



YSGOL LLANFYLLIN

POLISI CWRICWLWM CURRICULUM POLICY

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Llofnod/Signed:

Dyddiad/Date:

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CURRICULUM POLICY

The purpose of Llanfyllin School is to educate all its pupils to the maximum of their potential. This means offering a curriculum that is fit for this purpose.

Aims & Objectives

Aim

Our aim is to equip all pupils in Llanfyllin School with the skills and values they need to prepare for the challenges and demands of our rapidly changing world.

Objectives

The objectives of the curriculum at Llanfyllin School mirror those laid out in the Curriculum for Wales Guidance 2020. The four purposes, outlined below, will be the starting point and aspiration for every pupil in Llanfyllin School, and will support them to be:

1. Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts – understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find and **are** ready to learn throughout their lives.

2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products – think creatively to reframe and solve problems – identify and grasp opportunities – take measured risks – lead and play different roles in teams effectively and responsibly – express ideas and emotions through different media – give of their energy and skills so that other people will benefit.

3. Ethical, informed citizens who:

- find, evaluate and use evidence in forming views – engage with contemporary issues based upon their knowledge and values – understand and exercise their human and democratic responsibilities and rights – understand and consider the impact of their actions when making choices and acting – are knowledgeable about their culture, community, society and the world, now and in the past – respect the needs and rights of others, as a member of a diverse society – show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

4. Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs – are building their mental and emotional well-being by developing confidence, resilience and empathy – apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives – know how to find the information and support to keep safe and well – take part in physical activity – take measured decisions about lifestyle and manage risk – have the confidence to participate in performance – form positive relationships based upon trust and mutual respect – face and overcome challenge – have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

Opportunities to develop these aims & objectives

To ensure that these aims & objectives are met the Governors, Headteacher and teachers of Llanfyllin School offer a curriculum that reflects the following six areas of learning and experience:

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

These are delivered by:

- The Primary Phase - currently divided into 2 phases of education: Foundation Phase (Reception – Year 2) and Key Stage 2 (Years 3 - 6).
- The Secondary Phase - key Stage 3 and 4
- The Secondary Phase - post 16 curriculum that offers a range of courses to suit the needs of a wide range of students.
- A wide range of extra-curricular activities

In developing the 'whole curriculum', the school has mind of the following principles:

- The school's equal opportunities policy that ensures an entitlement for all
- Appropriate progression through the various key stages of the Curriculum for Wales and beyond
- Continuity and links with the cluster schools and further education sector
- Differentiation which ensures pupils of all abilities have access to appropriate curriculum opportunities
- Appropriate assessment, recording and reporting of attainment by pupils

Furthermore the 12 Pedagogical Principles will underpin the curriculum i.e. that good teaching and learning:

- Maintains a consistent focus
- Challenges all learners
- Employs a blend of approaches
- Employs a blend of approaches including those that promote problem solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- employs assessment for learning principles
- ranges within and across Areas of Learning and Experience
- regularly reinforces Cross-curriculum Responsibilities, and provides opportunities to practise them
- encourages pupils to increasingly take responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

Target Setting

Primary Phase

The Reception Phase is assessed against a baseline in order to gauge their skill-level across the Areas of Learning using the statutory Foundation Phase Profile. Teachers record this on the 'Incerts' tracking system. At the end of Foundation Phase/ Year 2 (Language, Literacy and Communication/ Mathematical development/ Personal, Social and well-being) and at the end of Key Stage 2/ Year 6 (English/ Welsh/Mathematics/ Science) arrangements are in place for Teacher Assessment. The Statutory Reading and Numeracy Tests and Online personalised assessments will be undertaken up to twice within the academic year.

Secondary Phase

The school will use National Test results, KS2 levels, Cognitive Ability Tests (CAT) results, Fischer Family Trust (FFT) analysis and the Advanced Level Performance System (ALPS) when setting Minimum Expected Grades (MEGs). The following will have the greatest weighting in the specific Key Stages:

- Key Stage 3 – CATS
- Key Stage 4 – ALPS
- Key Stage 5 - ALPS

These will be monitored regularly by the SLT in partnership with Middle Leaders and may be modified in response to the individual needs of learners.

Monitoring and Evaluation

The school will regularly monitor the curriculum through a variety of working groups which include teachers, parents and Governors. Appropriate recommendations for change will be made to the Headteacher who will consult the Governing Body before implementing any changes through targets set in the school development plan.

