



**COLEG CYMUNEDOL  
Y DDERWEN**

Curriculum Policy

**Chair of Governing Body**  
John miles

*J. Miles*

**Headteacher**  
Tracey Wellington

*T. Wellington*

## Curriculum Policy

Policy written by:	J James
Policy date:	January 2019

Governor approval date:	March 2019
Review date:	January 2020

**Introduction:**

The curriculum at CCYD is designed to provide all children with a high quality learning experience, within an educationally stimulating, supportive and safe environment. We aim to provide the best for every child and to ensure that every learner is challenged in order to make the best progress possible. We want all our learners to leave CCYD well prepared for success in all aspects of their future lives.

We have high expectations of our learners and seek to develop skills, attitudes and abilities in them which will enable them to achieve their life goals.

Developing the core skills of Literacy, Numeracy and Digital Competency are central to the teaching and learning within all subjects and 'Areas of Learning Experience' AOLE's at all Key stages throughout the school. The development of the wider skills will encourage our learners creativity, problem and critical thinking as well as recognising effectiveness.

**Purpose:**

The school is fully committed to evolving and developing our curriculum provision to meet the New curriculum in Wales which will commence for our year 7 learners in September 2022

The main purpose of the curriculum is to enable all CCYD learners to be :

- Ambitious & Capable
- Creative & Enterprising
- Ethical & Informed
- Healthy & Confident

The 6 AOLE's (Areas of Learning and Experience) plan and deliver a curriculum which allows all learners to be successful by becoming:

- Confident individuals: developing aspects of personal efficacy and self-assurance.
- Responsible citizens: developing a sense of social responsibility.
- Competent adults: developing 'life-skills'.
- Healthy in mind and body: developing positive mental and physical well-being.

The Areas of Learning and Experience should not be seen as watertight compartments but rather a means of organising the intentions for each child and young person's learning, with decisions and plans for how these should translate into day-to-day activities taking place creatively at the planning level in each area.

Having common Areas of Learning and Experience from 3 to 16 promotes and underpins continuity and progression and helps to make the structure easier to understand. The approach helps to ensure breadth and encourage appropriate decisions about 'balance' across a young person's learning at any time, for example by removing distinctions between 'core' and 'foundation' subjects.

Teachers at CCYD will draw upon the different Areas of Learning and Experience in their planning. This should help to address concerns about compartmentalisation by encouraging teachers to work creatively, and collaboratively, across subject boundaries in the context of the four curriculum purposes. Teachers should be able to help children and young people to make links across learning, bringing together different aspects to address important issues relating, for example, to citizenship, enterprise, financial capability and sustainability.

Our MAT learners at CCYD are identified early in year 7 and departments ensure that POLS and lessons are designed to stretch and challenge and provide enrichment activities to accelerate their learning.

There are a range of coordinated extra curricular activities and programs available for all learners. These can involve departmental trips and visits, careers events, literacy and numeracy based workshops and

### Curriculum Policy

sporting activities both during lunch times and after school. There is an after school homework club Monday to Thursday every week from 2.50 to 4.00 p.m. which is well attended.

#### Aims:

The curriculum at CCYD will:

- Provide a broad and balanced curriculum entitlement for all learners.
- Improve knowledge, skills and understanding in order to achieve potential.
- Endeavour to overcome barriers to learning.
- Prepare learners academically, socially and personally for successful lifelong learning and adult life.

#### Wider school aims/ethos:

The Schools vision is to provide all learners with an appropriate pathway which will enable them to reach their potential and equip them to succeed in the future through further or higher education, employment and adult life. We offer our learners a broad and balanced curriculum experience. We aim to encourage all learners to be resilient and confident learners willing to develop their skills and knowledge and reach aspirational goals.

#### Consultation:

Consultation with SLT & Governors to agree curriculum arrangements. Parental consultation via parents evenings, curriculum presentations, and website information.

#### Sources, references, legal context:

Successful Futures report, New Curriculum for Wales.

#### Procedures and practice:

##### KS3: Year 7 curriculum provision :

Year 7 have a curriculum designed around Core lessons and Skills/Challenge lessons. The Skills/Challenges are themed based similar to the primary school approach and involve a number of departments who deliver a 10 week literacy and numeracy rich project centred around the theme. The Skills / Challenge curriculum has been designed to encourage creativity, resilience and an appreciation of our culture in Wales as well as worldwide cultures and communities. The core lessons which require practice to learn, subject knowledge and skills development as well as continuity of learning are delivered outside of the challenges.

##### The core lessons are :

**English/Maths/Science/Music/PE/French and Welsh**

##### The Skills/Challenge lessons are made up of learning experiences from the following AOLE's :

**Humanities, Expressive arts, Health & Wellbeing and Science & Technology. (With Literacy, Numeracy and DCF at the heart of the learning experience).**

The main focus of the Skills/Challenges is to develop the learners' personal qualities and their creativity. We want them to have a belief in themselves and their future and most importantly a passion for learning. Flexibility is built into each challenge to allow more able learners to excel whilst giving time and support to those who require it.

