

2015/2018

# Curriculum Policy

## Llanishen High School

This document contains the specific policy and associated information relating to Curriculum at Llanishen High School

Responsible Staff Member: Mrs S Parry  
Approved by Governing Body: March 2015  
To be reviewed: March 2018



## **LLANISHEN HIGH SCHOOL CURRICULUM POLICY**

### **Aims**

At Llanishen High School “we believe that all can succeed.” Every learner has talents and skills which we aim to identify and nurture. All pupils, irrespective of race, gender or ability have the right to access to a curriculum which is broad, balanced, relevant and coherent, and meets statutory requirements. This policy provides an overarching framework which translates that belief into effective teaching and learning so that every learner reaches their potential.

The National Curriculum is the legal foundation upon which our curriculum is built but a school’s “curriculum” is far wider than the academic progress it offers. It can be described as the total experience of the pupils while at school; incorporating the complete educational programme offered by the school, the culture, relationships and values embodied by the school and a wealth of other opportunities. We value our pupils as independent, confident lifelong learners and as considerate members of our society.

Our aims for the curriculum are to:

- Create a curriculum that engages and challenges all pupils; a curriculum that equips them as 21st century learners with the skills and abilities to function and succeed in a variety of situations
- Ensure the Key Stage 4 and Sixth Form curriculums meet the requirements of Learning Pathways 14-19 and the Learning and Skills (Wales) Measure (2009)
- Implement all recommendations from the Review of Qualifications for 14-19 and provide learning pathways that are inclusive of the revised GCSEs for English Language, Maths Numeracy and mathematics GCSE
- Ensure the curriculum we offer includes a range of recognised and appropriate vocational qualifications
- Design a curriculum that reflects the needs of our changing cohorts and provides a meaningful and engaging experience for our learners in line with key performance measures
- Provide a Key Stage 3 curriculum that builds systematically as pupils move from Primary to Secondary school, ensuring continuity and progression within and between key stages
- Ensure all pupils have access to personal support and careers guidance and maintain regular dialogue with appropriate staff regarding progress, aspirations and learning pathways
- Ensure that our pupils perform well in attaining the qualifications most valued by employers and post-16 and higher education providers as well as by parents, pupils and schools

## **Formal curriculum**

The formal curriculum offered at Llanishen High School meets all the statutory requirements of the Welsh Government as set out in the National Curriculum for Wales. Teaching and learning strategies motivate pupils to learn effectively. A range of policies cover specific areas of the curriculum and detailed information in other related policies should be referred to separately. The following policies are available on the publications area of the school website:

- Cwricwlwm Cymreig
- Inclusion
- More Able and Talented
- Teaching for Learning
- Examinations
- Assessment, Recording and Reporting
- Differentiation for Learning
- Marking
- Homework and Self-Supported study
- Sex and Relationships Education
- Education for Sustainable Development and Global Citizenship

## **Literacy and Numeracy Framework (LNF)**

(Welsh Government 2013, National Literacy and Numeracy Framework)

The LNF is a curriculum planning tool that ensures all teachers embed literacy and numeracy in their teaching. The framework is a statutory curriculum requirement and all pupils are assessed against it annually. 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.

## **Key Stage 3**

All Key Stage 3 pupils follow a common curriculum which offers a wide range of subjects to meet the requirements of the National Curriculum for Wales. It introduces new subjects to pupils, for example modern languages and creative arts. The aim is to offer a well-rounded curriculum and broaden pupils' options for choice at Key Stage 4. They follow parts of the curriculum in their mixed ability form groups but are also taught in sets and groupings which allow teachers to maximise learning for all.

## **Key Stage 4**

The curriculum for years 10 and 11 has a number of separate parts, the Core, Core+, and the "options." The Core and Core+ are the legally required subjects of English, Welsh, Mathematics, Science, Physical Education, Religious Education and the Intermediate Welsh Baccalaureate.

“Options” include a range of academic and vocational qualifications which enable pupils to follow their aptitudes and interests and maximise their opportunities to succeed. Pupils are well prepared for a range of GCSE, BTEC and Vocational Qualifications.

Pupils are guided into one of four different learning pathways for Key Stage 4. These pathways ensure that all pupils access appropriate courses with appropriate support.

### **Choices for Post 16 Education and Sixth form**

Our pastoral and personal support for learners at Key Stage 4 enables them to select the appropriate post 16 route for them. Many choose to join a range of local training providers and further education colleges or go into employment.

We have a thriving sixth form which prepares a large number of pupils to go on to higher education. Working within our Local Area Consortium of 4 high schools our sixth form curriculum offers learners the opportunity to take relevant public examinations to access higher education. Currently this is up to 4 subjects to AS level in year 12 and 3 subjects to A2 in year 13. All pupils follow the Welsh Baccalaureate at advanced level, enabling them to gain further skills and accredited UCAS points.

### **Review**

5 annual School Reviews ensure regular monitoring of the curriculum by subject leaders and senior leaders. Part of this process is consultation with pupils from all Key Stages. Many of the changes to the curriculum offer at Key Stages 4 and 5 are in direct response to pupil voice.

Any recommendations about curriculum change are made to the Governing Body. Any curriculum change or plan is incorporated into the School Improvement Plan.

The provision of an effective curriculum which is regularly monitored and reviewed ensures that all learners are challenged and equipped as 21<sup>st</sup> century learners with the skills and flexibility to function in a rapidly changing society.