

**NEWBRIDGE SCHOOL
YSGOL TRECELYN**



**CURRICULUM
POLICY**



NEWBRIDGE SCHOOL – YSGOL TRECELYN CURRICULUM POLICY



INTRODUCTION

Newbridge School aims to provide a broad, balanced and relevant curriculum that is designed to challenge and support pupils of all abilities and enable them to succeed and excel. This will ensure a rich and full educational experience for all students.

The school believes that all pupils belong, are valued and have a right to learn regardless of needs or abilities. The school works to ensure that the curriculum meets the needs of all groups of pupils including gender (equal opportunities for boys and girls), MAT (more able and talented), eFSM (pupils eligible for free school meals), and ALN (additional learning needs). The school works towards the full participation of children with disabilities and/or learning difficulties in the curriculum and school life in general. However we remain aware that there may be occasions when alternative provision may have to be made.

The following principles underpin the provision of education within Newbridge School;

- All learners are of equal value and should have equal access to a wide range of high quality learning experiences. The educational experience available should therefore be broad, balanced, coherent, differentiated and relevant
- The education of pupils is a partnership between the pupils, their parents, the school and the local community. All have a significant role to play in the development of a culture of success within the school community.
- The development of positive self-esteem, self-confidence and self-worth is central to the school's academic targets and each pupil's individual development.
- Children learn in a variety of ways and the teaching should reflect the different needs of the learners. We want pupils to know where they are in their learning, where they are going and how best to get there.
- In making the curriculum accessible to pupils we should also recognise the need for pace, differentiation and challenge to ensure that all our pupils are stretched but that they also gain a sense of success as a result of their efforts.
- Through the curriculum offered, learners should acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly changing world.
- There should be a strong framework of moral values that promotes effective citizenship and academic success. It should promote equality of opportunity, irrespective of race, religion and gender.
- The curriculum offered should instil a respect for religious beliefs and moral values, and tolerance of other races, religions and ways of life.
- Learning should promote responsibility, self-discipline and a sensitivity to the needs and interests of others, particularly those less fortunate than themselves, according each individual the respect and dignity which are the right of all persons.
- Learning is a life-long process. We should develop effective progression routes as well as promoting the value of life-long learning.
- Undertake all necessary programmes of study to satisfy curriculum requirements.

Curriculum change planned within the Professor Donaldson 'Successful Futures' Framework (2015) brings in 4 curriculum purposes that the school subscribes to These are that pupils should be

- *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 ready to be citizens of Wales and the world*
- *Healthy, confident individuals ready to lead fulfilling lives as valued members of society*



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LEGAL REQUIREMENTS

The legal requirements are contained in the Education Act 2002 and the School Standards and Framework Act 1998. The EA 2002 provide for a separate National Curriculum for England and Wales (350 to 368).

The Basic Curriculum for Wales (Amendment) Order 2003 sets out the requirements for the curriculum for maintained schools in Wales.

The Education Act 2002 lays a general duty on the Secretary of State, the National Assembly for Wales, LAs, school governors and Headteachers of maintained schools to ensure that the curriculum for maintained schools, maintained nursery schools and any funded nursery education is 'balanced and broadly based' and promotes:

- the spiritual, moral, cultural, mental and physical development of pupils and society
- prepares such pupils for the opportunities, responsibilities and experiences of later life
- offers of equality of opportunity to all

The Learning Pathways Guidance 2006 is the basis for the implementation of the Learning Pathways 14 -19 and the Welsh Assembly Government passed the Learning and Skills Measure in May 2009. This emphasises a broad 14 -19 curriculum offer that will benefit young people, the economy and communities in Wales. It gives learners aged 14 -19 the right to follow a course from a local area curriculum. The Measure has ensured wider choice is available to all 14 - 19 year olds in schools and colleges through the scope to study at more than one school or centre.

The Successful Futures framework 2015 is leading the way to curriculum change for the future. Alongside the 4 purposes, this focuses on 6 areas of learning and experience that will run from 3-19, along with literacy, numeracy and the digital competence framework. Newbridge School subscribes to these developments which will be progressively introduced through to September 2022.

THE GENERAL AIMS OF THE CURRICULUM

The National Curriculum

The National Curriculum in England and Wales contains 'core' and other 'foundation' subjects. The Key Stages relevant to Newbridge School are:

- Key Stage 3 age 11 to 14 years
- Key Stage 4 age 14 to 16 years

14 – 19

The school's Curriculum Policy takes into account recommendations from 14 -19 developments.

At Key Stage 4 the curriculum consists of general and vocational courses, which includes all National Curriculum Core subjects. The school's 14 -19 curriculum ensures that the domain, choice and score targets are met so there is a broad and balanced volume curriculum score for learners.

The curriculum consists of a range of courses that lead to both GCSE and vocational qualifications.



