



Curriculum policy

Date	Sept 2022	
Review Date	Sept 2023	
Chair of Governors	Mr K Lewis	
Headteacher	Ms L Morris	

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 opened in a period following a formal review of current curriculum arrangements whereby several recommendations were made (and later accepted) to the Welsh Government for the betterment of curriculum arrangements. The opening window was also prior to the publication of any future curriculum. Ysgol Nantgwyn has therefore constructed 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. It has also consulted with pupils, parents, governors and staff to determine priorities in the curriculum. 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.
 - Use 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. This is our pathway point system.
 - 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 through our 9Ps framework.
- 1.3 At Ysgol Nantgwyn, our curriculum vision is based around our school statement; 'when we are ready, respectful and responsible, anything is possible'. It takes into account our school population and their needs and helps them to be ready to respond to the demands of our world and responsible and respectful in doing so. To support this, it is informed by our local, regional, national and global context. The Ysgol Nantgwyn curriculum ensures that all pupils gain good knowledge and skills through a range of learning experiences so that they make good progress from nursery to year 11 and are ready to be successful in their chosen pathway when they leave school.
- 1.4 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/s and a purpose/s.

2. A curriculum for a through school

2.1 Central to our 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
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 mental 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

Having consulted pupils, parents, staff and governors about the most immediate priorities for our teaching, learning and experiences the following commonalities were found:

Healthy, confident individuals	Building mental and emotional well-being	Form good relationships based on mutual trust and respect	
Ethical, informed citizens	Understand their responsibilities and rights	Respect the rights and needs of others	
Enterprising, creative contributors	Think creatively to solve problems	Share their ideas and emotions in a variety of ways	
Ambitious, capable learners	Set themselves goals	Speaking and listening to others effectively	Build up their knowledge and apply it

These, therefore, will sit as part of our curriculum design and evaluation processes from September 2022. Note that this does not defer focus away from other aspects of the four purposes.

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. Our faculty areas do not align with the AoLE of the Curriculum for Wales however the AoLE are represented across the five faculties.

Languages and culture	Welsh, Spanish, art, drama, music, dance, digital media
Mathematics and numeracy	Mathematics, numeracy, economics, enterprise, finance, business studies
English, literacy and communication	English language, English literature, media studies
Science and technology	Biology, chemistry, physics, design technology (all aspects), digital competence, computer science
Life	Well-being, religion, values and ethics, humanities, history, geography, health and social care, skills challenge certificate

- 3.2 Each area of learning and experience has a set of 'what matters' statements. Staff use these statements and the concepts within them to design and plan the learning for pupils. These statements support pupils to make good progress by developing the skills and knowledge gained from their learning experiences from nursery through to year 11.
- 3.3 Our curriculum ensures that pupils learn about diversity, human rights and the rights of the child, relationships and sexuality education (RSE), Welsh and religion, values and ethics (RVE).
- 3.4 Our pupils will develop skills and knowledge relating to literacy (oracy, reading and writing), numeracy (including reasoning) and digital competence across the full breadth of the curriculum.
- 3.5 In years 7-11, pupils will have a 'calendared' form time lesson each week. This will alternate between an academic (ambitious, capable learners) and well-being (healthy, confident individuals) focus and respond specifically to the outcomes of the stakeholder voice around curriculum priorities. This will supplement and complement provision aligned to the purposes across the curriculum.

4. Organisation of the curriculum

- 4.1 Ysgol Nantgwyn is organised 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 faculty led lessons.

4.2 Canu and Caru Dysgu

Within Canu and Caru Dysgu, learning will be organised into topics or themes. There will be three of these across a full academic year. Themes will be organised around a central statement and questions posed by both teachers and pupils and learning will follow lines of enquiry.

These are as follows:

N	Me	Community	Dens
R	Independence	Travel	Creatures
1	Universe	People	Environment
2	Team	World	Pirates
3	Culture	Disaster	Social influence
4	Disease	Discovery	Systems
5	World	Conflict	Explore
6	Identity	Change	Enterprise
7	Together	Catastrophe	British
8	Crime and punishment	Cynefin	Equality and diversity
9	Equality and diversity Enterprise and finance	Equality and diversity Enterprise and finance	Equality and diversity Enterprise and finance

All faculties will all contribute to planning the Canu Dysgu and Cary Dysgu provision. 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. 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 supports 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:

5. Upper school

In Upper School (Years 9 to year 11), pupils will study a core curriculum and opt for subjects to study in years 10 and 11.

Core curriculum subjects	Optional subjects (year 10 and 11)
English language English literature Mathematics Mathematics-Numeracy Biology, chemistry and physics Languages - Welsh Languages - Spanish Well-being physical Well-being other Enterprise and finance Religion, values and ethics Humanities	These will be determined through a straw poll to inform option blocks while pupils are in year 9. Over the past four years, these have included: Media studies History Geography Sociology Health and social care Digital competence Information technology Creative design Food and nutrition Engineering Business studies Physical education Sport Music Drama Performing arts Art Photography Spanish

6. The school day

School Start	Lower 08:55	Middle 08:40	Upper 08:40
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Registration	N/A	08:40	08:40
Lessons 1	08:55	08:55	08:55
Lesson 2	09:45	09:45	09:45
Break	10:35	10:35	10:35
Lesson 3	10:55	10:55	10:55
Lesson 4	11:45 Lunch	11:45	11:45
Lunch	Lesson 4 12:35	12:35	12:35
Lesson 5	13:25	13:25	13:25
Lesson 6	14:15	14:15	14:15
School End	15:10	15:05	15:05

- Each class has collective worship each day either with their Caru Dysgu teacher, their form teacher or in assembly.

