



Curriculum policy

Date **July 2019**

Review Date **July 2022**

Chair of Governors **Mr E. Griffiths**

Headteacher **Mrs K. Retallick**

1. Introduction

1.1 This policy sets out the curriculum arrangements for Ysgol Nantgwyn. It has been agreed by the governing body and headteacher. It describes the purpose, scope and structure that will ensure that Ysgol Nantgwyn achieve the very best standards and are successful in securing future possibilities.

1.2 The Ysgol Nantgwyn curriculum takes into account a relatively unique position in Welsh education. The School is opening in a period following a formal review of current curriculum arrangements whereby several recommendations were made (and later accepted) to Welsh Government for the betterment of curriculum arrangements. The opening window is also prior to the publication of any future curriculum. Ysgol Nantgwyn is therefore working as a learning organisation and constructing its own curriculum based on information about the pupils and area that we serve, while looking regionally, nationally and internationally to ensure that our provision is evidence-informed. In order to do this, we will:

- Design, develop and implement a curriculum that is suitable to the needs of the learners within the school.
- Transition curriculum design at all levels to developing pupils against the four purposes set out in Successful Futures.
- Create an assessment framework to ensure at least good rates of progress for all pupils consisting of a set of non-negotiables to ensure that nearly all pupils are at least in line with the chronological age by the end of each year group.
- Co-construct the curriculum with stakeholders at the outset of design, as well as throughout, to ensure that it is interesting, integrated and individualised.
- Develop and embed a learning organisation approach to facilitate professional learning for all staff.
- Ensure a continual focus on developing teaching and learning so that pedagogy addresses not just knowledge but also concepts, inquiry, skills, dispositions and attitudes.

1.3 The Ysgol Nantgwyn curriculum adopts the four purposes as set out in Successful Futures. To support the attainment of high levels of achievement, teaching, learning and experiences at Ysgol Nantgwyn will ensure that pupils are challenged and supported to develop well against the four purposes and:

- These will be found in short, medium and long term planning;
- Practitioners will be continually updating both their subject knowledge and their pedagogical practice and provision will reflect these developments;
- The curriculum will become increasingly aligned with the needs of pupils over time and this gives interim flexibility around learning needs; and,

- All teaching, learning and experiences will have an objective and a purpose.

2. A curriculum for a through school

2.1 Central to the creation of one through school is the determination of curriculum principles that underpin learning and support the development of Ysgol Nantgwyn pupils in all year groups. Analysis of the current national curriculum orders and assessment objectives of a range of level two qualifications shows a number of common features that are found in the detail underneath the four purposes. These are consistent strands throughout all phases and stages and across subjects and therefore all learning should be linked to these purposes and the statements that sit underneath. The Ysgol Nantgwyn curriculum will develop learners that are:

- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Ambitious, capable learners who are ready to learn throughout their lives.
- Creative, enterprising contributors who are ready to play a full part in life and work.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

In all lessons, pupils should know both the objective of the lesson and the purpose and the expectation would be that across a half term, all faculties would contribute to all of the purposes.

Ambitious, capable learners who are ready to learn throughout their lives.

A1	Set themselves high standards and seek and enjoy challenge
A2	Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
A3	Are questioning and enjoying solving problems
A4	Can communicate effectively in different forms and settings, using both English and Welsh
A5	Can explain the ideas and concepts that they are learning about
A6	Can use number effectively in different contexts
A7	Understand how to interpret data and apply mathematical concepts
A8	Use digital technologies creatively to communicate, find and analyse information

A9	Undertake research and evaluate critically what they find
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Enterprising, creative contributors who are ready to play a full part in life and work.

C1	Connect and apply their knowledge and skills to create ideas and products
C2	Think creatively to reframe and solve problems
C3	Identify and grasp opportunities
C4	Take measured risks
C5	Lead and play different roles in teams effectively and responsibly
C6	Express ideas and emotions through different media
C7	Give of their energy and skills so that other people will benefit

Ethical, informed citizens who are ready to be citizens of Wales and the world.

E1	Find, evaluate and use evidence in forming views
E2	Engage with contemporary issues based on their knowledge and values
E3	Understand and exercise their human and democratic responsibilities and rights
E4	Understand and consider the impact of their actions when making choices and acting
E5	Are knowledgeable about their culture, community, society and the world, now and in the past
E6	Respect the needs and rights of others, as a member of a diverse society
E7	Show their commitment to the sustainability of the planet

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

H1	Have secure values and are establishing their spiritual and ethical beliefs
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H2	Are building their mental and emotional well being by developing confidence, resilience and empathy
H3	Apply knowledge about the impact of diet and exercise on physical and metnal health in their daily lives
H4	Know how to find the information and support to keep safe and well
H5	To take part in physical activity
H6	Take measured decisions about lifestyle and manage risk
H7	Have the confidence to participate in performance
H8	Form positive relationships based on trust and mutual respect
H9	Face and overcome challenge
H10	Have the skills and knowledge to manage everyday life as independently as they can

3. Scope of the curriculum

3.1 The current curriculum stipulates delivery of thirteen subjects at primary level and twelve subjects into key stage three. With the move towards a purpose driven curriculum, the scope of the provision can be considered broader. Many subject disciplines are currently not a feature in school's schemes of learning because they do not progress pupils towards attainment of subject specific criteria. The following should be considered as a widened scope for faculty areas but by no means exhaustive.