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SCHOOL POLICY

Within the requirements of the legislation quotes the school provides:

- A curriculum that is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life and the world of work.
- Full-time supervised education for pupils of compulsory school age, which gives pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their age and aptitude.
- Teaching and learning experiences where pupils will expect to acquire skills in literacy, numeracy and digital competence.
- Personal, social and health education reflecting the school's aims and ethos
- Appropriate careers advice
- Sex and relationships education
- Appropriate programmes of activity for pupils

The school aims to:

- Ensure that pupils develop essential literacy, numeracy and ICT skills
- Provide pupils with a full and balanced entitlement to learning
- Foster pupils' creativity and develop essential learning skills
- Promote a healthy lifestyle
- Inspire pupils to a commitment to learning which will last through their lifetime
- Promote high standards in all learning and teaching
- Ensure that all pupils have the opportunity to learn, make progress, succeed and excel

PRACTICE

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met
- all subjects the school offers have appropriate schemes of work indicating how the individual needs of pupils will be met
- the amount of time provided for teaching and the curriculum is adequate and is reviewed regularly
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve
- the Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum

The **Deputy Headteacher** and **other Staff** will ensure that:

- the school curriculum is implemented in accordance with this policy
- high expectations of all learners is implicit in the curriculum
- a variety of appropriate teaching and learning methods are employed
- wherever possible, pupils are provided with means of access to the curriculum and given opportunities to succeed
- programmes of study are delivered which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum
- schemes of work meets pupil needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- pupils are involved in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements
- pupils develop the skills to become independent learners



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- reward, achievement and effort are encouraged and valued, both formally and informally, through praise in the learning environment
- we work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- we keep parents / carers regularly and fully informed about the progress and achievements of their sons and daughters

The **Governing Body** will ensure that:

- it considers the advice of the Headteacher, in line with the law, national expectations and school needs, when approving curriculum changes and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it participates in decision making about the breadth and balance of the curriculum

CURRICULUM STRUCTURE

The school operates a fortnightly timetable (blue and yellow week which are timetabled differently) with 50 lessons in total in the two week cycle.

There are 5 lessons per day (4 in the morning, 1 in the afternoon), each of which lasts for 60 minutes. A registration period takes place every morning for 25 minutes during which form tutorials, school and year group assemblies, registration literacy and numeracy and additional support sessions take place. This means that teaching time is 25 hours per week, in line with government recommendations.

Key Stage 3 – Years 7 and 8

The school operates a two year Key Stage 3 curriculum, with continuity and progression in core subjects throughout Key Stages 3 and 4.

Pupils follow a common curriculum largely dictated by the requirements of the National Curriculum.

Year 7 – On entry to school, pupils are placed in mixed ability tutorial groups with the exception of a small SEN class. Pupils are set in English, Mathematics and Science from Year 8 onwards, although every effort is made to set them in year 7 where possible.

Subject	number of hours taught per fortnight	
	Year 7	Year 8
English	7	7
Mathematics	6	6
Science	6	6
Art	2	2
Drama / Music	3	3
DT	4	4
French	4	4
Geography	3	3
History	3	3
ICT	2	2
PE	4	4
RE	2	2
Welsh	3	3
PSE	1	1



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Key Stage 4 – Years 9, 10 and 11

All pupils continue to follow the National Curriculum, including the core subjects of English, Mathematics, Science, Welsh, RE, PE and PSE. In addition, all pupils undertake the Welsh Baccalaureate qualification. These take up 70% of the curriculum time.

Many pupils study English Literature, a separate GCSE subject, within their English lessons. All pupils are able to study the equivalent of two science qualification within their core science teaching. However, learners are able to top this up to three qualifications through the Separate science option

In addition to the core curriculum, pupils are invited to select 4 additional subjects from the option choices, one of which must be ICT. Advice and guidance is provided to help pupils choose a broad and balanced curriculum which is relevant and appropriate to their chosen pathway and career.

