

Ysgol Y Bont Faen Cowbridge Comprehensive School



CURRICULUM POLICY

Updated by: Miss A Pennell, Assistant Headteacher

Adopted by: Main Governing Body on 21.11.13 &

Last Reviewed and approved by SPC Committee: Summer 2019

Review: Annually or subject to new statutory guidelines or legislation

Next Review: Summer 2020

Date of any amendments made to policy & brief points:

Date	Section
March 2019	<p>'Overview', 'The School Curriculum for Wales' and 'Content of the Curriculum' sections replaced with 'Rationale', 'Aims' & The Principles and Curriculum Design</p> <p>Amended subject information from Years 12 and 13 - Key Stage 5 section from 'The Statutory School Curriculum'</p> <p>Amendment to number of EP lessons</p> <p><u>Rewritten sections</u> Key Stage 3 section from 'The Statutory School Curriculum, Key Stages 3 and 4' Key Stage 4 section from 'The Statutory School Curriculum, Key Stages 3 and 4' Welsh language teaching Personal and Social Education</p> <p>Additional information: links to policies</p>

Rationale

We provide a curriculum which is balanced and broadly based. The curriculum includes timetabled activities and extracurricular experiences and activities which promote the spiritual, moral, cultural, mental and physical development of all its learners and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims

- Cater for the needs of individual children from all ethnic and social groups, including those with additional learning needs.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain exciting and stimulating learning experiences that have at its core the Four Purposes for education in Wales.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the experiences that she/he is asked to engage with Key Stage 3. The Key Stage 3 curriculum complies with the requirements of the National Curriculum (2008) and Literacy and Numeracy Framework.

The Principles and Curriculum Design

It is a basic and fundamental principle that the curriculum of a school, in both its content and delivery, should reject discrimination against pupils on grounds of sex, race, religion, ethnicity or culture.

The purposes of learning at school are:

- To help pupils develop into capable, ambitious and resilient lifelong learners;
- to help pupils to develop lively, enquiring minds, the ability to question and argue rationally, and to apply themselves to tasks and physical skills;
- to help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- to help pupils to use language and number effectively;
- to instil respect for religious and moral values and tolerance of other races, religions and ways of life;
- to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
- to help pupils to appreciate human achievements and aspirations.

Curriculum Design

- The curriculum is broad. It introduces the pupils to a wide range of knowledge and experience and develop a range of important skills - intellectual, practical and personal.
- The curriculum is balanced. Each area of the curriculum is allocated sufficient time to make its specific contribution but not so much that it affects other essential areas. Time allocation and management is a crucial matter for success in curriculum design.
- The curriculum should be relevant. It must be linked with the pupils' own experience. Within this experience there is a need for a practical dimension to learning, to prepare pupils for a society in which new technology is commonplace. The relevance of the curriculum should be enhanced by links with those outside formal education circles - in particular those making a significant contribution to the community.
- The curriculum should be differentiated. What is taught and how it is taught must be matched with a pupil's age, ability and aptitudes and should allow for progression at all stages.

Taught Time

The time spent on teaching during a normal school week, including Religious Studies, is 25 hours. To help achieve the curriculum objectives the school timetable is arranged on the basis of a 50 period fortnight. The school day also includes registration, the daily act of collective worship, break and lunch times.

THE STATUTORY SCHOOL CURRICULUM, KEY STAGES 3 AND 4

KEY STAGE 3

The Key Stage 3 curriculum complies with the requirements of the National Curriculum (2008) and Literacy and Numeracy Framework

Year 7 & 8

Core subjects

English, Mathematics, Science

Foundation subjects – Art, Design and Technology, Geography, History, ICT, French, Music, (German is introduced in Year 8.)