Ysgol Nantgwyn	Curriculum areas
Communication and life	English, Welsh, modern foreign languages, literacy, speaking.
	Physical education, personal and social education, Welsh Baccalaureate, health and social care, wellbeing.
Culture	Geography, history, religious studies, business studies, law, psychology, sociology, philosophy, citizenship, geology
	Art, music, drama, performing arts
Discovery	Mathematics, numeracy, financial literacy, economics.
	Science, design technology, computer science, information technology, geology, archaeology

4. Organisation of the curriculum

4.1 Ysgol Nantgwyn is organized into lower, middle and upper schools to enable the feeling of smaller communities while promoting the through school ethos.

Lower and middle school

In **Lower School** (Nursery to year 3), pupils will follow the Canu Dysgu curriculum which will align with Foundation Phase guidance and taken into account the schools within Ysgol Nantgwyn.

In **Middle School** (Year 4 to year 8), pupils will follow a Caru Dysgu curriculum and increasing proportions of:

Ysgol Nantgwyn faculty	Subject disciplines
English and literacy	English, Welsh, modern foreign languages, literacy, speaking .
Life	Physical education, personal and social education, Welsh Baccalaureate, health and social care, wellbeing . Geography, history, religious studies, business studies, law, psychology, sociology, philosophy , citizenship.
Expressive arts	Art, music, drama, performing arts
Mathematics and numeracy	Mathematics, numeracy, financial literacy, economics .
Science and technology	Science, design technology, computer science, information technology, digital competence.
Languages	Welsh, Spanish, French, Mandarin, Portugese

NB. Subjects identified in bold are not in the current national curriculum.

Learning	Year 4	Year 5	Year 6	Year 7	Year 8
Caru dysgu	37	35	28	18	17
Life	5	6	6	6	6
English and literacy	7	7	7	7	7
Mathematics and numeracy	6	6	6	6	7
Languages	2	3	6	10	10
Science and technology	2	2	6	12	12
Expressive arts	0	0	0	0	0
Learn	1	1	1	1	1

4.2 Canu and Caru Dysgu

Within Canu and Caru Dysgu, learning will be organised into topics or themes. There will be six of these across a full academic year. Every year group will explore two through school themes which will progress across the school

experience: me and us. Heads of school, working alongside classroom teachers, will determine a further three themes for each year group. Themes will be organised around a central statement and questions posed by both teachers and pupils and learning will follow lines of enquiry.

The final themes of the year will be determined by the school council/parliament and pupils will be able to 'opt' into the theme that they pursue for the remaining weeks of the school year. In doing so, it will allow greater ownership of the curriculum and their own learning by pupils as well as opportunities to mix with other pupils.

These are as follows:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1	Me	Me	Me	Me	Me	Me	Me	Me	Me	Me
2	Us	Us	Us	Us	Us	Us	Us	Us	Us	Us
3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3	Theme 3
4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4	Theme 4
5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5	Theme 5
6	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme	Pupil theme

All faculties will all contribute to planning the Canu Dysgu and Cary Dysgu provision. While these schools consist of separate faculties, it is the expectation over time that planning and teaching will exemplify increasing connections between the faculty disciplines so that the learning experience exemplifies a more coherent and holistic approach. Middle school children will experience languages and technology as integrated areas from the outset. Each head of faculty will be responsible for the learning of their area from nursery through to year 11. Heads of schools will be responsible for overseeing the curriculum provision within their school and ensuring that planning support year on year progress.

4.3 Separate literacy and numeracy provision in Caru Dysgu

All pupils will have discrete lessons of English and literacy and mathematics and numeracy as well as opportunities through their Caru Dysgu, Canu Dysgu and other lessons to develop skills. It is expected that in these lessons, all pupils will have a variety of experiences that include:

Session type	Outcome	Frequency	Who?
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Differentiated whole class teaching (45 minutes)	Achievement of year group non-negotiables	As per allocation	Canu/Caru dysgu teacher OR mathematics and numeracy , language, literacy and communication teacher
Within canu/caru dysgu teaching	Further contextualisation of lit/num skills. Utilising and developing literacy and numeracy skills to foster pupil progress against the four purposes.	As per medium term planning affords	Canu/caru Dysgu teacher
Individual and small group teaching both within and outside classes (guided learning). And this built into a timetabled session for individual prep/target work.	Achievement of more specific targets where gaps are limiting progress	Allocation to learning coaches timetable. On an as needs basis – examples would include following absence, groups created on the basis of the raw scores and diagnostic from the NNTs and NRTs and children who are not achieving their reading frequency targets.	Learning coaches and teachers
Vertical grouping based on individual targets Vertical grouping across two or more year groups but usually within a school	Achievement of more specific targets and development in a particular area. Focused opportunity to stretch and support.	To be decided with heads of faculties Possibility of 6 x 50 minute timetable allowing a session if necessary	Canu/Caru Dysgu teacher OR mathematics teacher