Evaluation of the curriculum will be measured against a range of indicators and monitoring activities. These include:

- learning walks
- listening to learners
- wall trawls
- work scrutiny with pupils
- whole school indicators
- examination results
- admissions
- enrolment in the post 16 phase
- destinations of school leavers
- departmental Reports
- annual meeting of Directors of Learning with the Senior Leadership Team
- pupil surveys
- parental surveys
- reports to the Governing body
- individual pupil indicators

Progress

As pupils progress through Llanfyllin School they should increasingly be able to:

- develop a positive self image
- have a full sense of belonging and participation within the context of Cwricwlwm Cymreig and the Welsh cultural dimension
- have an appreciation of the natural and man-made world
- be independent, self-motivated and self-disciplined

- appreciate human aspirations and achievement
- work actively together in co-operative groups
- acquire the competences and attitudes needed for adult life

Curriculum Explanation / Diagrams

Foundation Phase - Reception to Year 2

The statutory Areas of Learning in the Foundation Phase are currently:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Welsh Language Development (English stream only)

Foundation Phase (FP) places great emphasis on experiential learning and doing. Children are given many opportunities to gain first hand experiences through play and active involvement. Teaching in the Reception class builds on the experiences of the children in their pre-school learning (Cylch/ Playgroup). We will emphasize a growth mindset from the outset and nurture the pupils to believe that hard work and effort is what leads to success, and to realise that making mistakes is an important part of learning. Their learning takes place through the following;

- **Focused tasks** – These activities are teacher/teaching assistant led. Where possible they are linked to the topic. Usually they are small group sessions but can be whole class.
- **Continuous play provision**- areas around the classroom and outside that are available every day to the child with a set bank of resources. The children become familiar with these areas and can develop their skills with the range of resources e.g. cutting in the craft area with scissors.
- **Enhanced activities** – This can either be items added to the area linked to the topic e.g. different coloured rice each week linked to the colours of the rainbow topic/ challenge activities that build on the learning from the previous focussed tasks e.g. scales in the maths area following focused tasks on weight. Every day the children have access to 'Challenges' 'Heriau', this is a system where the children have access to 6 planned activities linked to the new areas of learning and experiences. They can choose their activity and move freely between them. These activities will include topic enhancements that the children plan with the class teacher at the end of each week/ fortnight.

Key Stage 2 - Year 3 to Year 6

Our aim is to continue to develop the skills and values embedded in the foundation phase - a growth mind-set, independence and confidence to venture. This in turn will encourage learners to be accountable for their own learning and to strive for excellence.

We continue to follow the same principles as the foundation phase through cross-curricular learning and teaching and planning outdoor activities to develop specific skills.

The National Curriculum identifies four core subjects:

- Welsh/ Welsh 2nd language
- English
- Mathematics
- Science

There are also eight foundation subjects:

- Information and Communication Technology (ICT)
- Design and Technology (D&T)
- History
- Geography
- Art and Design
- Music
- Physical Education (PE).
- RE

Literacy and Numeracy Framework (LNF)/ Digital Competency Framework(DCF)

Literacy and Numeracy is planned, taught, monitored and assessed through all areas of learning. Digital Competency is also central to the curriculum.

The Welsh language and Curriculum Cymreig

All pupils in the Welsh Stream Foundation Phase are taught solely through the medium of Welsh using immersion strategies. English is introduced in the end Summer Term of Year 2. English is taught as a subject in KS2 but pupils will be given opportunities to use English and Welsh literacy skills across the curriculum. Welsh as a second language is taught in all English stream classes and staff ensure that there are bilingual notices in their classrooms Curriculum Cymreig is an integral part of our daily learning. We strive to promote Welsh culture and ethos through as many areas and activities as possible including across the curriculum for key stage 2 and 3 pupils in the English medium classes. Furthermore, the school will follow a detailed Siarter Iaith Action Plan to support the development of the Welsh language and to align with the development of the new curriculum.

Timetable, Setting & Grouping Arrangements 2021/22

Foundation Phase	2 groups of mixed ability – 1 Welsh and 1 English
Key Stage 2	2 groups of mixed ability – 1 Welsh and 1 English

	Yr7	Yr8	Yr9	Yr10	Yr11
English	Mixed ability within C, M, U, N	Ability setting within C and M, U and N.	Ability setting within C, M and N, U and E.	Ability setting 10/1 10/2 10/3 10/4 10/5 10/6	Ability setting 11/1 11/2 11/3 11/4 11/5 11/6 11/7
Maths	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	Ability setting within M, U, N and E with C being mixed ability.	10/1 10/2 10/3 10/4 10C/1 10C/2	11/1 11/2 11/3 11/4 11/5 11C/1 11C/2
SC	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	Ability setting within M, U, N and E with C being mixed ability.	10/1 Sep Science 10/2 10/3 10/4 10C/1 10C/2	11/1 Sep Science 11/2 11/3 11/4 11/5 11C/1 11C/2
Hums	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	Ability setting within M, U, N and E with C being mixed ability.	Hi/Ge GCSE option RP core – same class populations as Ws/PE/Nu	Hi/Ge GCSE option RP core – same class populations as Ws/PE/Nu
Mu/Art/DC/Lit/Num/PE	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	Ability setting within M, U, N and E with C being mixed ability.	Mu, Ar, IT, PE GCSE option Core PE as Ws/Rp	Mu, Ar, IT, PE – LP subjects Core PE/PSE as WE/RE
Cymraeg and Welsh Second Language	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	Ability setting within M, U and N with C being mixed ability.	Cymraeg setting 1 and 2. Welsh 2 nd setting with RE, Nu, PE	Cymraeg setting 1 and 2. Welsh 2 nd setting with RE, Nu, PE
MFL	Mixed ability within C, M, U, N	Ability setting within M, U and N with C being mixed ability.	CY & FLE sides with C Ability setting within M, U and N with C being mixed ability.	GCSE option	GCSE option
Tech	Mixed ability within C, M, U, N	Mixed ability throughout.	Mixed ability throughout.	GCSE option	GCSE option

