



Pontypridd High School

Curriculum Policy

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'

Curriculum Policy

Date of policy:	February 2023
Adopted:	Learning and Teaching Committee Meeting, 27 th February 2020 Reviewed : Learning and Teaching Committee Meeting, 9 th February 2023
To be reviewed:	Spring 2026
Member of staff responsible:	Assistant Headteacher
Committee Responsible:	Teaching and Learning

The **Curriculum Policy** takes account of, and should be read in conjunction with, the following policies:

- Assessment, Recording and Reporting policy.
- Teaching and Learning Experiences.
- Relationships and Sexuality Education Policy.
- Careers and Work-Related Experiences Policy
- Cross Curricular Skills policy.
- Educational Visits Policy.

1. Introduction

The curriculum is, in effect, the sum total of all that a pupil experiences in school. It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. The Curriculum Policy for Pontypridd High School is stated in terms of the formal curriculum but does include aspects of the informal and non-formal curriculum.

2. Aims

To provide a curriculum that;

- Meets the needs of individual students from all ethnic and social groups, including those with additional learning needs
- Facilitates student's acquisition of knowledge and skills which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, thoughtful, confident and considerate members of the community
- Creates and maintains exciting and stimulating learning experiences that have the Four Core Purposes for education in Wales at the heart.
- Ensures that students' education is appropriate and allows them to progress.

Our school level curriculum is underpinned by the curriculum model. An example of this can be found in Appendix 1.

3. Curriculum for Wales Summary

From September 2022, we will be delivering the Curriculum for Wales on a statutory basis to Year 7 learners, with a view to extending this provision, year on year, to years 8 – 11. Below is our published curriculum summary. (October 2022)

Our Vision and Values

The vision for our curriculum at Pontypridd High School is encompassed in the statements below:

- The wellbeing of our students is at the centre of everything we do. We strive to build a positive culture within the school which in turn will embed positive relationships.
- We aim to provide a broad and balanced curriculum that has the four Purposes at its heart. (*A full breakdown of the Four Core purposes can be found in Appendix 2*)
- We aim to support the development of students sense of identity in Wales
- Our students will be given the opportunity to develop skills, knowledge and experiences which are underpinned by excellent learning and teaching.
- Underpinning our curriculum is the focus on improving skills in literacy, numeracy and digital competency for all students.

Curriculum Design

Our curriculum has been designed and developed in consultation with all stakeholders to realise the vision. It provides equity and inclusivity for all learners. Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and of literacy, numeracy and digital competence are embedded throughout the curriculum.

Assessment & Progression

The assessment processes in the school are varied in relation to the activities taking place.

- Principles of progression set out in the progression code are considered.
- Individual progression to be assessed in relation to each starting point.
- All teachers to provide regular feedback so students know where to improve their learning.
- Information to parents will be communicated once per term

Review

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners. The year 7 curriculum is not a 'once and done' event it will continue to evolve in order to meet the needs of learners in the ever-changing world we live in. This will ensure that our curriculum is both inclusive and responsive, meeting the needs of all learners.

4. Implementation

4.1 Curriculum for Wales

Our Curriculum year in 7 & 8 is **broad** and introduces the students to a wide range of knowledge and experience that develop a range of important skills.

Our curriculum is **balanced**. Each area of the curriculum is allocated sufficient time to make its specific contribution. Time allocation and management is a crucial matter for success in curriculum design.

Our curriculum is **relevant**. It aims to enhance students' experiences.

Our curriculum is **differentiated** to suit the needs of all groups of students. What is taught and how it is taught must be suitable for a students' age, ability and aptitudes and should allow for progression at all stages.

In year 7 & 8, the school curriculum consists of timetabled lesson in;

- English, Welsh, Mathematics, Science and Technology, Spanish, Humanities, Health & Wellbeing and Expressive Arts. (see Appendix 1 for curriculum model)

4.2 Cross Curricular Skills

Underpinning our curriculum is the focus on improving skills in literacy, numeracy and digital competency for all students. All faculties are identified as championing the teaching and assessment of either literacy or numeracy.

Our curriculum supports continuous progression through the Literacy and Numeracy Frameworks. The LNF is a statutory framework for planning that ensures that literacy and numeracy is embedded within the curriculum.

