



ysgol ardudwy

# Curriculum Policy

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## Ysgol ardudwy

### CURRICULUM POLICY

**Aim:** The aim of this policy is to ensure a broad, balanced and relevant curriculum for all pupils at the school that prepares them for further education or training, the work situation and for a full, fit and healthy life in a technological society, that's changing fast. This policy is based on Gwynedd Education Authority's curricular policy.

#### Objectives:

- Foster an attitude amongst the pupils that will ensure a civilized society - self-respect, respect and tolerance towards others, and an understanding of how individuals, small groups and generation depend on each other.
- Enable every pupil to be a full and valuable member of the bilingual society of which he is a part.
- Prepare every pupil to be a full and valuable member of the society that he / she chooses to be part of in the future - whether in a work situation or otherwise.
- Enable all pupils to gain, develop and apply language, mathematics and technology skills.
- To enable each individual to develop intellectual, creative, social, practical and physical skills.
- Educate the pupils about the achievements and aspirations of a person in the arts, sciences, religion and research into a better society.
- Ensure that all pupils gain and develop the necessary skills for independent learning and also for lifelong learning.
- Ensure that all pupils receive guidance on healthy and fit living.

#### Procedures:

1. **Curriculum:** A curriculum is offered which offers experiences in the following areas:

- (a) Language.
- (b) Mathematics.
- (c) Science.
- (d) Technology.
- (e) Humanities (including religion and morality).
- (f) Creative.
- (g) Personal and Social.

Experiences in the above are presented through the National Curriculum subjects. Cross-curricular elements of the curriculum are presented across the subjects and also in specific lessons that form (together with other valuable guidance) Personal and Social Education. Each subject will also make a contribution to the development of key skills.

2. **Suitable periods:** Suitable periods of time are allocated to individual subjects to ensure:

- sufficient opportunities to present the content of individual subject orders.
- balance in the curriculum.
- effective implementation of the school's development plan priorities.

3. **Additional Educational Needs:** The needs of individuals are dealt with as necessary but general methods used by the school can be noted:



## Ysgol ardudwy

- continue with the principle of small teaching groups.
  - use an element of setting.
  - supportive learning by Special Needs staff.
  - learn in a one-to-one or smaller group situation removing a pupil (s) from the main lessons.
  - a morning reading scheme.
  - The school will ensure that Additional Educational Needs provision is available to pupils who have rights to hours through a statement for all in KS3 and 4 and then prioritise the support when required.
4. **Assessment for learning and Thinking and Learning Skills:** It is ensured that all subjects plan opportunities for pupils to develop thinking skills and develop skills that will allow them to be independent learners.
  5. **Working in Partnership with Partners:** The school will work with external partners such as Coleg Meirion Dwyfor and other schools in order to deliver a broad and balanced curriculum.
  6. **Key Stage 3 Curriculum Pattern:** The school provides a curriculum that ensures a balance across the subjects referred to in the National Curriculum together with cross-curricular elements for each pupil (See Appendix).
  7. **Organization of teaching Key Stage 3:** Pupils are placed in Year 7 groups in all subjects except for tutorial periods, Technology (4 groups) and Physical Education. Most pupils are then set in common teaching groups according to their ability in these subjects: Welsh, English, Religious Education; History; Geography; Art; Music; ICT; Drama; French. The procedure is based on information received from the primary sector. After the Thanksgiving half term and on a regular basis, the setting procedure is reviewed in order to consider the development of pupils at Ysgol Ardudwy.

The same procedure continues in years 8 and then in Year 9 English, Welsh , Science and Maths are set independently. The above procedure gives pupils the opportunity to benefit from the benefits of setting according to ability without losing the valuable elements found in mixed ability classes.

8. **Key Stage 4 curriculum (14-19 Curriculum):** A curriculum that introduces aspects of the National Curriculum at KS4 is fully implemented, incorporating some basic principles. The 14-19 curriculum components and domains are incorporated within the program
  - i. **Element 1:** The routes offered are tailored to the individual and lead to recognized qualifications. The routes offer a combination of formal elements, non-formal experiences and informal experiences. All pupils should have access to courses appropriate to their ability and aptitude and interest.
  - ii. **Element 2:** Every pupil should have access to a balanced curriculum that includes all the areas noted above and all pupils should have the choice, where practical, of courses within those areas. The following range of options is offered.

There are opportunities to follow courses that give qualifications in :



## Ysgol ardudwy

GCSE - Welsh Language and Literature, English Language and Literature, Mathematics, Double Award Science, History, Geography, Physical Education, Food and Nutrition, Product Design, IMT, Business, Art, Music, Religious Education, ICT.

Vocational - Photography, Construction, Engineering, Business, Sport, Hairdressing, Childcare, Media, Agriculture.

Entry Level Certificate - an option in some subjects depending on the ability of individual pupils.

**iii. Element 3:** Within the subjects there is an emphasis on the wider learning in order to develop the following:

- a) Skills: Communication; number; ICT; Problem solving; improving self-learning; collaboration; language skills; work-related skills.
- b) Knowledge and understanding: Wales Europe and the World; Personal; Social and health; PSE.
- c) Attitudes and values: Respect for self and others, responsibility for personal development.
- d) Experiences: Focus on work; community participation; cultural; aesthetic and creative.

**iv. Element 4:** Support is provided to determine a learning pathway and there is regular opportunity to discuss what is learned and the progress made.

**v. Element 5:** Pupils have access to personal support when they need it - the learner can seek it themselves or someone can refer them to the support.

**vi. Element 6:** Careers advice and guidance: Pupils receive impartial careers advice and guidance that will help the individual's Learning Pathway.

### Monitoring and Review:

1. This policy is reviewed annually by SMT and the Governing Body.
2. The school will give the pupils an opportunity to express an opinion about the Curriculum and its effectiveness. The school will consider pupils' views when planning the curriculum.
3. The effectiveness of curriculum delivery will be monitored by SMT, Heads of Department and subject teachers. These people will be consulted when the policy is reviewed:
  - Pupils.
  - The school council.
  - Parents / Guardians / Carers.
  - Teachers.
  - Governing Body.