

# Ysgol Dyffryn School



## Curriculum Policy

## **Statutory Requirements of the Curriculum**

We take great care to ensure that the curriculum that we offer fully meets the requirements of the Education Reform Act 1988 as amended by subsequent Acts, Regulations and Orders. In particular, the School Curriculum for Wales 2005 (implementation). Our curriculum:

- (a) Is balanced and broadly based;
- (b) Promotes the spiritual, moral, social, cultural and physical development of all its pupils;
- (c) Prepares them for the opportunities and responsibilities of adult life.
- (d) Promotes global citizenship, sustainability, health, Cwricwlwm Cymraeg, bilingualism and readiness for employment.

**At Key Stage 3** all pupils study all ten subjects of the National Curriculum together with religious education and personal and social education (which includes 'careers', 'health' and 'sex and relationship education' and an 'understanding of the effects of the misuse of drugs'). The curriculum promotes transition from Key Stage 2 through to Key Stage 4 and onwards.

**At Key Stage 4** all pupils study a compulsory programme that includes English, Mathematics, Science (equivalent of two GCSEs), Welsh, Physical Education, Religious Studies and Personal and Social Education. They are also strongly encouraged to study a balanced selection of subjects. Vocational and general courses are available as options.

**The governing body is responsible for ensuring that these requirements are met and for monitoring of the curriculum policy for the school. The Headteacher is responsible for implementing the curriculum and for taking day to day decisions on curriculum matters. The governing body ensures that any political or controversial issues included in the curriculum are presented in a balanced way.**

## **Curricular provision at Dyffryn**

The school curriculum should help all pupils to:

- (a) Enjoy learning and perceive education as a life-long process.
- (b) Develop the attitude, knowledge, understanding and skills necessary to exercise independence and initiative, and to work, participate and thrive in a democratic society.

- (c) Involve pupils in each of the following areas of learning and experience in all years:

• Aesthetic and creative	• Mathematical	• Scientific
• Human and social	• Moral	• Spiritual
• Linguistic	• Physical	• Technical

- (d) Develop lively, enquiring minds and the ability to:
- (1) Find and use information.
  - (2) Question and debate rationally.
  - (3) Apply understanding and skills to address issues, solve problems and carry out practical tasks.
- (e) Develop worthwhile personal values and attitudes, including good manners and respect for others. Pupils should gain a clear understanding of the ways of life of other people and other cultures.
- (f) Understand the world in which they live and the interdependence of individuals, groups and nations.
- (g) Develop an appreciation and concern for the environment.
- (h) Work co-operatively with others, developing confidence and respect in relating to adults.
- (i) Develop self-reliance and the ability to learn independently.
- (j) Experience a range of cross-curricular opportunities to develop transferable knowledge, attitudes and skills. These include:

Speaking, listening, reading and writing, numeracy.  
 The use of Information Communication Technology.  
 Opportunities for spiritual, moral, social and cultural education.  
 Health (including drugs) and sex education.  
 Bilingualism  
 Cwricwlwm Cymreig  
 Europe and theWorld  
 Equal opportunities  
 Food and Fitness  
 Sustainable development and global citizenship  
 World of Work and entrepreneurship  
 Careers education and guidance.  
 Environmental education.  
 Issues related to equality of opportunity and citizenship.

## **Curriculum entitlement.**

We place equal value on the education of all pupils. Every pupil is entitled to a curriculum, which is broad, balanced, relevant and coherent. The curriculum is based on an agreed framework. Teaching should ensure interaction between learners in contexts where their individual needs can be met and their potential realised. Expectations of the achievement of all pupils should be high.

This entails that:

- (a) The curriculum should give girls and boys access to the same range of learning experiences. The teaching of all subjects needs to motivate, involve and promote the success of both girls and boys.
- (b) There are appropriately high expectations of pupils with special educational needs, that they demonstrate a range of strengths and interests across the curriculum and, with appropriate support, that they achieve success.
- (c) There should be a positive response to the needs of minority groups of pupils and recognition of the contribution which they are able to make to the school curriculum and community.

The curriculum encompasses all activities which promote pupils' learning and their personal and social development and should include opportunities to address matters of concern to pupils at different stages of their development.

Effectiveness depends on the quality of the relationships between members of the school community and on an environment for learning, which is orderly, caring and stimulating. Activities which take place outside teaching time, often on a voluntary basis, for example in drama, music, sport, outdoor pursuits and community links, can further develop a sense of community.

Careful planning is also needed to ensure continuity and progression in pupils' learning as they move through the school and from one school to another. Information about the needs and achievements of pupils should be used by teachers. At any stage, including entry to school, planning should take into account what the pupils already know and can do.

Pupils are given clear explanations of component parts of the curriculum and what is expected of them, together with an opportunity to discuss with their teachers and parents ways in which they might realise these expectations. This is supported by individual targets set and agreed by pupils and parents, supported and monitored by the form tutor, and individual subject teachers.

## **Effective curriculum provision**

The quality of the provision of learning activities provided should reflect the aims of the curriculum.

They need to:

- (a) Involve experiences which promote active and purposeful learning.
- (b) Enable understanding and skills to be applied to issues, problems and practical tasks.
- (c) Raise pupils' expectations; encourage participation and increased self-confidence and independence.
- (d) Ensure individual pupils progress at a pace which provides both challenge and effective support.
- (e) Give opportunities for pupils to work collaboratively.
- (f) Be well-managed and appropriately resourced.

The strategies for the assessing, recording and reporting of pupils' achievements will:

- (a) Emphasise the need for a constructive response from teachers to pupils' work.
- (b) Ensure continuity of learning activities, between different teachers and different school phases.
- (c) Encourage pupils to take increasing responsibility for reviewing their own progress and determining new targets for themselves.
- (d) Provide full and helpful information to parents and to those concerned with selection for further education, training or employment.

Approved by the Governing Body on 20<sup>th</sup> September, 2016

Signed ..... Chair of Governors

Review in September, 2017