The Digital competency framework provides practitioners with a curriculum-planning tool that supports the embedding of digital competency skills. Current curriculum planning is being adapted to support cross-curricular planning using the DCF and tasks are set that aim to introduce, consolidate, apply and make progress in specific DCF skills. Although the DCF identifies age-appropriate digital competency skills, our practitioners ensure planning will need to consider the different abilities of our students

4.3 Cross Cutting themes

The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Diversity

Ensuring that the experiences of our students are diverse and challenge stereotypes is a fundamental. Diversity is a cross cutting theme and practitioners strive to reflect this in their timetabled lessons across the curriculum.

To ensure Diversity within our curriculum we aim to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop students own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Relations and Sexual Education

RSE is taught by class teachers through timetabled lessons in Humanities, Health & Wellbeing and cross-cutting themes across the curriculum. Teaching strategies and techniques will vary according to the needs of our students. Our curriculum aims to provide accurate, unbiased information on RSE to all students.

Our curriculum considers how best to meet the needs of our students whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

Our fundamental aims for the delivery of RSE are to:

- support students' health and well-being
- develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- navigate and make sense of how relationships, sex, gender and sexuality shape students own and other people's identities and lives
- understand and support students' rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

Careers and work-related experiences

Our curriculum aims to provide comprehensive and progressive career and higher education guidance to all of our students. We work closely with external agencies such as Careers Wales and RCT Employment Education and Training Team to support our students in exploring their career aspirations and help them make informed decisions about subject choices, higher education, alternative pathways and future employment.

Our fundamental aims for the delivery of CWRE are to enable students to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

All students are entitled to a minimum of one week work experience when they are in year 10.

Human Rights

Our curriculum aims to support students to know their rights and respect those of others which is driven by the four core purposes.

4.5 Provision for all learners

- Students in year 7 -11 are banded according to their ability. Teaching groups are then formed within each of the ability bands. *(2023 / 24 year 7 Cohort will move to mixed ability groupings for all AoLE/ disciplines.)*
- Our curriculum encourages activities outside of the timetabled curriculum such as school productions, YEPs activities, team sports and educational visits.

Additional Learning Needs

- The nurture group in each year group is a small class supported by at least two support staff in addition to the class teacher. The students within this class have additional learning needs and benefit from a specific timetable that supports knowledge and skills development.
- Children with additional learning needs are taught in an environment which best enables them to make progress within their learning

GCSE & Vocational options

- GCSE and vocational options are made in year 8 to commence in year 9. *(2022/23 Year 7 Cohort will move to a 2-year GCSE / vocational pathway, this cohort will make option choices in year 9 2024 / 25)*
 - In years 9 – 11 the school curriculum consists of;
 - compulsory subjects – English, Welsh (second language), Mathematics, Science and Religious Studies, and Physical Education;
 - PSE (including sex education);
 - a broad range of academic and vocational courses leading to external qualifications.

GCE & Vocational options

In year 12 & 13 our school curriculum consists of;

- a broad range of courses leading to external qualifications in both GCE Advanced Subsidiary, GCE Advanced and vocational courses
- all students follow the Welsh Baccalaureate (WBQ).

Timetabled Interventions

- Students in year 7 and 8 who require literacy or numeracy support may access this through timetabled sessions in 'The Den' or library where they work with HLTAs in specific intervention sessions.

Alternative Curriculum

- There are a range of provisions across the school to support students from year 7 – 11 with social, emotional and behavioural difficulties. This includes both onsite and off-site learning.
- A bespoke timetable for each student allows them to make the required progress in their core subjects alongside appropriate GCSE/ vocational qualifications.
- A small number of students who access the alternative learning provision have the opportunity to undertake extended work placements. This provision is offered to students who require a learning pathway which is different from, or additional to, the differentiated curriculum available to all students.

Learning Experiences

- All students are entitled to a minimum of one week work experience in year 10 and in Year 12. This is supplemented by a careers programme in line with the Gatsby Benchmarks and led by our school Careers Leader.

5. Quality Assurance

Regular calendared quality assurance activities (learning walks, student voice and work scrutiny) enable all stakeholders to evaluate the school level curriculum. Our school curriculum will be kept under review to ensure that it is meeting the needs of our Students.

6. Monitoring

The procedures and activities outlined in this policy are continually reviewed by all school leaders, staff, students, and parents / carers through a continual cycle of reviews that measure progress towards agreed success criteria.

Procedures and the means by which progress is being measured and recorded will be amended as appropriate where outcomes do not meet those expected.

The policy will be monitored by the leadership team and any recommendations for change presented to school governors.

Appendix 1

Curriculum Model

Year 7

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Appendix 2

Four Core Purposes

All our children and young people will be supported to develop as:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.