management Team and/or Head or Deputy Head of Sixth Form based on KS4 results and career interests) will choose appropriate courses (normally three Level 3 courses) from the Gŵyr / Bryntawe Sixth Form Partnership programme (Appendix 1). This programme is based on the five areas of learning in Learning Pathways 14-19 and therefore include vocational opportunities. At the beginning of Year 12, students receive induction on the practical arrangements of the Partnership e.g. Travelling arrangements.
- At the end of Year 12, the student's Learning Pathway is reviewed from the perspective of their Optional Studies. This is done by the student in discussion with the school (SMT, Head or Deputy Head of Sixth Form) and parents, based on progress in their subjects to date. It is possible for the student, following consultation with the persons identified above, to drop a course and, possibly, to follow a new course, if that is appropriate to his/her academic career and career plans.
- Optional courses are taught on the basis of differentiated teaching and we aim to ensure a fair number of students in each teaching group, bearing in mind considerations such as Health and Safety, financial viability and teacher-student ratios. A course is sometimes delivered on both Gŵyr and Bryntawe campuses, and at other times it is delivered in either Gŵyr or Bryntawe campus. This situation is reviewed annually, based on the students' curricular requirements.

Religious Education

All pupils aged 14-19 years old access the statutory Religious Education curriculum set out in the "Religious Education Skills Framework 14-19". This is done by ensuring that the Framework's requirements are delivered during the curriculum's formal lessons and pastoral and extracurricular experiences and this is carefully mapped.

Personal and Social Education

PSE plays an essential part in the school curriculum in all Key Stages in creating the "whole" pupil, which is a pupil who has a strong sense of self as a learner but is also an ethical, caring and responsible person with a firm understanding of key issues such as active citizenship (including global citizenship), emotional health and well-being and sustainable development, and the skills to deal with these issues.

These opportunities for gaining a better understanding of the issues outlined above and for developing relevant skills, arise regularly as part of the syllabus of some subjects e.g. Science, Geography and Religious Education, however PSE is taught specifically in five mornings a year, when the timetable of every pupil is replaced by a series of appropriate activities based on the learning outcomes for the *Curriculum for Wales* and the Welsh Government Personal and Social Education Framework (2008), and additionally in a fortnightly Yrs 7-9 Health lesson. Pupils are normally taught in their registration classes, in mixed ability situations, by differentiated learning.

The PSE curriculum for each Key Stage is carefully planned based on the "range" and "Skills" in the Framework, and interest and age-appropriate topics are chosen for pupils e.g. Anti-bullying in Year 7 and Illegal Substances in Year 9. In addition, the requirements of the Health and Wellbeing Area of Learning and Experience are also taken into account when planning. Throughout this planned curriculum, pupils are provided with opportunities to develop a range of relevant skills e.g. Thinking Skills.

The Extra-Curricular Curriculum (Informal Learning Opportunities)

The school has a rich and varied extra-curricular curriculum that appeals to pupils' various interests and allows them to develop a range of key personal skills. This also contributes to developing the 'whole' individual. The activities available include:

- Rugby
- Cricket
- Netball
- Hockey
- Gymnastics
- Eco Club
- Public Speaking
- Choirs
- Orchestra
- Art Club
- Duke of Edinburgh Award
- Visits to foreign countries e.g. France

The extra-curricular curriculum is open to all pupils at the school and they are encouraged, in morning assemblies and pastoral sessions, to participate in this curriculum. At times, accreditation can be earned for some extra-curricular activities. Pupils' participation in the extra-curricular curriculum is recognised in their annual reports by the Class Tutor and the SMT. Many of the activities are delivered during the lunch hour (12.40 - 13.30/13.30-14.20) whilst others are organised at the end of the school day (15.15 - 17.00) and sometimes during school holidays.

Summary of the 2023/2024 School Curriculum Content

- fortnightly timetable - (60 lessons)

KS3
Years 7
AoLE Languages (<i>Welsh₇ English₇ French₅</i>) AoLE Mathematics and Numeracy₈ AoLE Science and Technology (<i>Science₇ Technology₄ Computer Science₂</i>) AoLE Expressive Arts (<i>Art₂ Music₂ Drama₂</i>) AoLE Humanities (<i>Religious Studies₃ History₃ Geography₂</i>) Health and Wellbeing (<i>Physical Wellbeing₄₊ Holistic Wellbeing₁₊ Nutritional Wellbeing₁₊</i>)
Year 8
AoLE Languages (<i>Welsh₇ English₇ French₅</i>) AoLE Mathematics and Numeracy₈ AoLE Science and Technology (<i>Science₇ Technology₄ Computer Science₂</i>) AoLE Expressive Arts (<i>Art₂ Music₂ Drama₂</i>) AoLE Humanities (<i>Religious Studies₃ History₃ Geography₂</i>) Health and Wellbeing (<i>Physical Wellbeing₄₊ Holistic Wellbeing₁₊ Nutritional Wellbeing₁₊</i>)
Year 9
Welsh ₇ English ₇ Mathematics and Numeracy ₈ Science ₇ French ₃ Spanish ₂ Art ₂ Music ₂ Drama ₂ History ₃ Geog ₃ Religious Studies ₂ Design and Technology ₄ Health and Wellbeing (<i>Physical Wellbeing₄ Holistic Wellbeing₁ Nutritional Wellbeing₁</i>) Computer Science ₂ Personal and Social Education

KS4: Welsh Baccalaureate Qualification (National / Foundation)			
Year 10/11			
Core: Welsh ₉ English ₉ Mathematics ₉ Science ₁₂ Physical Education ₂			
Welsh Bac ₄ Personal and Social Education Religious Education Employment Education			
Year 10/11 (3 options / 5 lessons each)			
Design and Technology Art: Textiles Applied Business Art: Photography Electronics Art 3D	Health and Care Geography History French Physical Education Computers	Art and Design Media Studies Drama Music Public Services	Religious Studies Spanish Catering SWEET

16+ Curriculum+: Welsh Baccalaureate Qualification (Higher)					
<ol style="list-style-type: none"> Skills Challenge Certificate (6 lessons) PSE Employment Education Religious Education Optional in the Gŵyr/Bryn Tawe Sixth Form Partnership: Level 3 Courses: AS Level / A Level / Applied and Vocational - 10 lessons for each subject: 					
Examinations Level 3 / AS / A / Applied and Vocational	Physical Education Religious Studies Business Studies Media Studies	Biology Art Chemistry Music Welsh Geography Drama	Design and Technology Electronics Physics French Public Services Politics	History Health and Care Mathematics Photography English Literature	Psychology Computers Sports Engineering Childcare
3. Optional: Level 2 Courses:					
Level 1/2 / CGSE / Examinations	GCSE: Welsh re-sit		GCSE: Mathematics re-sit GCSE: English re-sit		

(Reviewed: July 2023)