



CURRICULUM POLICY

Published on School Intranet
School Website

Updated: September 2009
Due for Review: September 2012

1. Opening Statement

- 1.1 The School Curriculum for Wales, implemented in September 2008, established a curriculum for the 21st century. It meets the needs of individual learners whilst taking account of the broader needs of Wales.
- 1.2 The school curriculum:
 - Focuses on the learner.
 - Ensures that appropriate skills development is woven throughout the curriculum.
 - Offers reduced subject content with an increased focus on skills.
 - Focuses on continuity and progression.
 - Is flexible.
 - Supports Government policy, including bilingualism, Cwrricwlwm Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship and the world of work and entrepreneurship.
 - Continues to deliver a distinctive curriculum that is appropriate for Wales.
- 1.3 The school curriculum comprises the following areas:
 - Skills development.
 - National curriculum.
 - Personal and Social Education.
 - Careers and the World of Work.
 - Religious Education.

(Welsh Assembly Government (WAG))

- 1.4 Secondary schools in Wales must, by law, teach the basic and National Curriculum to their pupils. (DCELLS)
- 1.5 This policy has taken account of WAG statutory orders and the guidance offered by:
 - The Learning Country: Vision into Action/Extending Entitlement.
 - The revised National Curriculum subject orders and frameworks.
 - The Non Statutory Skills Framework for 3 to 19 year olds in Wales.
 - Making the Most of Learning and implementing the revised curriculum publication.
 - Learning Pathways 14-19.
 - Learning Skills Measure 2008.

2. Policy Statement on the School's Curriculum

- 2.1 The Governors of Bassaleg School recognise their corporate responsibility to provide a curriculum which meets the requirements as laid down by the WAG.
- 2.2 The Governing Body states in its list of "General Aims", those values and attitudes it wishes to promote through the curriculum.
- 2.3 The more specific "Educational Aims" are listed separately and represent what may be termed as the "entitlement curriculum" or the irreducible minimum range of experiences which every child has the right to receive.

3. General Aims of the School:

The general aims of the school are that the school:

- 3.1 Will be a happy and caring community where there is encouragement and opportunity for all pupils to achieve their full potential, where they feel valued as individuals and learn to co-operate with one another;
- 3.2 Shall be an ordered and disciplined place, where the pupils know that they will find the guidance and support they need;

- 3.3 Recognises all the intellectual, spiritual, social and physical needs of the pupils and endeavour to meet those needs in a manner suited to the individual;
- 3.4 Sees that pupils are recognised as individuals and are cared for as individuals;
- 3.5 Continues to strengthen the links which have been developed with the community which it serves, and of which its pupils are a part.

4. Educational Aims of the School

The educational aims of the school are to:

- 4.1 Help pupils to develop lively, enquiring minds, the ability to question and argue rationally and the ability to apply themselves to tasks and physical skills.
- 4.2 Help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
- 4.3 Help pupils to use language and number effectively.
- 4.4 Instil respect for religious and moral values and tolerance of other races, religions and ways of life.
- 4.5 Help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations.
- 4.6 Help pupils to appreciate human achievements and aspirations.
- 4.7 Help pupils to achieve their potential through teaching and learning strategies that are sufficiently differentiated to cater for individual needs.

5. General Arrangements (Formal Curriculum)

- 5.1 Bassaleg School organises and delivers its curriculum in the way that best suits its circumstances and needs and ensures the delivery of a broad and balanced provision.
- 5.2 At Key Stage 3 the school curriculum consists of:
 - Core subjects – English, Welsh, Mathematics and Science.
 - Non core subjects – Welsh second language, Modern Foreign Languages, Design and Technology, ICT, History, Geography, Art, Music, Physical Education and Religious Education.
 - PSE (including sex education).
 - Careers and the World of Work.
 - Discrete Thinking 4 Learning lessons.
 - Key Skills.
- 5.3 At Key Stage 4 the school curriculum consists of:
 - Mandatory subjects – English, Welsh second language, Mathematics, Science and Physical Education.
 - Religious Education, PSE (including sex education) and Careers and the World of Work.
 - A broad range of academic and vocational courses leading to external qualifications.
 - Key Skills.
- 5.4 At Key Stage 5 the school curriculum consists of:
 - Through collaboration, a broad range of courses leading to external qualifications.
 - Key Skills.
- 5.5 A 3 year curriculum development plan takes account of school, local and national trends.

6. Skill Development

- 6.1 The curriculum allows for the development of transferable generic skills for learners. All learning in any subject provides opportunities to develop:
- Thinking.
 - Communication.
 - ICT.
 - Number.
- 6.2 Opportunities are mapped across the curriculum to ensure a coherent, progressive and varied approach to learning and the application of skills. These are indicated in Programmes of Study.
- 6.3 Pupils are given opportunities to develop such techniques as the Habits of Mind to aid their skills' development across the curriculum.

7. Cross Curricular Themes

- 7.1 In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners.
- 7.2 Extensive opportunities are provided within the curriculum across the range of subjects to promote:
- Cwricwlwm Cymreig.
 - Wales, Europe and the World.
 - Equal Opportunities, Equality and Diversity.
 - Food and Fitness.
 - Education for Sustainable Development and Global Citizenship.
 - The World of Work and Entrepreneurship.

These are highlighted in Programmes of Study.

8. Curriculum Delivery

- 8.1 The school has a comprehensive Teaching and Learning Policy and a Teaching and Learning Handbook.
- 8.2 All teachers within the school are expected to create an environment to enable high quality teaching to take place.
- 8.3 Assessment for Learning is an integral part of the curriculum delivery.
- 8.4 Where appropriate, Assessment of Learning is used.

9. Non Formal/Informal Curriculum

- 9.1 The school curriculum extends beyond the classroom and students have opportunities to develop skills, competencies and wider learning through extensive non formal and informal curriculum opportunities.
- 9.2 The non formal curriculum offers opportunities for students to gain qualifications outside the National Qualification Framework (NQF) e.g. reading buddies, Duke of Edinburgh.
- 9.3 The informal curriculum offers an extensive range of clubs, societies, charities and curriculum enrichment opportunities for all pupils.

10. Underpinning Principles

The School's curriculum will ensure that:

10.1 The education of all pupils has equal value.

10.2 All pupils are enabled to reach the highest standards of which they are capable.

10.3 The provision is concerned with developing personal and social values as well as knowledge and skills.

10.4 While breadth is maintained, an element of individual choice exists to provide pupils with flexible learning pathways.

11. Implementing the Curriculum (Departmental Handbooks)

11.1 Each Subject Leader will produce a Handbook which will encompass the philosophy of the department, its aims and objectives, teaching and learning styles, resources and assessment policy.

11.2 The Handbook will contain a Scheme of Work in which the aims outlined are translated into practice.

11.3 The Handbook will reflect the general ethos and curricular policies and objectives of the school, the LEA and the Welsh Assembly Government.

11.4 The Handbook will serve as a means of ensuring cohesion of approach, objectives, teaching style and standards among colleagues.

11.5 The Handbook will be a means of expressing the Department's work to other colleagues, headteacher, governors and parents.

12. 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.
- Careers and the World of Work.
- Quality Control.
- Collective Worship.
- Key Skills.
- Personal, Social and Careers Education.
- Sex and Relationships Education.
- Equality and Diversity.