



Curriculum Policy

This policy was agreed by the Governing Body in January 2012 and implemented in January 2012. It will be reviewed in November 2018.

Signed Chair of Governors

Signed Headteacher

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 including the national priorities of improving literacy and numeracy and reducing the impact of poverty on educational attainment. In addition “Successful Futures – Independent review of curriculum and assessment arrangements in Wales” was released in February 2015 which is shaping the curriculum of the school.

1.2 The school curriculum:

- Focuses on the learner.
- Ensures that appropriate skills development is woven throughout the curriculum.
- Focuses on continuity and progression.
- Is flexible.
- Supports Government policy, including the Literacy and Numeracy Framework, the Digital Competency Framework, 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.
- (Welsh Government (WG))

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 WG 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 (Wales) Measure 2009.
- Literacy and Numeracy Framework
- Digital Competency Framework
- The Review of assessment and National Curriculum for Wales 2014
- Successful Futures: Prof Donaldson

2. Policy Statement on the School's Curriculum

2.1 The Governors of Treorchy Comprehensive School recognise their corporate responsibility to provide a curriculum which meets the requirements as laid down by the WG.

2.2 The Governing Body states in its list of "Our Aims", those values and attitudes it wishes to promote through the formal, non formal and informal curriculum.

2.3 In addition we are proud of our Welsh Heritage and promote the Welsh language across the school.

3. Our Aims of the School:

- Gaining the knowledge, work habits and skills needed for success at school and in adult life.
- Developing lively enquiring minds
- Promoting a sense of self respect and sensitivity to the needs of others
- Challenging all to realise their full potential
- Fostering a sense of community and belonging
- Building confidence and self esteem
- Developing moral, spiritual and aesthetic awareness

4. Promoting Bilingualism

We are proud of our Welsh heritage and promote the Welsh language alongside the learning of English in the following ways:

- Certain subjects are taught bilingually at Key Stage 3 for a group of pupils
- Certain subjects are taught through the medium of Welsh for a group of pupils
- Specialist peripatetic Welsh Teachers serve our cluster primary schools
- Welsh is taught to all pupils Years 7-11.
- An annual Eisteddfod
- A wide range of extra curricular activities including 'Clwb Siarad'
- Students are encouraged to use their Welsh language skills outside the classroom
- All signs are bilingual

5. General Arrangements (Formal Curriculum)

5.1 Treorchy Comprehensive 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, Home Economics, History, Geography, Art and Design, Drama, Music, Physical Education, Computer Science and Religious Education. ICT/DCF and the LNF are taught across the curriculum.
- Prep
- PSE (including sex education).
- Careers and the World of Work.
- Skills.
- Specialist teachers who support transition into Key Stage 3

5.3 At Key Stage 4 the school curriculum consists of:

- National Curriculum mandatory subjects – English, Welsh second language, Welsh first language, Mathematics, Science and Physical Education.
- Mandatory subjects - 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.
- Skills Challenge Certificate (WBQ)
- Skills

5.4 At Key Stage 5 the school curriculum consists of:

- A broad range of courses leading to external qualifications (AS/A2/BTEC).
- The Skills Challenge Certificate.

5.5 Curriculum flexibility allows pupils to follow fast track opportunities where appropriate in Maths and Welsh across a variety of key stages.

5.6 A three year curriculum development plan (as part of SIP) takes account of school, local and national trends. Provision is reviewed every year as part of the SSE cycle.

6. Skill Development

6.1 The curriculum allows for the planned, progressive development of transferable generic skills, including developing learners 'ability to learn'. All learning in any subject provides opportunities to develop:

- Literacy.
- Numeracy.
- ICT/Digital Competence
- Thinking.

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 Schemes of Work.

6.3 Emphasis is placed on developing literacy, numeracy and Digital Competency across the curriculum. All departments contribute to the Literacy and Numeracy Framework and the Digital Competency Framework and the development of these skills with pupils.

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 Schemes of Work.

8. Curriculum Delivery

8.1 All teachers within the school are expected to create an environment to enable high quality teaching to take place.

8.2 Assessment for Learning is an integral part of the curriculum delivery.

8.3 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. mentoring, sports leaders, 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 Head of Department 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 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:

- Literacy across the Curriculum
- Numeracy across the Curriculum
- Assessment, Recording and Reporting.
- Bilingual and First Language Welsh
- Careers and the World of Work.
- Review and monitoring
- Collective Worship.
- Personal, Social and Careers Education.
- Sex and Relationships Education.
- Equal Opportunities and Racial Equality
- Homework
- More Able and Talented
- ALN
- Education for Sustainable Development and Global Citizenship
- Food and Fitness
- Transition

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