



# CURRICULUM POLICY

**Adopted: February 2011**

**Reviewed: September 2021**

**Reviewed: Annually**

This document is a Statutory Official School Policy of Caerleon Comprehensive School.

This Policy was formally adopted by Caerleon Comprehensive School on 2 February 2011

Revision	Amendment	Author	Approved by
A	Amendment	PMJ	Policy Committee 02/02/2011
B	Review	GLJ	Policy Committee 09/02/2012
C	Review	GLJ	Policy Committee 02/05/2013
D	Review	GLJ	Policy Committee 27/03/2014
E	Review	GLJ	Policy Committee 19/03/15
F	Review	GLJ	Curriculum & Standards 16/05/19
G	Review	GLJ	Teaching & Learning 16/09/2021

## 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)

## POLICY DETAIL

### 1. Aims

The School Curriculum for Wales, implemented in September 2008, established a curriculum for the 21 Century. For our school, it is a vital component in supporting our learners 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 preparing for significant 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' will disappear and replaced with a seamless curriculum for children aged 3-16, 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 will be used to construct the curriculum for our learners.

We are in a transitions phase between the need to deliver the National Curriculum and prepare for the new Curriculum for Wales. Since September 2020, departments have been trialling new learner experiences and investigating how new 'progression steps' will link in with this work.

In light of the COVID-19 pandemic, the Welsh Government has allowed schools to defer implementation of the new curriculum by one year to September 2023 at which point both year 7 and year 8 will need to follow the new curriculum. We will not be taking up the option of deferring implementation by a year. The new curriculum will be taught to year 7 from September 2022 and then roll out year by year.

The school has been and will continue to engage with stakeholders in order to prepare for this exciting change and it is anticipated that this current curriculum policy will be modified to fully embrace ongoing developments in the new curriculum.

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:

- School Effectiveness Framework (WAG 2008)
- A Curriculum for All Learners (WAG 2010)
- 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 Assembly 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

### KS3 Curriculum

Learners in KS3 are taught in mixed ability teaching groups and access the following subjects:

English	Mathematics	Art	Biology
Chemistry	French	Geography	History
ICT	Music	Physics	RE
Welsh	Drama	Design & Technology	PE

All learners access Welsh lessons. This acknowledges the Welsh Governments 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)

- LORIC Programme (Leadership, Organisation, Resilience, Initiative and Communication)
- Careers and the world of work
- Police liaison work

Each KS3 year group has one ALN group which offers small-group provision for learners. 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.

## KS4 Curriculum

Our school KS4 curriculum meets the Learning Skills (Wales) Measure 2009 for volume and range of qualifications. For the academic year 2021/2022 the following subjects feature as a compulsory or option subject

Compulsory Subjects			
Mathematics	English	Religious Education	Physical Education
Welsh Baccalaureate	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 KS4 would typically be made up of:

- two GCSE qualifications in English (Language and Literature)
- two qualifications in mathematics (mathematics and numeracy),
- RE, WBQ, 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 KS4 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 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 2021/2022 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	BTEC Sport
Music Performing			

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 at KS3 to KS4 and KS4 to post-16. 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.

The post-16 options process (for current year 11 learners) will begin in October 2021. The GCSE options process (for current year 9 learners) will begin in December 2021.

## 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 Remote Learning**

The school has been developing its capacity regarding the use of Google Classroom. Teachers have developed significant resources for learners that can now be accessed and used by learners at times of disruption to normal face to face education provision. Blended learning opportunities are being developed on this platform.

## **10. Disapplication**

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, 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 in relation to exemptions from the National Curriculum are available at the school.

### **11. Religious Studies**

Religious Studies is available to all students. Parents have the right to withdraw their children from religious education.

### **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.

### **13. Sex and Relationships Education**

The school provides sex education in the basic curriculum for all students, in which they are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's *Sex Education Policy* is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government document *Sex and Relationship Education in schools - Guidance (019/2010)*, and has been adopted by the Governing Body.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided, without giving reasons.

### **14. 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.

### **15. 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.

### **16. 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.

### **17. 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.

### **18. 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.