

Llangatwg Community School Curriculum Policy

Definition

The curriculum at Llangatwg Community School consists of everything we provide that promotes pupils' spiritual, moral, cultural, mental, intellectual, personal, social and physical development. As well as formal lessons and extracurricular activities, it includes our approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Literacy and numeracy are fundamental to the curriculum and to everyday life. All departments promote the development of Literacy and Numeracy in accordance with the statutory framework. Pupils are also expected to acquire the skills of Developing ICT and Developing Thinking. As a result, fulfilling the skills framework and the enhancement of pupils essential skills. The curriculum will also provide pupils with the opportunity to develop the wider key skills of Improving Own Performance, Working with Others and Problem Solving.

Aim

All learners of the school, irrespective of race, gender, religion or ability are entitled to access a curriculum which is broad, balanced, relevant, differentiated, coherent, and meets all statutory requirements.

The curriculum at Llangatwg Community School therefore seeks to develop the knowledge, understanding, skills, values and attitudes which are necessary for pupils' development as active and responsible citizens at each stage of their education.

The curriculum prepares learners for further study, employment and adult life.

Objectives

The curriculum should:

- Enable pupils to become successful life long learners who enjoy learning, make progress and achieve
- Develop confident individuals who are able to live safe, healthy and fulfilling lives
- Produce responsible citizens who make a positive contribution to society

- Challenge all learners to achieve and fulfil their potential.
- Raise aspirations and set appropriate challenges
- Allow personalisation for individual interventions, including catch-up and one-to-one tuition
- Make sense to learners so they can see the connections between different subjects, skills, cross-curricular dimensions
- Give the whole planned learning experience a clear sense of purpose relating to and building on learners' knowledge and experiences of the world in which they live
- Foster good learning relationships between teachers and pupils and between pupils and their peers
- Provide opportunities for pupils to learn in a variety of ways and settings
- Include global, national, local and personal dimensions
- Provide opportunities for learners to draw upon the Welsh Language and Culture
- Make certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts
- Provide appropriate 14-19 Learning Pathways
- Be balanced, relevant and differentiated
- Meet statutory requirements.

Curriculum Implementation

The curriculum at Llangatwg takes account of WAG statutory orders and the guidance offered by:

- The Learning Country: Vision into Action/Extending Entitlement
- The revised National Curriculum Subject Orders and Frameworks
- The Non Statutory Skills Framework for 3 to 19 year olds in Wales
- Making the Most of Learning and Implementing the Revised Curriculum publication
- Learning Pathways 14-19
- Learning Skills Measure 2009.

Curriculum Organisation

Three fundamental principles provide the basis for the academic organisation of the school.

- The need to make all aspects of the curriculum accessible to all learners.
- The need to provide a system which will allow all learners to reach their full potential in each individual subject.
- The desire to meet individual needs and to avoid the group labelling of learners.

Year 7

Pupils are taught in mixed ability groups for the first half term. After this pupils are allocated a School Band and are placed into Streams.

Years 8 & 9

Mathematics and English have the opportunity to set the pupils across each half year group. For Science and the foundation subjects pupils are taught in their Streams.

Years 10 & 11

Where there is more than one class within a subject, pupils are generally set. Differentiation can also be achieved by offering different course options within a subject.

Curriculum Content

In Key Stage 3 pupils study PSE, Careers and the World of Work, English, Mathematics, Science, History, Geography, RE, Art, Design & Technology, ICT, Music, French, Welsh, German, Games and Physical Education.

In Key Stage 4 pupils study Welsh Baccalaureate, English, English Literature, Mathematics, Numeracy, RE, Games, Welsh 2nd Language, Science and three subjects from the KS4 option menu below.

Option A	Option B	Option C
Geography	Resistant Materials	Science TA
History	Graphic Products	Art
Leisure & Tourism	Art	PE
French	Music	French
German	Catering	History
NVQ Business Language	Hospitality and Catering	Business Studies
Cambridge National - ICT	Construction and Built Environment	Sport
Construction and Built Environment	Hairdressing	ICT
Health and Social Care	Geography	Music

The Learning and Skills (Wales) Measure 2009

Pupils in KS4 access a local curriculum consisting of courses of study from each of the learning domains (a: mathematics, science and technology; b: business, administration and law; c: services for people; d: arts,

media, culture and languages and e: humanities, social sciences and preparation for life and work). For 2010 we will meet the measure and will offer a minimum of 30 courses at Level 2 with 11 vocational qualifications from 4 of the 5 domains. This is achieved through our own provision and by collaboration with NPTC College.

