

Curriculum Policy

2025-2026



Annotation Key for this Document

GLJ Mr G Jones, Deputy Headteacher

Policy Administration, Owners and Contributors

The nominated person in school responsible for the on-going maintenance and administration of this policy is:

Mr G Jones, Deputy Headteacher

This policy has been developed in the school by

- Governing Body's Policy Sub-committee (2011-2015)
- Governing Body's Curriculum & Standards Sub-committee (2015-2021)
- Governing Body's Teaching and Learning Sub-committee (2021 onwards)

1. Aims

Wales introduced a revised national curriculum in 2008, designed to support learning for the 21st century. For our school, it is a vital component in supporting our learners to maximise their full potential. It meets the needs of individual learners whilst taking account of the broader needs of Wales.

Following a review undertaken by Professor Graham Donaldson in 2015, Wales is now rolling out educational reform for 3-16 year olds, designed to put literacy, numeracy and digital competence at the heart of the system.

Improving education is our national mission. There are four purposes of the curriculum for Wales. All our children and young people will be:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy, confident individuals

These four purposes are the shared vision and aspiration for every child and young person.

'Key Stages' are being replaced by a seamless 3–16 curriculum with progression steps, providing more joined-up learning. Traditional subjects will still be taught but they will be grouped into six 'Areas of Learning Experience' (AoLEs):

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Expressive Arts
- Humanities
- Health and Wellbeing

There are 27 statements of 'what matters' across the six area of learning experience and these are used to construct the curriculum for our learners.

Following its introduction to year 7 learners in 2022, all our learners in years 7, 8 and 9 follow the new Curriculum for Wales

The school has been and will continue to engage with stakeholders in order to continue to change and shape its curriculum and this curriculum policy will be modified regularly to reflect this.

The school has started the delivery of 'wave 1 - Made for Wales' qualifications and is preparing to deliver wave 2 subjects in September 2026

Our current school curriculum:

- focuses on the learner
- ensures that appropriate skills development is woven throughout the curriculum
- offers reduced subject content with an increased focus on skills
- focuses on continuity and progression
- is flexible in order to meet the needs of all learners
- supports Government policy, including bilingualism, Cwricwlwm Cymreig/Wales, Europe and the World, equal opportunities, health and wellbeing, sustainable development and global citizenship, Careers and the world of work
- continues to deliver a distinctive curriculum that is appropriate for Wales

Students are expected to acquire skills in:

- speaking and listening, literacy, numeracy skills and digital competence, working with others and problem solving
- personal, social and health education reflecting the school's aims and ethos

This policy has taken account of Welsh government statutory orders and the guidance offered by:

- The Additional Learning Needs (ALN) Code for Wales (2021)
- Learning Skills (Wales) Measure (WAG 2009)

2. Policy Statement on the School's Curriculum

The Governors of Caerleon Comprehensive School recognise their corporate responsibility to provide a curriculum which meets the requirements as laid down by the Welsh Government.

- The school sets out to: promote high standards in all learning and teaching
- ensure that all students have the opportunity to learn and make progress
- ensure that students develop literacy, numeracy and digital skills
- provide students with a full and rounded entitlement to learning
- foster students' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire students to a commitment to learning which will last a lifetime

3. Programmes of Study

Years 7 to 9

Learners in year 7 - 9 are taught in mixed ability teaching groups (albeit mathematics is taught in sets in years 8 and 9) and access the following subjects within AOLE (Areas of Learning Experience):

Expressive Arts	Health and Wellbeing	Humanities	Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology
Art	PE	Geography	English	Mathematics	Biology
Drama	Wellbeing	History	French		Chemistry
Music		RVE	German (from year 8)		Physics
			Welsh		Design and Technology
					Computing
					Creative Technology

Learners experience all six AoLEs through a combination of discrete subjects and integrated learning experiences.

All learners access Welsh lessons. This acknowledges the Welsh Government's vision for the language as set out in its document 'Cymraeg 2050; A million Welsh speakers'. In years 8 and 9, learners also access German language provision.

A timetabled health and wellbeing lesson forms part of the curriculum in years 7,8 and 9. This provision covers:

- PSE (Personal and Social Education)
- SRE (Sex and Relationships Education)
- Careers and the world of work
- Police liaison work

We have two ALN groups in years 7 - 9 which offers small-group provision for learners (a combined group for years 8 and 9 and a dedicated group for year 7). Learners in these groups follow a slightly modified timetable where the volume of Welsh and French lessons is reduced so that additional time can be spent supporting literacy and numeracy.

14 – 16 Curriculum

Our school 14 - 16 curriculum meets the Learning Skills (Wales) Measure 2009 for volume and range of qualifications. For the academic year 2024/2025 the following subjects feature as a compulsory or option subject

Compulsory Subjects			
Mathematics	English	Religious Education	Physical Education
Welsh Baccalaureate (in year 11 only)	Welsh	Triple Science or Double Science	
Option Subjects			
Art and Design	Business Studies	Creative and Media	Computer Science
DT Product Design	DT Graphic Products	DT Textiles	Drama
Engineering	Food and Nutrition	French	Geography
German	Health & Social Care	History	ICT
Information & Creative Technology	Physical Education	Sociology	Workskills
Level 2 Package*			

*Level 2 Package is a suite of subjects selected and delivered to students who benefit from accessing fewer GCSE qualifications.