Independent target work	Individual pupils improve their own learning and performance	Once a week (in vertical coaching groups) Possibility of 6 x 50 minute timetable allowing a session	Form time coaches
Enrichment sessions	Development of skills through immersion in a context	Once a half term or once a term To be decided with heads of schools and faculties	Mathematics or English teacher
Individual preparation work	Independent work or facilitated group work to prepare for an upcoming literacy and numeracy session	Once a week from year 2 onwards Possibly in vertical coaching groups or during Caru/Canu Dysgu? Possibility of 6 x 50 minute timetable allowing a session	Canu/Caru Dysgu teacher Tasks determined by Literacy/Numeracy teacher

4.4 Immersion days

These days will be led across the school by faculties with increasing collaboration across the school or heads of schools or a mixture of all from year 3 onwards. As such, they will support the transition of pupils from lower school to middle school but also support enrichment of the curriculum provision, facilitate staff working together across phases and stages.

Immersion days run for one or two days each half term or each term. The normal school timetable will be suspended. This also facilitates immersion days around examination points for upper school students or larger chunks of time spent on project work or controlled assessments.

5. Upper school

In Upper School (Years 9 to year 11), pupils will study a core curriculum and opt for subjects.

Core curriculum subjects	Optional subjects
English language English literature	Media studies History

Mathematics Mathematics-Numeracy Double science Welsh Physical Education Religious Education Skills based qualification Learn	Humanities Think Information technology Business studies Health and social care Physical education Sport Music Performing arts Art Modern foreign languages Design technology Be
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Year 9 will have core subjects and a carousel of individual subject options. They will make their option choices and start their GCSE courses in the summer term.

Year 9	Core curriculum	Carousel
Block 1 (8 weeks)	36 lessons	24 lessons across three optional subjects
Block 2 (8 weeks)	36 lessons	24 lessons across three optional subjects
Block 3 (8 weeks)	36 lessons	24 lessons across three optional subjects
Block 4 (8 weeks)	36 lessons	24 lessons across three chosen four options

Years 10 and 11 will follow a core curriculum and their chosen optional subjects.

Core curriculum	Options
36 lessons Put list in here when confirmed	24 lessons across four optional subjects

6. The school day (to be confirmed)

	Lower		Middle		Upper	
Open drop	08:40	08:55				
Registration			08:40	08:55	08:40	08:55
Session 1			08:55:00	09:45:00	08:55:00	09:45:00
Session 2			09:45:00	10:35:00	09:45:00	10:35:00
Break 1	10:30:00**	11:00:00	10:35	10:55	10:35	10:55
Session 3			10:55:00	11:45:00	10:55:00	11:45:00
Session 4			11:45:00	12:35:00	11:45:00	12:35:00
Lunch	11:45*		12:35:00	13:25:00	12:35:00	13:25:00
Session 5			13:25:00	14:15:00	13:25:00	14:15:00
Break 2			14:05	14:15		

Session 6		15:10:00	14:15:00	15:05:00	14:15:00	15:05:00
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*Staggered lunchtimes across lower school

**Includes collective workshop and milk

Timetable to be implemented for registration so that each class has:

- Collective worship/assembly time

7. **Communication of the curriculum – consult with HoFs. HoSs**

Staff meetings

Overview of curriculum plan shared with some consultation questions.

Expressions of interest for curriculum development group. Audit around needs etc.

Outcomes of any changes/updates on curriculum plan and staff audits.

Consultation on development needs and professional learning formats going forward.

Outputs from curriculum development group and next steps for all members of staff. Structure for PL, line management, processes and expectations.

Individual meetings with heads of school and heads of faculty.

Head of faculty forum established.

Heads of schools

Vision, aims, success measures, processes and procedures and contribution to overall plan through area of responsibility. Establishment of milestones and calendared items. Individual PL needs.

Heads of faculty

Vision, aims, success measures, processes and procedures and contribution to overall plan through area of responsibility. Developing their area.

Pupils

Outputs of curriculum development group and opportunity to consult and contribute to overall curriculum plan, determination of themes etc.

Parents

Consultation through parental engagement sessions. Participation in curriculum development group.

Ongoing communication through class newsletter each half term detailing learning and other key information for all year groups. Also available on the website. Establishment of digital network for each class to engage with parents. Expectations to be set around individual class teacher communication with parents.

8. **Monitoring**

Of pupil progress:

- Assessments, both summative and formative in literacy and numeracy drawing from a range of information including standardised tests
- Assessment against the non negotiables defined by faculties
- CATs
- The use of individual learning journeys/portfolios
- Subject specific assessments from task outcomes within themes
- Calendared moderation and standardisation groups
- Calendared faculty time to look at standards and progress across the school
- Calendared progress interviews
- Calendared RAP meetings

Of curriculum provision:

- Quality framework: stakeholder voice, quality of provision

Workload Impact Assessment

Policy name:	Accessibility Plan
Date of assessment:	
Assessed by:	

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.