Skills Development

The curriculum allows for the development of transferable generic skills for learners. Learning in any subject can provide opportunities to develop:

- Thinking
- Communication
- ICT
- Number.
- Problem solving
- Working with others
- Improving ones own learning

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Learners are given opportunities to gain OCR accreditation for their key skill development in Application of number, Communication and ICT (Essential Skills Wales)

Cross Curricular Themes

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners.

Extensive opportunities are provided within the curriculum across the range of subjects to promote:

- Cwricwlwm Cymreig
- Wales, Europe and the World
- Equal Opportunities, Equality and Diversity
- Food and Fitness
- Education for Sustainable Development and Global Citizenship
- The World of Work and Entrepreneurship.

These are highlighted in Schemes of Work.

Curriculum Delivery

The school has a comprehensive Active Learning Policy which contains guidance on lesson delivery

All teachers within the school are expected to create an environment to enable high quality teaching to take place. Assessment for Learning is an integral part of the curriculum delivery. Assessment of Learning is used to record attainment and monitor progress.

Each subject leader will produce a subject handbook which will encompass the philosophy of the department, its aims and objectives, teaching and learning styles, resources and assessment policy.

The handbook will contain a scheme of work in which the aims outlined are translated into practice. It will reflect the general ethos and curricular policies and objectives of the school, the LEA and the Welsh Assembly Government.

The handbook will serve as a means of ensuring cohesion of approach, objectives, teaching style and standards among colleagues. It will be a means of expressing the department's work to other colleagues, headteacher, governors and parents.

Curriculum Support

Curriculum support for pupils is delivered through the Learner Support Policy. It is provided in a number of ways:

- Form tutors acts as a Learner Support for the pupils in their forms
- The fortnightly Learning Coach hour, (previously called profile lesson), is the main vehicle for providing learning support in both KS3 and KS4
- If the Learner Support decides the learner needs more help or advice, he or she can be referred to the trained Learning Coach for the year group
- Curriculum advice is provided at appropriate times as part of the PSE / careers programme
- Identified pupils in Year 10 & 11 will have their own personal mentor and mentoring programme
- The Pupil Inclusion Manager is able to provide an alternative curriculum for those pupils that need it
- The deputy headteacher is able to design individual curriculum packages to meet the needs of individual pupils making use of the Pupil Support Unit.

PSE & Wellbeing

All learners follow a programme of PSE that meets the requirements of the Personal and Social Education Framework for 7 to 19-year-olds in Wales. The programme prepares pupils to be personally and socially effective by providing learning experiences in which they can develop and apply skills,

explore personal attitudes and values, and acquire appropriate knowledge and understanding.

The programme relates to issues including sex and relationships, body image, drug, alcohol and tobacco use. Education for health seeks to encourage pupils to eat sensibly, stay physically active and maintain good levels of personal wellbeing.

To help understand the characteristics of a healthy lifestyle and make informed decisions learners have opportunities across the curriculum to:

- Meet, talk and work with a range of people, including professionals from the health and emergency services
- Develop positive relationships with a wide range of people
- Consider social and moral dilemmas, including the varied attitudes and values underpinning some of the healthy lifestyle issues they experience in their communities
- Prepare for change, for example by anticipating the challenges of new and widening social groups as they get older, and by considering the choices they may have to make
- Feel positive about themselves, for example by giving and receiving positive feedback, and keeping a record of progress and achievements
- Carry out a period of work experience during Year 10.

Enriching the Curriculum

Llangatwg has a proud tradition of providing its learners with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing learners with opportunities not available during the school day. They are very much valued by both pupils and their parents, as can be seen by the large numbers attending.

Sport is a strength of the school, with all the major sporting activities catered for. This is supplemented by an extensive programme of physical activities provided by the 5x60 officer.

The quality of the music department has long been recognised. As well as peripatetic instrumental tuition being available to all pupils, there are regular practices and concerts for the various bands, ensembles and choirs. Major musical productions are staged regularly.

Homework Club exists for pupils who require help after school.

There is an extensive range of clubs and societies. The school also enters many local and national competitions and quizzes.

As well as clubs, a wide range of trips and visits provide further opportunities for pupils and students to enhance their learning.

Monitoring & Evaluation of the Policy

The Curriculum Policy will be reviewed at least annually by the leadership team to ensure that it remains appropriate for learners, can be adequately staffed and meets statutory requirements.

The quality of curriculum provision will also be evaluated by the Curriculum and Improvement Committee of the governing body. This committee will be responsible for amending and developing the Curriculum Policy on behalf of the governing body.