A programme of study at 14 - 16 would typically be made up of:

- two GCSE qualifications in English (Language and Literature)
- two qualifications in mathematics (mathematics and numeracy),
- RE, WBQ (in year 11), Welsh, PE
- three separate sciences and two option subjects or
- double science and three option subjects

A small number of learners follow a programme of study at 14 - 16 that includes accessing vocational provision at Coleg Gwent.

All learners access Welsh lessons. This acknowledges the Welsh Government's vision for the language as set out in its document 'Cymraeg 2050; A million Welsh speakers'. WBQ is accessed by all learners in year 11 in line with the Welsh Government's vision for universal adoption of this qualification.

Post-16 Curriculum

Post-16 learners access a 'local area curriculum offer'. Learners at our school and our 'preferred partner' school, Llanwern, have full access to the post-16 subjects delivered at each school. This local area curriculum meets the Learning Skills (Wales) Measure 2009 for volume and range of subjects.

We attempt to meet the needs of all our learners with our post-16 offer. In addition to the following published subjects we are able to defer to other collaboration partners across the City of Newport where and when required. Subjects will only be timetabled and resourced if a viable number of learners select the subject.

For the academic year 2024/2025 the following subjects formed the local area curriculum offer:

Art and Design	Mathematics	Double Mathematics	English Language
English Literature	Biology	Chemistry	Physics
Business Studies	Drama	German	French
History	Geography	Design & Technology	Physical Education
Psychology	Health & Social Care	Applied Science	Photography
ICT	Music	Sociology	Religious Education
LIBF Finance	Welsh	BTEC Business	Criminology
BTEC Sport	Music Performing	Performing Arts	

A programme of study at post-16 would be typically made up of:

- WBQ (Level 3). (Newport LA schools have agreed to implement the Welsh Government's commitment for the universal adoption of this qualification)
- three Level 3 qualifications. It may be suitable for some learners to access two Level 3 qualifications in addition to WBQ. In exceptional circumstances, it may be agreed for learners to access four Level 3 qualifications in addition to WBQ

4. Transition

The school has a planned programme of individual support at key transition points for learners in year 9 moving into 14 -16 provision and year 11 moving to post-16 provision. This support is delivered by senior members of staff at the school with the aim of assisting learners access programmes of learning that will be appropriate and maximise their learning outcomes. Senior staff use current attainment and target data to inform conversations with learners.

5. Equal Opportunities

Entry to all programmes of study is based on academic 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. (see *school Equal Opportunities Policy*)

6. Differentiation

A variety of different teaching and learning methods and materials are used in all courses to suit students' varying needs.

7. Curriculum Delivery

All teachers within the school are expected to create an environment which enables high quality teaching and learning to take place. Assessment for Learning is an integral part of the curriculum delivery.

8. Non Formal/Informal Curriculum and Extra-Curricular Activities

The school curriculum extends beyond the classroom and students have opportunities to develop skills, competencies and wider learning through extensive non formal and informal curriculum opportunities.

The non-formal curriculum offers opportunities for students to gain qualifications outside the National Qualification Framework (NQF) e.g. reading buddies, Duke of Edinburgh Award Scheme.

The informal curriculum offers an extensive range of clubs, societies, charities and curriculum enrichment opportunities for all students.

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.

9. Blended and On-line Learning

The school has been developing its capacity to support blended and online learning using digital platforms, including Google Classroom and HWB/Microsoft tools. Teachers have developed significant resources for learners that can be accessed during periods of disruption to face-to-face education, and to support learning beyond the classroom.

10. Disapplication

In accordance with statutory requirements, the school can respond to individual needs by adapting curriculum provision and learning programmes to ensure appropriate pathways and progression. This may include personalised timetables or alternative provision in order to:

- allow a student to participate in extended work-related learning
- allow a student with individual strengths to emphasise a particular curriculum area
- to allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum
- allow new students from other countries to study an amended programme where appropriate.

Decisions about any of the above will only be made after discussion with the student and parent/carer.

Full details relating to curriculum flexibility, personalised provision and statutory requirements are available from the school on request.

11. Religion, Values and Ethics (Religious Education)

Religion, Values and Ethics is taught to all learners in years 7 to 11. 'Religious Education' has been renamed 'Religion, Values and Ethics' to make it clear that this element of the curriculum is intended to cover more than religion.

12. Collective Worship

All students are expected to take part in daily collective worship. The school has a programme of collective worship involving both whole - school assemblies, and tutor group assemblies.

Parents/carers may request withdrawal from collective worship in line with statutory guidance.

13. Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden. Political issues are introduced in a number of courses and are presented in a balanced manner.

14. Physical Education

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

15. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Head of Year.

If the issue is not resolved parents should make an official complaint in line with the School's Complaints Policy.

16. Monitoring Evaluation and Review

The school curriculum and curriculum policy will be monitored and reviewed by the Teaching and Learning Sub-Committee of the Governing Body.

17. Feedback

We welcome any comments or suggestions you may have about the policy. If you want to make any comments about this policy or if you require further assistance, please contact the school.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.