Statutory subjects

Welsh Second Language

Religious Education (Ethics and Philosophy)

Personal & Social Education which includes sex and relationships education and Careers and the World of Work

Year 9

In Year 9, pupils continue to study all core and statutory subjects, however, narrow down the foundation subjects that they study in years 7 and 8. They select 5 subjects which they wish to potentially study for GCSE examinations. Subject teachers introduce them to the KS 4 programmes of study in all of these subjects. Towards the end of Y9, pupil then select the 3 which they wish to take forward and sit for GCSE examination. This enables all pupils in Y9 to have a great insight into which GCSEs are most appropriate for them and improves the time available to make the most of final GCSE choices and the aim is also to assist with wellbeing so that there is less pressure than starting all courses in Y10.

KEY STAGE 4

Years 10 & 11

14-19 Curriculum

The school complies with the requirements of the Learning and Skills (Wales) Measure 2009 for learners aged 14-19 years, in addition to the National Curriculum (2008) at Key Stage 4.

At KS4 the school curriculum consists of:

- **Mandatory subjects**

English, Mathematics, Science, Religion and Philosophy, Physical Education and Welsh second language, PSE (including sex education), Careers and the World of Work and Wales, Europe and the World.

A broad range of optional subjects leading to external qualifications.

All pupils follow the Welsh Baccalaureate, which includes the Skills Challenge Certificate at either Foundation or National level

Pupils and parents are given considerable assistance to enable them to decide upon a suitable and appropriate study programme based upon the demands of the National Curriculum, with breadth and balance being of vital importance. The process in Y9 greatly assists them with this aspect.

- **Options include:**

Art, Computer Science, Construction, Drama, Engineering, Food & Nutrition, French, Geography, Geology, German, Health & Social Care and Childcare, History, Information Technology, Music, Performing Arts, Physical Education, Product Design, Sociology, Textiles, Triple Science (Separate Biology, Chemistry and Physics)

Pupils have the opportunity to study other vocational courses at Military Preparation School, Cardiff and Vale College and from 2019 Hair and Beauty will be offered at the school.

KEY STAGE 5

Years 12 &13

The Sixth Form curriculum is designed to ensure that students:

- follow a broad and balanced post-16 curriculum;
- have a wider choice of subjects and courses;
- make an effective transition from GCSE to Advanced study;
- are challenged to reach the highest standards.

GCSE English and GCSE Mathematics at C grade or above are required to enter Sixth Form.

Entry requirement for Key Stage 5 is 5 A* - C at GCSE or equivalent for a more traditional A Level route or 4 A* - C at GCSE to follow a BTEC route plus one A Level. Most subjects insist on a minimum of a C grade in their subject, although some subjects recommend a B grade or higher at GCSE.

When entering Year 12, students will study 3/4 AS (Advanced Subsidiary) courses in their chosen subjects.

The Advanced Welsh Baccalaureate Qualification (WBQ) is optional.

In Year 13, students will continue their studies at A2 level providing they have passed 2 AS subjects with at least an E grade in those subjects. It is anticipated that most students will take examinations in 3 A2 subjects or equivalent

Choices can be made from the following:

Art, Biology, Business, Chemistry, Computing, Drama, Economics, English Language and Literature, English Literature, Ethics and Philosophy, Film Studies, Food and Nutrition, French, Further Mathematics, Geography, Geology, German, Government and Politics, History, Information Technology, Mathematics, Music, Photography, Physical Education, Physics, Product Design, Psychology, Sociology, Welsh, BTEC Sport and Advanced WBQ

COMMUNICATION WITH PARENTS

Option Evenings are organised throughout the school year to provide parents with opportunities to discuss curriculum matters and option choices with staff. Option Choice Booklets are supplied to all parents whose children are at the relevant stages in their school careers.

ADDITIONAL LEARNING NEEDS

This work is co-ordinated by the Additional Needs Coordinator, working closely with other relevant members of staff. Close contact is maintained with our primary feeder schools in order to identify pupils who may have additional needs. Diagnostic tests and staff referrals are used by the ALN staff to provide the basis for on-going and close monitoring of pupils' progress.