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

Staff development sessions

Curriculum development and innovation sessions regularly planned and part of directed time for staff.

INSET days, twilight sessions focusing on curriculum development and staff skill development.

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 in their lessons.

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.

Regular newsletters, reports and parents' evenings.

8. Monitoring

- 8.1 Assessment will continue to be part of our daily teaching and learning as pupils and teachers use information from time spent with pupils to plan the next steps in each individual pupils' learning. As part of this process, pupils will engage with feedback from teachers about their learning so that they know how well they are doing and what they can do to improve and progress. Ysgol Nantgwyn will review the progress of each individual pupil regularly across the year and use this information to plan for individuals and groups to ensure that all make at least good progress and are well supported in doing so. We will report to pupils and parents about progress and approach to learning at regular points in the year.

See Ysgol Nantgwyn assessment policy for further information.

- 8.2 The Ysgol Nantgwyn curriculum will go through a process of iterative evaluation and development to ensure that all pupils are experiencing the very quality of provision that we can provide. We will work with a range of people to gather a range of information from many different activities that include pupils, parents and teachers to inform our evaluations and planning for development. These evaluations will sit as part of our robust monitoring and evaluation work.
- 8.3 The Ysgol Nantgwyn curriculum will be monitored using a variety of different methods through the school's [Quality Framework 2022-2023.docx](#)

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.

Appendix I: Curriculum summary statement (draft)

Ysgol Nantgwyn draft curriculum summary statement

Vision

At Ysgol Nantgwyn, our curriculum vision is based around our school statement; 'when we are ready, respectful and responsible, anything is possible'. It takes into account our school population and their needs and helps them to be ready to respond to the demands of our world and responsible and respectful in doing so. To support this, it is informed by our local, regional, national and global context. The Ysgol Nantgwyn curriculum ensures that all pupils gain good knowledge and skills through a range of learning experiences so that they make good progress from nursery to year 11 and are ready to be successful in their chosen pathway when they leave school.

Our Ysgol Nantgwyn curriculum

The Ysgol Nantgwyn curriculum is designed to take account of the needs of all pupils and offers a broad and balanced range of experiences for all pupils. We recognise that pupils are individuals and therefore the way in which they experience the curriculum may differ. Our curriculum is iterative in its development and provides opportunities for pupils to inform and lead their learning. It provides opportunities for pupils to have meaningful learning experiences, to consider themselves and others and the part they can play in their local community as well as the wider world. The Ysgol Nantgwyn curriculum presents pupils with a range of big questions, gives them the opportunity to ask questions and enables their development of knowledge and skills in the exploration of possible answers through a variety of learning experiences. Our staff will carefully listen to our pupils and ensure that their thoughts, views and needs inform their learning.

Through consultation with pupils, parents, staff and governors, we have agreed that our curriculum will place increased emphasis on the following identified needs:

- Understanding their responsibilities and rights
- Respecting the rights and needs of others
- Thinking creatively to solve problems
- Sharing ideas and emotions in a variety of ways
- Setting goals
- Speaking and listening to others effectively
- Building up and applying knowledge
- Forming good relationships based on trust and mutual respect
- Building mental and emotional well-being

Four purposes

Our curriculum will be designed, developed and delivered with the four purposes at the centre to ensure that pupils become:

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

Areas of learning and experience

Our curriculum will provide learning which encompasses six areas of learning and experience. These are:

- Language, literacy and communication
- Mathematics and numeracy
- Expressive arts
- Humanities
- Health and well-being
- Science and technology

Each area of learning and experience has a set of 'what matters' statements. Staff use these statements and the concepts within them to design and plan the learning for pupils. These statements support pupils to make good progress by developing the skills and knowledge gained from their learning experiences from nursery through to year 11.

Our curriculum ensures that pupils learn about diversity, human rights and the rights of the child, relationships and sexuality education (RSE), Welsh and religion, values and ethics (RVE).

Cross-curricular

Our pupils will develop skills and knowledge relating to literacy (oracy, reading and writing), numeracy (including reasoning) and digital competence across the full breadth of the curriculum.

Design

Our curriculum design has been informed by our pupils, parents, governors and community members and staff as well as our cluster schools and external partners. Our design has centred around ensuring an inclusive, progressive curriculum that meets the needs of our pupils to ensure that they have the very best experience at school and are ready to succeed in the opportunities and challenges that will present throughout their life.

Assessment

Assessment will continue to be part of our daily teaching and learning as pupils and teachers use information from time spent with pupils to plan the next steps in each individual pupils' learning. As part of this process, pupils will engage with feedback from teachers about their learning so that they know how well they are doing and what they can do to improve and progress. Ysgol Nantgwyn will review the progress of each individual pupil regularly across the year and use this information to plan for individuals and groups to ensure that all make at least good progress and are well supported in doing so. We will report to pupils and parents about progress and approach to learning at regular points in the year.

Review

The Ysgol Nantgwyn curriculum will go through a process of iterative evaluation and development to ensure that all pupils are experiencing the very quality of provision that we

can provide. We will work with a range of people to gather a range of information from many different activities that include pupils, parents and teachers to inform our evaluations and planning for development. These evaluations will sit as part of our robust monitoring and evaluation work.