

2018/2021

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: 20 March 2018
To be reviewed: Spring 2021



CURRICULUM POLICY

Section 1 : Aims

1.1 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 their race, gender, ability, cultural background, sexual orientation, gender reassignment, pregnancy or maternity or religion/belief, have the right to access a curriculum which is broad, balanced, relevant and coherent, and meets statutory requirements. This policy provides for an overarching framework which enables every learner to reach their potential.

1.2 The National Curriculum is the legal foundation upon which our curriculum is built but a school’s “curriculum” is far wider than the academic programme. 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 in the school and a wealth of other opportunities. We aim to ensure that our pupils become independent, confident and lifelong learners and considerate members of our society.

1.3 Our aims for the curriculum are to:

- Engage and challenge all pupils equipping 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 the recommendations from the Review of Qualifications for 14-19 and provide learning pathways that are inclusive of the revised GCSEs for English Language, numeracy and mathematics
- Ensure it includes a range of recognised and appropriate vocational qualifications
- Address the needs of our changing cohorts and provide 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 and pupils themselves.

Section 2 : Formal curriculum

2.1 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.

2.2 Literacy and Numeracy Framework (LNF)

The National Literacy and Numeracy Framework (Welsh Government 2013) is a curriculum planning tool for ensuring that 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. At Key Stage 3, all pupils follow discrete literacy and numeracy lessons to support their progress.

2.3 Key Stage 3 (Years 7 and 8)

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 pupils to new subjects, 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 for some subjects they are taught in sets and groupings which allow teachers to maximise learning for all.

2.4 Key Stage 4 (Years 9, 10 and 11)

The curriculum for years 9, 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 prepared for a range of GCSE, BTEC and Vocational Qualifications.

There are four different learning pathways in Key Stage 4. These pathways ensure that all pupils access appropriate courses with appropriate support.

2.5 Pupils Educated off site by the school

Pupils who are educated offsite in either the Outreach programme or through home tuition follow a customised programme which includes English language and mathematics and other level 2 and GCSE subjects to best meet the requirements and needs of the individual.

2.6 Post 16 Education and Sixth form

Our pastoral and personal support for learners at Key Stage 4 enables them to select their appropriate route post 16. Some choose to join a range of local training providers and further education colleges or go into employment. Many stay on to the 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 further or higher education. Currently sixth formers take up to 5 subjects

to AS level or equivalent in year 12, and 3 or 4 subjects to A2 or equivalent in year 13. All pupils follow the Welsh Baccalaureate at advanced level, enabling them to gain further skills and accredited UCAS points for university admission.

Section 3 : Monitoring and Review

3.1 The annual School Review of each curriculum area ensures monitoring of planning, delivery and pupil performance by subject leaders and senior leaders. Part of this process involves consultation with pupils in all Key Stages. Many of the recent changes to the curriculum offer at Key Stages 4 and 5 are in direct response to pupil voice.

3.2 Any recommendations about curriculum change are approved by the Governing Body and incorporated into the School Development Plan.

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

Section 4 : Related Policies

Cwricwlwm Cymreig

Inclusion

Equality

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

An equality impact assessment has been carried out for this policy and as necessary changes made to mitigate any identified negative differential impact on individuals having one of the protected characteristics contained in the Equality Act 2010.