The aim of the school is for **all** children to fulfil their potential, and the school's ALN policy has been designed to support this aim. Pupils with additional needs are not segregated and are taught by subject specialists. Individual programmes are provided which support the particular needs of individual students. These programmes are closely monitored to ensure that each pupil achieves to the best of his or her ability. No pupil is denied access to the National Curriculum. Provision for pupils with additional needs is seen as a matter for the whole school. Our aim is to provide a personalised curriculum which is designed to meet the needs of students individually. This may include a 'fast track' approach or forms of curriculum enrichment for students who are particularly able or talented in identified areas.

The school is required to maintain a register of children with additional needs and staff are kept informed of the needs of particular children. The fullest co-operation of parents is sought throughout all stages of this process. A copy of the school's Additional Learning Needs policy is available to parents on request.

ETHICS AND PHILOSOPHY – RELIGIOUS EDUCATION

All maintained schools must provide religious education for all registered pupils (apart from those who have been withdrawn by their parents). Schools follow the agreed syllabus for the area, which is drawn up by the local Standing Advisory Council on Religious Education (SACRE), a local conference of teachers, local churches and faith groups, and the LA. The governing body shares responsibility with the LA and the Headteacher for making sure that the religious education requirements are met and Cowbridge Comprehensive School follows the Ethics and Philosophy programme which complies with the locally agreed syllabus.

Collective Worship

- All maintained schools must provide a daily act of collective worship which is broadly Christian for all its registered pupils, including those who are post 16 (section 70 of the School Standards and Framework Act 1998 ("SSFA")).
- A parent or guardian may withdraw their child(ren) from collective worship (section 71 of the SSFA).
- Section 55 of the Education and Inspections Act 2006 amended section 71 of the SSFA 1998 to allow sixth form pupils in maintained community, community special, voluntary, foundation and foundation special schools the right to withdraw themselves from collective worship. That provision came into force in Wales from 9 February 2009. The Welsh Association of Standing Advisory Councils on Religious Education (WASACRE) also issued guidance to schools on this change in the law.

All pupils have three/four lessons per fortnight. These are non-denominational. Parents have the right, however, to withdraw their children from these lessons provided this is in writing to the Headteacher.

WELSH LANGUAGE TEACHING

No subject is taught through the medium of Welsh. The school teaches Welsh in line with Curriculum for Wales: Programme of Study for Welsh, Key Stages 2–4 (2016).

The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales

Literacy and Numeracy Framework (LNF) (Welsh Government 2013, National Literacy and Numeracy Framework)

The LNF is a statutory framework for planning that ensures that literacy and numeracy is embedded within the curriculum. Progression through the LNF and performance in the national reading and numeracy tests demonstrate how learners are achieving against the expectations for literacy and numeracy at the end of each school year at Key Stage 3.

PERSONAL AND SOCIAL EDUCATION

See separate PSE document

SEX EDUCATION

All maintained Secondary Schools are required to provide sex education for all registered pupils as part of the basic curriculum.

A full statement of the school's sex education policy is available to parents. It has regard to circular n^o: 082/2010 Sex and Relationships Education in Schools.

Parents have the right to withdraw their children from all or part of the sex education provided and should contact the Headteacher in writing if they wish to exercise this right.

POLITICAL BIAS: THE TEACHING OF POLITICS IN SCHOOLS

The governing body, Headteacher and LA must not allow any teacher to promote one-sided political views when teaching. Teachers must present different views in a balanced way where political issues are covered.

At Cowbridge Comprehensive School we also take steps to ensure that, in all cases pupils are given a balanced presentation of political issues. This includes where political issues are brought to the attention of pupils whilst they are at school or taking part in extra curricula activities which are provided or organised at the school or on behalf of the school.

Links with Other Policies

The Curriculum Policy takes account of, and should be read in conjunction with, the following policies:

- Religious Education
- Sex Education
- PSE and Careers and the World of Work

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