

Ysgol Pentrehafod

Pentrehafod School



Curriculum Policy

Polisi Cwricwlwm

Last Review March 2021

Adolygiad Diwethaf Mawrth 2021

Due for Review March 2022

Disgwylir yr Adolygiad Mawrth 2022

Reviewed by:
Mrs LJ Carroll, Assistant Headteacher
March 2021

Article 28

Children have the right to an education...





Curriculum Policy

Vision Statement

Respect • Resilience • Success

Students of all abilities at Pentrehafod School will be challenged to become:

Ambitious, capable learners, ready to learn throughout their lives;

Enterprising, creative contributors;

Ethical, informed citizens of Wales and the world;

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Policy Statement

The four purposes are clearly exhibited in our vision and are integral to planning learning opportunities that meet the needs of all our learners, without exception. All staff have a shared understanding of the pedagogies that enable learners to become ambitious, capable and ready to learn throughout their lives.

The school aims to

- provide students with a broad and balanced entitlement to learning;
- provide individual pathways to learning and realising potential;
- inspire students to be ambitious and committed to learning which will last a lifetime;
- promote high standards in all learning and teaching;
- provide authentic learning experiences;
- promote empathy and kindness;
- promote bilingualism as a recognition of the distinctive culture of Wales;
- promote wellbeing and a healthy lifestyle.



The school's curriculum follows statutory requirements and the requirements of the National Curriculum, whilst also preparing for Curriculum 2022. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life. New curriculum planning has introduced Areas of Learning Experience, planning for skills, knowledge and experiences with authentic links.

The 'essence of learning' broadens our learners' horizons, develops equity, stimulates their imaginations and promotes enjoyment. In this way, learning is transferable across the curriculum, along the learning continuum and throughout the course of their lifetime.

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 National Literacy and Numeracy Framework. Students are also expected to acquire the skills of 'Developing ICT', and the school is planning and embedding the Digital Competency Framework across the curriculum.

The curriculum will also provide students with the opportunity to develop the wider skills:

- Critical thinking and problem-solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- Planning and organisation – implementing solutions, executing ideas, and monitoring and reflecting on results.
- Creativity and innovation – generating ideas, openness, and courage to explore ideas and express opinions.
- Personal effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.



The curriculum will develop knowledge and understanding of the cross-curricular themes of Personal and Social Education, Rights of the Child, Careers, and the Word of Work and Cwricwlwm Cymreig.

The school has implemented a two-year Key Stage 3 which covers the National Curriculum requirements, as well as the three National Frameworks. The three-year Key Stage 4 ensures all students take a pathway to match their needs. There are opportunities to complete a GCSE, Vocational or BTEC qualification in two years and to gain an additional qualification in Year 11. Alternatively, the three years can ensure a learner is able to cover the content and skills required for a qualification. Our student-focused curriculum also provides opportunities for work placements and college routes. All students have access to a financial literacy qualification.

Equal Opportunities

Entry to all programmes of study is inclusive and based on suitability and appropriateness, regardless of sex, race, disability, religion, or belief.

Disabilities

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

Differentiation

A variety of differing teaching and learning methods, strategies and materials are used in all areas to suit the students' different needs.

Disapplication

Nearly all students will follow the full curriculum but and after consultation with parents, the school may dis-apply a student from an element of the curriculum.



Religious Education

Religious Education is available to all students. Parents currently have the right to withdraw their children from religious education; this is under review by Welsh Government.

Collective Worship

All students are expected to take part in an act of daily collective worship. The school has a programme of collective worship involving whole-school, year and form assemblies.

Relationships and Sexuality Education

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. Through thematic days and the Health and Wellbeing AOLE the school promotes a 'whole school approach' which links provision, policy, staff, and community to RSE.

PE and Games

All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or 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 students are encouraged to take part in the programme.



Work Related Experiences

Authentic and relevant experiences support students' understanding of the world of work. Pentrehafod works closely with Careers Wales to source work placements, visits, and guest speakers to support the curriculum and motivate learners.

Welsh Dimension

The school recognises need for learners to be rooted in their own cultures and to have a strong sense of identity within their locality, Wales, and the wider world. Siarter Iaith is a focus within our school, as is promoting the Welsh language and culture daily.

Additional Learning Needs

The school has a special educational needs policy for statemented and non-statemented students. The school will determine the appropriate courses in consultation with the parents.

Assessment, Progression & Recording Achievement

All staff appreciate the role of assessment in supporting learners to make progress. This includes a clear understanding that learning, teaching and assessment are inextricably linked. Staff use formative assessment effectively during all learning opportunities, collecting and using evidence in real time to inform the support required and planning for learning. Effective and continuous assessment processes inform tracking systems to monitor the progress made by students. Our tracking systems are the basis for reporting to parents and carers who receive regular updates on their child's progress, enabling them to support learning at home.



Document Ratification

This Policy was presented to Governors on **3rd March 2021**.

It will be reviewed in **March 2022** or if National and Local Policy or Guideline is updated.

Signed.....

A handwritten signature in blue ink that reads "Mrs M Hughes". The signature is written in a cursive style with a large 'M' and 'H'.

Mrs M Hughes

Chair of Governors