



## Curriculum Design and Delivery at Llanishen High School

### Introduction from the Headteacher and our school context

Our school context informs the purpose and principles of curriculum, and the New Curriculum for Wales.

We are an English-medium, mixed 11-18 community comprehensive school situated in the north of Cardiff. We serve an extended geographical area that includes both affluent and less affluent communities. The full range of ability is represented in the student body at the school. The school roll is approaching 1,700 students including a growing Sixth Form, the majority of whom progress to university, including Oxford and Cambridge.

Around 350 students are identified on the school's register of students with additional learning needs (ALN). Around 96 students have a statement of special educational need. The school also has two specialist ALN support bases for students with Hearing Impairment and students with Autistic Spectrum Conditions. Approximately 40 students receive support in learning English as an additional language. 25% of students qualify for Free School Meals.

As such, our school curriculum is balanced, broad and promotes the academic, spiritual, moral, cultural, mental and physical development of our Students .

The inclusive culture in our school is our driving force. Our aim is to create a supportive, inclusive environment that nurtures individual growth and personal success. To this end, our curriculum celebrates subject specialism and encourages Students to explore the natural links that occur within and across all areas of learning. We value and promote diversity, inclusion and equality. Classroom learning is supported by a broad and rich range of enrichment activities including sports, culture and the arts along with an extensive range of educational trips and visits.



## Llanishen High School: Vision for the Curriculum for Wales 2022

**“Education reform is our national mission.”**

### **Kirsty Williams, Education in Wales: Our National Mission**

Our vision for the curriculum at Llanishen High School is firmly rooted in our moral purpose. We are a large, diverse, truly comprehensive, and inclusive school community set in a capital city. We view our curriculum in a holistic way. It must be coherent and must meet our Students from Year 6, escalating their learning experience through to Key Stage 4 and beyond.

It must be rooted in our culture of genuine mutual respect and pastoral care, and we will explicitly teach our values and attitudes. In order to do this, we will organise our curriculum in way that values the relationships between our staff and Students and pays genuine attention to wellbeing. We will also organise our curriculum so that we can take our Students deeper into concepts and learning that are authentic and prepare them for the significant challenges facing humanity. We aim to develop young people who will foster a lifelong love of learning, to live good lives, to earn a living and to contribute positively to society.

**“The focus should be on exploring what the four purposes mean for all Students . Curriculum preparation and design should contribute to Students ’ development towards the four purposes.”**

### **Kirsty Williams, The Journey to 2022**

**“The four purposes are the shared vision and aspiration for every child and young person.”**

### **Curriculum for Wales 2022**

Llanishen High School’s mission is to **fulfil the shared national vision** and aspiration for our Students , enabling them to embody the characteristics articulated in the four purposes of learning.

The curriculum is the vehicle for achieving this mission, and as the curriculum is “everything a Student experiences in pursuit of the four purposes”<sup>1</sup> **the curriculum must be purpose led.**

**The curriculum will also be concept driven** rather than content driven as previous curricula have been, delivering a robust, rigorous and meaningful learning experience for our young people.

Instead of focusing on “the transmission of disciplinary knowledge as a goal in itself” **content and skills will be identified, deployed and developed to build Students understanding of conceptual knowledge** that is both “essential” and “relevant to Student both within and beyond school”.

The concepts around which the curriculum will be designed will enable Students to understand the world around them and their place in it, at local, national and global scales. It will **develop them as citizens of their community, of Wales and of the wider world** and will explicitly aim to promote critical thinking, empathy, and ethical thought and action.

To develop Students ’ holistic understanding of the central concepts, integrated approaches will be adopted to **promote multidisciplinary planning, teaching and learning.** We will design a single, coherent curriculum to which each discipline and AoLE will contribute.

**Subjects will integrate learning** both within their Areas of Learning and Experience (AoLEs) and across AoLEs, freeing teachers to draw upon content from across the subject range to deepen and connect learning from across disciplinary boundaries.

**Developing a transformational curriculum will be crucial to achieving our national mission.”**

### **Kirsty Williams, Education in Wales: Our National Mission**

The curriculum designed at Llanishen will be **transformational.**

**It will transform the way we think** about the purpose of learning; how we structure and organise learning; how we conceive of and plan learning; and how we lead learning.

**It will transform teaching;** how teachers define themselves; and the role of the teacher.

Most importantly, **it will transform Students** , primarily transforming them into the people and citizens that Wales needs to drive our communities and nations forward. It will transform their aspirations, their confidence and their vision for their future. They will continue to succeed as Students , but they will also prosper and thrive as individuals.