Curriculum Area/Process/Activity	Foundation Phase	KS2	KS3	KS4	KS5	Rationale for pupil placement/activity
Baseline Assessments	✓					<ul style="list-style-type: none"> In order to gauge their skill-level across the Areas of Learning using the statutory Foundation Phase Profile.
End of Key Stage Assessments	✓	✓	✓			<ul style="list-style-type: none">
CATs testing for new year 7 students	✓	✓	✓			<ul style="list-style-type: none"> New Year 7s to be tested and data used when setting targets and future setting
Statutory National Testing	✓	✓	✓			<ul style="list-style-type: none"> National testing completed in Year 2-9
Setting within KS3			✓			<ul style="list-style-type: none"> Termly review for pupil placement and setting in year 7 & 8
Pupil movement between sets/classes/options			✓	✓		<ul style="list-style-type: none"> A pupil movement as a behaviour strategy requires early and regular reviewing – recommendation, information and guidance given as part of their PSP. HOY to inform parents of any pupil movement within year before the move takes place.
Pupils being considered for early entry GCSE, BTEC or any other level 2 qualification				✓		<ul style="list-style-type: none"> Parents of any student being considered for early entry of GCSE, BTEC or any other level 2 qualification should be consulted/informed.
English			✓			<ul style="list-style-type: none"> Ability setting within CYMUNED
Maths			✓			<ul style="list-style-type: none"> Ability setting within CYMUNED
Science			✓			<ul style="list-style-type: none"> Mixed ability in Year 7 Setting in Year 8 and 9

Welsh			✓			<ul style="list-style-type: none"> • C class taught as mixed ability • Welsh 2nd taught as mixed ability in Yr 7 with MUNED setting in Yr 8 and 9
Humanities			✓			<ul style="list-style-type: none"> • Humanities to have control over the class membership of the circus group
Humanities/Expressive Arts/Fr			✓			<ul style="list-style-type: none"> • Mixed ability in Year 7 with CYMUNED setting in Yr 8 and 9
Year 9 Options Process						
Directing pupils into suitable subject choices			✓			<ul style="list-style-type: none"> • Start of year 9: Data (CATs, National tests, teacher assessments etc.) to be used to identify suitable/potentially successful subjects for students.
BTEC/GCSE Science – Double Award etc			✓	✓		<ul style="list-style-type: none"> • Students will be directed into the course most suitable for them to gain success.
Separate Science Option			✓			<ul style="list-style-type: none"> • Students must be capable of achieving at least a grade C in all 3 sciences. Relevant parents/students informed before the options process begins.
Key Stage 4						
English				✓		<ul style="list-style-type: none"> • sets to be reviewed at the end of year 10
Maths / Numeracy				✓		<ul style="list-style-type: none"> • sets to be reviewed at the end of year 10 • Students who achieve their target or are within 5 marks in Entry exam will be entered for early November exam • Pupils who will benefit from sitting an exam early for specific reasons will also be selected for the November exam.

Cymraeg and Welsh 2nd				✓		<ul style="list-style-type: none"> • Cymraeg in Y10 & 11 – 4 lessons a week. • Welsh 2nd in Y10 & 11 – 2 lessons a week. All students follow full GCSE.
Key Stage 5						
All subjects					✓	<ul style="list-style-type: none"> • A minimum of 5 A*-C grades will be expected for KS5 entry. • A minimum of a B at GCSE will be the requirement for entry into specific subjects i.e. subjects where the level of challenge from GCSE to A level is higher than average. • Exceptions to the above can occur after consultation between subject teacher and HOD.
Year 12					✓	<ul style="list-style-type: none"> • Pupils will choose 4 AS Level or Equivalent and the Welsh Baccalaureate unless there is a special circumstance to take 3 or 5.
Year 13						<ul style="list-style-type: none"> • Pupils will choose 3 or 4 A Level or Equivalent and the Welsh Baccalaureate.