



Ysgol Pentrehafod

Pentrehafod School



Curriculum Policy
Polisi Cwricwlwm

Reviewed October 2022

Adolygu ddiw Hydref 2022

Next Review October 2025

'Adolygiad nesaf Hydref 2025

Reviewed by L Carroll, Deputy Headteacher
October 2022

Article 28

Children have the right to an education...





Curriculum Policy

OUR VISION	OUR VALUES	
To provide all students with access to the best knowledge, skills and experiences to ensure ambition for all members of our community.	READY	To be in school, on time, fully equipped. Be eager and ready to learn.
	RESPECTFUL	To be polite, kind, and empathetic. Be respectful to all.
OUR MOTTO	RESILIENT	To work hard, try your best and never give up. Mistakes are part of
'Be The Best That You Can Be'	SAFE	To follow the rules, first time every time. Take personal responsibility.

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.

Inclusivity

Our curriculum is built upon the philosophy of 'Ambition For All' students, irrespective of their starting point. We are an inclusive and diverse community and as such our ongoing curriculum design will secure a sense of belonging for all students. Our excellent mainstream and specialist provision means that our ALN students are supported to make progress in their learning, relative to their starting points.

Four Purposes

All students 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. The four purposes are at the forefront of the formal and informal curriculum offer.



Statements of What Matters

The 'Curriculum for Wales 2022' guidance sets out the 27 statements of what matters across the six areas of learning and experience supporting learners to ask questions about the world around us.

At Pentrehafod the 'What Matters' statements link with the four purposes and help organise learning, so learners have the appropriate skills, experience and disciplinary knowledge. Together they span the breadth of the each AoLE, articulating the fundamental key concepts of what matters most. The 'What Matters' statements act as the basis of organising learning progression and progress.

Areas of Learning Experiences

At Pentrehafod School, all learning experiences are provided through the following AoLEs:

- English
- Maths and Numeracy
- Science and Technology
- ICT
- Humanities
- Expressive Arts
- Skills, Citizenship and Wellbeing

Curriculum Intent – Curriculum Implementation – Curriculum Impact

Curriculum Plans and Assessment Maps to ensure coverage of the Principles for Progression, the What Matter Statements, the Cross-Cutting Themes and the Cross-Curricular Frameworks are in place. Quality Assurance outlined in the Teaching and Learning Policy, Standards Meetings, Senior Link Meetings and Progress Tracking will provide evaluation to inform planning.

Welsh and English

At Pentrehafod School, all students will study Welsh language from Year 7 through to Year 11. As an English medium school, all students will study both English Language and Literature.

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.



Cross-Curricular Skills

The new curriculum has three cross-curricular responsibilities: literacy, numeracy and digital competency. The curriculum brings together subjects that share both skills and content to allow application of skills across the curriculum, providing rich and authentic contexts for learners' skills to be reinforced.

Literacy

Literacy is a priority skill; all students need an understanding of written and spoken language to interpret the world around them. All KS3 students receive a registration reading programme and library lessons to develop reading skills and reading for pleasure. Universal strategies are planned through the English curriculum to support students to develop their literacy skills in line with their needs. Additional interventions are offered to a minority of students who are not making the required progress. Opportunities for students to develop their literacy skills across the curriculum are planned where appropriate.

Numeracy

At Pentrehafod students are taught the numerical skills needed to tackle real-world problems by applying numerical reasoning and mathematical procedures. Universal strategies are planned through the mathematics curriculum to support students to develop their numeracy skills in line with their needs. Additional interventions are offered to a minority of students who are not making the required progress. Opportunities for students to develop their numeracy skills across the curriculum are planned where appropriate.

Digital Competency

At Pentrehafod all students study ICT from Year 7 through to Year 11, providing them with the hardware and software skills that enable the confident, creative and critical use of technologies and systems. We believe it is a skill for life to be able to use the Internet safely and be able to communicate responsibly, and e-Safety this is planned through our assembly and wellbeing programme. Opportunities for students to develop their digital skills across the curriculum are planned where appropriate.

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.

Careers and Work-Related Education

The school has a well-established Careers and Work-Related Experiences provision that supports students to gain experiences related to work and careers. It works closely with a range of external partners including the local college, universities, and careers Wales to develop impartial advice and guidance to students. Pentrehafod works closely with Careers Wales to source work placements, visits and guest speakers to support the curriculum and motivate learners.

Relationship and Sexuality Education (RSE)

All students at Pentrehafod School, will receive a high-quality, holistic and inclusive RSE education. This will be delivered across a range of subject disciplines, in authentic contexts. This will be underpinned by the whole school approach to support students' emotional, mental and physical wellbeing which offers a universal, targeted and specific provision.

Religion, Values and Ethics

Religion, Values and Ethics (RVE) is compulsory for all students at Pentrehafod School. Over the course of their time at Pentrehafod School, all students will engage with and explore a range of different religions in line with the locally agreed syllabus.

Health and Wellbeing Programme

All students are expected to take part in the school's Health and Wellbeing programme, including practical PE lessons. Students can only be excused from practical lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

UNCRC

As a Gold Award, Rights Respecting School we ensure that all aspects of our work is underpinned by the United Nations Conventions on the Rights of the Child (UNCRC).

Learning, Progression and Assessment

At Pentrehafod School, learning is defined as 'a change in the long-term memory'. The curriculum at Pentrehafod School has been designed with learner progress and assessment at the forefront. This can only be achieved through a curriculum that has a value, breadth and coherence within and across subjects. Hence, all AoLEs have identified clearly what key knowledge and skills will be developed overtime.



Progress is not about teaching content and curriculum coverage but rather stopping to check knowledge has been secured before continuing. We believe that the curriculum is a major driver for social justice.

Assessment has three main roles in the process of enabling student progression:

- o supporting individual students on an on-going, day-to-day basis
- o identifying, capturing, and reflecting on individual student progress over time
- o understanding group progress to reflect and inform future practice.

We consider the curriculum at Pentrehafod School to be ‘the progression model’, as such each AoLE will be assessing an expanding domain of knowledge and skills over time. This will be achieved through a combination of formative and summative assessment. This will be complemented by the implementation of a Feedback for Progression policy that affords all students timely and specific feedback.

The tracking and assessment systems developed at Pentrehafod School will ensure all stakeholders are informed of progress in learning. All students will be assessed upon entry to the school. All new arrivals will sit a range of GL assessments that enables us to build a cognitive profile of every student at the school. Thus, ensuring that students receive the best possible support.

Collective Reflection

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

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.

Curriculum Design

The school has implemented a two year Key Stage 3 which covers the ‘Curriculum for Wales’ requirements, including the AoLE Principles for Progression, the Cross-cutting Themes and the 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 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.

Authentic and relevant experiences support students' understanding of the world of work.

Disabilities

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

Additional Learning Needs

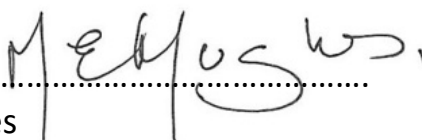
The school has an Additional Learning Needs policy for statemented and non-statemented students. The school will determine the appropriate courses in consultation with the parents.

Review and Refinement

Pentrehafod School has designed a broad and balanced curriculum that meets the needs of all students, ensuring all students make progress, relative to their starting point. Throughout the year, the curriculum and assessment arrangements are evaluated as part of the school's monitoring and evaluation cycle.

This Policy was presented to Governors on 26th October 2022.

It will be reviewed in September 2023 or if National and Local Policy or Guideline is updated.

Signed.....
Mrs M Hughes
Chair of Governors