	Subject	Lessons per fortnight			Type of Qualification	Equivalence	level
		Year 9	Year 10	Year 11			
Compulsory Subjects	English Language	7		8	GCSE	1	1 or 2
	English Literature				GCSE	1	1 or 2
	Mathematics	7	8	7	GCSE	1	1 or 2
	Science A and Additional Science OR First Award in Scientific Processes and First Award in Scientific Applications	6	9	9	GCSE	1	1 or 2
					GCSE	1	1 or 2
					BTEC	1	1 or 2
					BTEC	1	1 or 2
	Welsh Full Course	4	4	4	GCSE	½	1 or 2
	RE – compulsory	1	1	1	N/A	N/A	N/A
	PSE	1	1	1	N/A	N/A	N/A
PE – compulsory	2	2	2	N/A	N/A	N/A	
Skills Challenge Certificate	2	2	2	GCSE	1	1 or 2	
Compulsory Option	First Certificate in IT OR ICT	5	4	4	BTEC	1	1 or 2
					GCSE	1	1 or 2
Options	First Certificate Art and Design	5	4	4	BTEC	2	1 or 2
	Geography	5	4	4	GCSE	1	1 or 2
	French	5	4	4	GCSE	1	1 or 2
	History	5	4	4	GCSE	1	1 or 2
	Music	5	4	4	GCSE	1	1 or 2
	Separate Science	5	4	4	GCSE	1	1 or 2
	PE	5	4	4	GCSE	1	1 or 2
	Welsh Full Course	4	4	4	GCSE	1	1 or 2
	RE	5	4	4	GCSE	1	1 or 2
	First Certificate in Performing Arts	5	4	4	BTEC	2	1 or 2
	First Certificate in Engineering	5	4	4	BTEC	2	1 or 2
	First Certificate in Construction	5	4	4	BTEC	2	1 or 2
	First Certificate in Health & Social Care	5	4	4	BTEC	2	1 or 2
	First Certificate in Hospitality	5	4	4	BTEC	2	1 or 2
	First Certificate in Travel and Tourism	5	4	4	BTEC	2	1 or 2
	First Diploma in Vocational Studies	5	4	4	BTEC	2	1



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DISAPPLICATION

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or by disapplying the National Curriculum for the duration of a Key Stage in order to:

- allow a pupil to participate in extended work related learning
- allow a pupil with individual strengths to emphasise a particular curriculum area
- allow a pupil making significantly less progress than other pupils of his / her age to consolidate his / her learning and progress across the curriculum.

Decisions about any of the above will only be made after full consultation with pupil and parents / carers / guardian.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on interests, individual curriculum balance, academic suitability and appropriateness, regardless of gender, race, disability or religion.

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The range of courses available, including GCSE and vocational choices, fully supports equal access and opportunities.

Differentiation: A variety of teaching and learning methods and materials are used in all courses to suit pupils' different needs.

Religious Education: Religious education is provided for all pupils at both Key Stages 3 and 4. Parents / carers have a right to withdraw their children from religious education if they so wish.

Collective Worship: All pupils are expected to take part in daily collective worship. The school has a programme of collective worship involving year assemblies and tutor group assemblies (*Thought for the Day / Week*). Parents / carers have a right to withdraw their children from collective worship if they so wish.

Sex Education: The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents/carers. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents/carers may withdraw their children from any other part of the sex education provided without giving reasons.

Careers and the World of Work: All pupils receive a structured programme of Careers and the World of Work delivered in Key Stages 3 and 4 via the PSE programme and through block release sessions from the timetable. All pupils undertake a period of work experience in Year 10. Careers information and guidance, along with support for Higher Education application is also provided in Year 11. A careers adviser is located in school. Details of careers and the world of work are in the separate school policy.

Physical Education and Games: All pupils are expected to take part in the school's PE and Games programme. Pupils can only be excused from PE / games lessons for medical reasons, for which a note from a parent / carer should be produced. Medical support should be provided in the event of a long-term issue.



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Extra-Curricular Activities: The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.

Additional Learning Needs: The school has an ALN policy for all pupils who are placed on the ALN register. The school will determine appropriate courses of action for each pupil in line with their IEP and in consultation with parents/carers.

Homework: The school expects homework to be set as appropriate. Information relating to homework can be found in the school's assessment policy.

Y Cwricwlum Cymreig / Welsh Identity: All pupils will be helped to understand and celebrate the distinctive quality of living and learning in Wales and to develop and apply knowledge and understanding of the cultural, economic, environmental, historical, and linguistic characteristics of Wales. This will be delivered as a cross-curricular theme where relevant in individual subjects and school events and assemblies.

Political Education: Political issues are introduced in a number of courses, including the Welsh Baccalaureate and are presented in a balanced manner, to encourage pupil political awareness and understanding. Partisan political views are not part of the teaching of any subject in the school.



Assessment, Progression and Recording Achievement: Pupils and parents have the right to know what levels of achievement have been obtained. This is monitored through the day to day assessment, tests and school examinations. Please refer to the School Assessment Policy document for more detailed information.

Concerns and Complaints: Parents / carers with concerns on any aspect of the curriculum should discuss these in the first instance with the pupil's Progress Leader and if required, the curriculum Deputy Headteacher. If the issue is not resolved parents / carers may choose to make a complaint, in writing, to the Headteacher. The school has a Complaints Policy and Procedure, available from the school, through which any complaints are addressed.



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Policy	Curriculum
Date Adopted	March 2019
Signed (Headteacher)	
Signed (Chair of Governors)	
Review Date	March 2020
Reviewer	Provision Committee and Deputy Head teacher