We will fulfil the shared national mission for our Students through a transformative, integrated, purpose-led, concept driven, holistic curriculum.

### **Curriculum at Key Stage 3**

#### **Year 7 curriculum from 1<sup>st</sup> September 2022**

The school is increasingly trialling innovative approaches to the Curriculum for Wales, in line with the Curriculum & Assessment (Wales) Act 2021.

We design our Year 7 curriculum to enable Students to develop as described by the four purposes:

- To enable pupils and children to develop as ambitious, capable Students , ready to learn throughout their lives;
- To enable pupils and children to develop as enterprising, creative contributors, ready to play a full part in life and work;
- To enable pupils and children to develop as ethical, informed citizens of Wales and the world;
- To enable pupils and children to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society.

Our school curriculum is suitable for all Students and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of Students in our school.

Our curriculum is modelled around the areas of learning and experience:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Within the areas of learning and experience, the following are mandatory elements:

- English and Welsh
- Relationships and Sexuality Education Framework
- Religion, Values and Ethics Framework

Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English, and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

In planning for the new curriculum, we also refer to:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

#### **Year 7 Curriculum Model at Llanishen High School – 2022-23**

AoLE	Subject	Lessons/cycle
Languages, Literacy and Communication	English	7
	Welsh	3
	French	3
Health and Wellbeing	Health and Wellbeing	5
	Physical Education	2
Humanities	Humanities	9
Mathematics and Numeracy	Mathematics and Numeracy	7
Science and Technology	Science	5
	Design and Technology	2
	Computer Science	2
Expressive Arts	Art and Design	2
	Music	2
	Drama	1

The emotional and mental wellbeing of students is key at LHS, especially in light of the pandemic and its ongoing impact on the lives of young people. Students wellbeing is a critical enabler of learning. Students who are not content, safe and secure will not learn effectively. Transition from primary to secondary school is a particularly destabilising experience for many students. Pastoral care and relationships with teachers are key. As they move from the familiar and secure setting of the primary school, we reduce the number of teachers that our students encounter, in order to encourage positive behaviour and improved transition.

We also aim to take a joined up and holistic view of the Year 7 curriculum as a whole. It should be regarded as one curriculum, not six component parts. This is particularly key in our context as a community comprehensive school tackling disadvantage. Again, the moral purpose here is rooted in wellbeing.

Our aim now is to enable our children to live good lives, and earn a living. This does not exclude knowledge. It embraces it. It focuses on how we can develop young people who can contribute positively to society. A content heavy curriculum leaves too many children behind. It can sometimes feel like a whistle stop tour of the curriculum that is very compartmentalised. That style of curriculum may well be suited to fast Students but our aim via the curriculum that we have designed is to allow us to go deeper into learning and knowledge, fully exploring concepts.

Our planning focuses on developing conceptual understanding gained through exemplification of the concept (knowledge) and then application of knowledge, i.e. transfer to a different situation.

We need to embrace knowledge, but it needs to be learned, embedded and experienced, not just encountered on a whistle stop tour. Our children need to master key concepts at greater depth.

### **Learning progression and arrangements for assessment**

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for Students to progress and the capacities and behaviours of our staff will seek to support, regardless of a learners' stage of development.

Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual Student to make progress at an appropriate pace. We ensure our processes identify Students who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of Students. Our assessment arrangements ensure active engagement between Students and teachers and is based on ongoing reflection on where a Student is, what their next steps are and what is required to support them in achieving these.

### **Keeping the curriculum under review to inform revision**

Our school curriculum will be kept under review to ensure that it is meeting the needs of our Students and our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of Student for all.

### **Year 8 Curriculum from September 2022**

Students in Year 8 in September 2022 will follow the National Curriculum subjects of English, Welsh, French, Mathematics/Numeracy, Science, Design and Technology, Computer Science, History, Geography, Art and Design, Music, Drama, Religious Education and Physical Education.

### **Curriculum at Key Stage 4**

At Key Stage 4, (Years 9, 10 and 11) all Students are guided into the best matched learning pathway, designed to give individuals pupils the opportunity to succeed. All pupils continue to study the core subjects of English (Literature and Language), Mathematics/Numeracy and Science. They also study Philosophy, Religion and Ethics (PRE), and Welsh. At Key Stage 4, all Students also study the Welsh Baccalaureate.

Alongside the core, they also have a choice of other subjects suited to their aptitudes, aspirations, and interests. These include Art and Design, Business Studies, Computer Science, Drama, Digital Technology, DT Product Design, Engineering Design, Food and Nutrition, French, Geography, Health and Social Care, History, Media Studies, Music, Photography, PE and Textile Design.

