

# Darland High School Policy



## Curriculum

Date of first adoption by Governing Body. 2<sup>nd</sup> July 2013

Signature of Chair of Governors .....

1<sup>st</sup> Review (no later than two years after first adoption) .....

Signature of Chair of Governors .....

2<sup>nd</sup> Review (no later than two years after first review) .....

Signature of Chair of Governors .....

3<sup>rd</sup> Review (no later than two years after first review) .....

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# Darland High School CURRICULUM POLICY

July 2015

## *Overview*

Darland High School provides a curriculum which promotes the spiritual, moral, cultural, mental, intellectual, personal, social and physical development of all its pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

As well as lessons and extracurricular activities, the curriculum includes approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

## *Aim*

The school's aim is to offer a broad and balanced curriculum accessible to all pupils that develops the knowledge, understanding, skills and attitudes which are necessary for each pupil's self-fulfilment and development as active and responsible citizens. The curriculum prepares pupils for further study, employment and adult life enabling all our pupils to become:

- successful and enjoy learning and making progress
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## *Underpinning Principles*

The School's curriculum will ensure that:

- the education of all pupils has equal value
- the link between disadvantage and underachievement is actively addressed
- all pupils are challenged to reach the highest standards of which they are capable
- the literacy and numeracy skills of all pupils is a main priority.
- the provision is concerned with developing personal and social values as well as knowledge and skills
- while breadth is maintained, an element of individual choice exists to provide pupils with flexible learning pathways

The school curriculum:

- focuses on the learner
- raises aspirations and sets appropriate challenges
- provides opportunity for achievement
- ensures that appropriate skills development is woven throughout the curriculum
- focuses on continuity and progression
- is flexible, balanced, relevant and differentiated

The school will take every opportunity to ensure all pupils, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge more able and talented pupils (MAT) so that they achieve their full potential and their progress is sustained and enhanced making certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

## *General Arrangements (Formal Curriculum)*

The school will deliver the National Curriculum at Key Stage 3 and 4 and fulfil the requirements of the Learning and Skills (Wales) Measure 2009. The curriculum will be organised in the way that best suits the needs of our pupils whilst ensuring the delivery of a broad and balanced provision.

## ***Skill Development***

The school is committed to developing the literacy and numeracy skills of the students through the Literacy and Numeracy Framework (LNF). All lessons at KS3, where practicable, will have as one of the key learning objectives, the development of either a literacy or numeracy skill.

## ***Key Stage 3***

At Key Stage 3 (KS3) the school curriculum consists of:

- Core subjects – English, Welsh(2<sup>nd</sup> language), Mathematics, Science and Religious Education
- Non core subjects –, Modern Foreign Languages, Design and Technology, Drama (not in Year 9), ICT, History, Geography, Art, Music, Physical Education. In year 7 Religious Education, History and Geography are delivered as part of a Humanities course.
- PSE (including sex education) & Careers and the World of Work

## ***Curriculum time allocated to subjects.***

### **Key Stage 3**

	En	Ma	Sc	We	Fr	Hi	Gg	Re	Te	Ar	Mu	It	Dr	Pe	Ps
Year 7	7	7	6	3	3	3	3	2	4	2	2	2	1	4	1
Year 8	6	6	6	4	4	3	3	2	4	2	2	2	1	4	1
Year 9	6	7	6	4	3/4*	3	3	2/3*	4	2	2	2	0	4	1

\* The top band in Year 9 will have four periods of French a cycle and 2 periods of RE. The middle and lower bands will have 3 periods of French and 3 periods of RE.

### **Key Stage 4**

	En	Ma	Sc	We	SkCh*	Re	Pe	Op 1	Op 2	Op 3
Year 10	8	8	10	3	3	1	2	5	5	5

\* SkCh is Skills Challenge, a compulsory element of the revised Welsh Baccalaureate and worth a GCSE as a stand-alone qualification. The PSE programme of study will be delivered through this qualification.

## ***Ability grouping of classes in KS3***

In Year 7, all subjects are taught to mixed ability form groups apart from the following, which are taught in sets: Maths, English (ability sets), D&T (smaller mixed ability sets) and PE, (mixed ability gender sets)

In Year 8, the following subjects are taught in sets: Maths, English (ability sets), D&T (smaller mixed ability sets) and PE, (mixed ability gender sets). Students are placed in teaching groups within three ability bands (Conwy-higher ability, Dyfi-middle ability, Teifi-lower ability) for the following subjects: Science, History, Geography, RE, Welsh, French, Art, Music, IT, Drama.

Year 9 follows the same arrangement as Year 8, but for this year group, Science is taught in sets.

## ***Curriculum Support***

Pupils with additional learning needs receive tailored support from inclusion faculty provision. Pupils who are not judged to have additional learning needs but with reading and comprehension levels not commensurate with their chronological ages receive specific support through Basic Skills trained teaching assistants, operating a 'Skills Plus' extraction programme. Students with statements of special educational needs or those on ESAP will normally not follow formal courses in Welsh and French and will instead have extra lessons in the ALN department.

## ***Key Stage 4***

### ***Learning Core***

From September 2015, all students entering Year 10 will work towards the revised Welsh Baccaulaureate at either Foundation or National level. All students will therefore follow the Skills Challenge course. The key stage 4 school curriculum is divided into the learning core and options. The core curriculum consists of: English, Welsh second language, Mathematics, Science Religious Education and Physical Education. A Careers Wales advisor provides specialist advice to all pupils in Key Stage 4 and also provides guidance to all pupils in year 9 as they decide on their Key Stage 4 options.

### ***Options and the Measure***

All pupils also can choose three optional subjects from a number of courses that satisfy the Learning and Skills (Wales) Measure 2009. One of the Options subjects can be taken at Coleg Cambria from a wide number of mostly vocational qualifications. All pupils have the opportunity to select from a range of academic and vocational based courses and receive guidance from senior staff when making option choices to ensure that these are appropriate to the pupil's preferred learning pathway.

### ***Enrichment Courses***

A number of pupils with Special Educational Needs have the opportunity to access a wider range of enrichment courses delivered by a number of local schools and colleges. These courses are vocationally based at entry level or level 1 in the National Qualifications Framework. The appropriateness for selection for these courses is assessed by the ANCO -in collaboration with the Year 9 Progress Coordinator.

### ***Learning Coach***

All pupils in KS4 have access to the support of a trained Learning Coach who can facilitate regular sessions to remove barriers to learning.

### ***The Welsh Dimension and Cwricwlwm Cymreig***

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all pupils, helping pupils to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### ***The informal curriculum***

There is a range of clubs, societies, charities and curriculum enrichment opportunities for all pupils. In particular there is a wide range of sporting activities at lunch time and after normal school hours. This is supplemented by the work of the 5x60 officer. There are also many opportunities in music and drama. The school is committed to broadening pupil's experience of geography through organised cultural and sporting local national and international visits.

### ***Links with Policies***

The Curriculum Policy takes account of, and should be read in conjunction with, the following policies:

- Teaching and Learning
- Assessment, Recording and Reporting
- Equalities Policy
- SEN Policy
- Literacy Policy

This policy has been impact assessed for workload. Grade = zero