The school also offers a range of vocational qualifications including Equality and Diversity, Hair and Beauty, BTEC Sport and Personal Finance.

### **Curriculum at Key Stage 5**

In the Sixth Form Students can choose from a wide variety of Level 3 qualifications - A Level, AS Level, and BTEC National. Nearly all students study the Welsh Baccalaureate Advanced Level. Sixth Form Students receive help with their higher education or employment applications. A new skills for life pathway has been introduced for students for whom A, A/S and BTEC courses are not appropriate.

The Sixth Form offer includes: Art, Biology, Business Studies, BTEC IT, BTEC Sport, Chemistry, Computer Science, Criminology, Digital Technology, Drama, DT Product Design, Economics, Electronics, English Language, English Literature, Fashion and Textiles, Food Science & Nutrition, Further Mathematics, Geography, Health and Social Care, History, Mathematics, Media Studies, Medical Science, Music, Music Technology, Philosophy Religion and Ethics, Photography, Physical Education, Physics, Psychology, Sociology and Welsh.

## **Curriculum Access (Additional Learning)**

Curriculum Access is a high priority and is planned in accordance with the ALN Additional Learning Needs and Education Tribunal (Wales) Act 2018.

We value all our Students, their parents, staff and community partners. We all benefit from the glorious diversity of our school community. The governing body is committed to equality of opportunity in Llanishen High School. Equality of opportunity and access is promoted for all pupils regardless of physical or academic need and reasonable adjustments are made where appropriate. Llanishen High School rejects any discrimination against pupils or staff on any grounds. Llanishen High School complies fully with the Equalities Act (2010): a copy of the school Equalities Policy and Strategic Plan is available from the school.

Framework for the planning and delivery of additional learning provision in the school takes place through a person-centred approach to identify needs early, put in place effective support and monitoring, and adapting interventions to ensure the very best for each Student.

Our policy on Curriculum Access (ALN) is that all Students should be supported in their learning and that interventions should be put in place to help pupils overcome educational difficulties. All Students are encouraged to take an active part in school life, to experience the widest possible curriculum and out of hours opportunities and to feel safe and secure.

Provisions that are unique to Llanishen High School include:

- A nurture pathway for learners coming into Year 7 who require additional and targeted daily support for key skills including literacy and numeracy
- A Flexible Learning Centre on site that caters for students in Year 8 through to Year 13 who require a more bespoke curriculum arrangement and a secure base to operate from
- A special resource base for 20+ students with a statement of educational need for hearing impairment
- A special resource base for 40+ students with a statement of educational need for autism
- A BESD (behavioural, social and emotional disorder) base within school that supports students with specific needs
- A comprehensive Learning Support base that provides for wide range of ALN needs within the school

More able and talented pupils are supported by strategies such as accelerated programmes of study, additional opportunities to study subjects in more depth, a targeted curriculum structure, enhanced extra-curricular provision and additional opportunities to work with specialists.

### **Provision for sport**

Our Students have use of excellent sports facilities for both PE lessons and for extracurricular activities. On site there is a state-of-the-art 3G pitch, a recently refurbished sports hall, a red-grass, extensive playing fields, a basketball court and 2 gymnasiums. We also access the local leisure centre to widen the opportunities available to students.

Students well-being has become ever more important; therefore all Students are required to take part in physical education, food & nutrition and well-being lessons as part of the school curriculum. Students have the opportunity to participate in extra-curricular activities after school: there is a late bus provision to transport students taking part in after school activities.

### **Provision for the development of the Welsh Language**

Welsh is taught as part of the curriculum subject for all students in both KS3 and KS4. Y Cwricwlwm Cymreig gives students across the school a full awareness and understanding of the national and international context of Wales and its language. In addition, bilingualism is promoted through Welsh in assemblies; an annual Eisteddfod; use of Welsh in other subjects and around the school; bilingual signs and notices around the school; Welsh cultural immersion trips and other bilingual projects.

### **Expressive Arts**

Music, art and drama are well supported by our newly remodelled music suite, that comprises of well-equipped classrooms and practice rooms, a new recording studio and two drama studios that can be extended to a performance venue. A wide variety of music and drama productions take place, including large scale musicals. Extensive music tuition is available for students.

Provision for students includes a school orchestra, a junior choir and a senior choir. These groups perform in a range of prestigious venues including Cardiff Castle, St David's Hall and the Wales Millennium Centre to name a few.

Provision for the delivery of photography has been greatly enhanced by the recent installation of a dark room.

Ysgol Uwchradd  
**Llanishen**  
High School



*To be an outstanding school, developing outstanding individuals*