Each group in year 7 is linked to a Challenge Mentor who support the learners through their curriculum experiences in bespoke Health & Wellbeing lessons (1 per week). This quality time allows for reflection on personal skills development, assessment tracking of literacy and numeracy skills, consolidation of work from the subject areas from the week and the planning of the outcome/event. The Year 7 learners engage in a 10 week mindfulness programme delivered by trained staff along with a 'Real Leaders'

### Curriculum Policy

programme to develop leadership skills, confidence working in a group and creativity. The pupils will also experience Health & Wellbeing topics (From September 2019) such as Anti bullying, rights respecting school, culture and Identity and drugs and alcohol awareness.

The Year 7 challenges have been carefully planned so that subject skills are not compromised. All departments are directly involved in the planning and there is close scrutiny of the delivery of the literacy and numeracy tasks to ensure these are robust and challenging. There is regular evaluation of the curriculum through learner and staff voice as well as book monitoring scrutiny and analysis of Literacy and Numeracy development through National Test data.

#### Year 8 & 9 Curriculum :

During year 8 and 9 our learners develop a sound knowledge and understanding of a wide range of subjects with a broad and balanced curriculum. The learners build up these subject based skills with a clear focus across all subjects on literacy and numeracy development over the 2 years. During Year 8 the learners experience mini themed based projects across the AOLE's which allow for a continuity of this approach from the year 7 model. From September 2019 our Personal and Social Development course will be delivered through once weekly Health & Wellbeing lessons covering all aspects of Health & Wellbeing alongside a PSD qualification which at the end of KS3 gives all learners a level 1 qualification. This qualification is continued through KS4 with the Level 2 units and will result in a Personal & Social Development qualification Level 2. The Year 9 learners will make an informed choice of which subjects they wish to study at Key Stage 4 at the end of year 9 through an extensive support programme of careers and options information. Learners are offered an extensive 'Free choice' of subjects during November and on analysing the results of this information we can devise our options structure which aims to accommodate the choices and interests of our learners. Guest speakers and Team Leaders assemblies along with a Form Tutor support program for choosing appropriate options encourages our learners to make informed choices.

#### KS 4:

The aim of the Key Stage 4 curriculum is to give the learners the best possible chance of attaining a wide range of GCSE and BTEC passes. In year 10/11 the learners will study the core subjects of English Language, Literature, Maths & Numeracy, Science, PE and Welsh. Targeted learners who would like to complete the Welsh Full course GCSE will do so. These learners will be taught in a full course Welsh class whilst the others will complete the Work Skills qualification alongside Welsh language core. The learners studying the Work Skills qualification will also attain a Welsh conversational language entry pathways qualification.

From September 2019 The Skills Challenge Certificate Level 2 qualification will be delivered to sets 1-6 in year 10. Alongside this the Year 10 Learners will also complete the PSD Level 2 qualification as part of their Health & Wellbeing provision. The pupils in set 7 & 8 complete the PSD qualification which covers the Skills Challenge projects (Community, Enterprise and Global Citizenship).

Learners are able to choose 3 optional choices at the end of year 9 which can be GCSE or BTEC qualifications depending on learner selection. For our MAT learners additional qualifications such as Triple Science, Additional Maths, Personal Finance are also offered in order to widen their qualifications and enable them to be challenged and stretch their ability.

### Curriculum Policy

The MLD learners who require additional support and a 'hands on' approach to their learning will study the vocational skills program to develop a variety of skills alongside level 1 and level 2 courses.

We also have a group of learners in year 10/11 who complete a 2 year Junior Apprenticeship programme at Bridgend College in 3 pathways : Construction, Public Services and Hairdressing. The learners are based full time at the college and experience a practical hands on apprenticeship based provision with GCSE English and Maths studied alongside. The learners are carefully selected for this programme through a Heads of College referral system, parental discussions, learners interviews. Learners are accepted onto the programme once there has been careful consideration of a range of factors and the learners school experience to date. The programme is designed to re-engage learners in education in a practical hands on approach to education where there is a wide range of support strategies in place. Pupils who are completing the Junior Apprenticeship programme are monitored closely by our Team Leader for Alternative Curriculum.

Whilst we want to give all of our Key Stage 4 learners the best possible chance to build up a wide range of qualifications to embark on their journey into work or further/higher education, our main goal is to allow the learners to continue to develop confidence and resilience and embrace every challenge they face in future life.

During KS4 we have a supportive programme of events and activities to help our students in their decision for the future. This includes career support in completing CV's, Job applications and mock interviews as well as work experience. learners also attend a number of careers based events such as apprenticeship/college events, options evenings, workplace training events and information assemblies. All learners complete an online careers check during year 10 with our full time Careers Advisor which enables us to identify pathways and arrange visits/guest speakers to support our learners.

#### KS5 :

Our Key stage 5 is during year 12 and 13. We aim to provide our learners with a progression from Key stage 4 as well as equip them with the necessary qualifications and skills for them to move on to the next stage of their career path. We continue to work with collaboration schools and colleges in order to offer our pupils a wide range of post 16 courses. These courses can be studied at CCYD or at other schools and the College via transport. Learners will study 3 option choices and also Welsh Baccalaureate Advanced Level 3, which is compulsory. Learners are also able to opt to study twilight courses based at Bridgend College two evenings a week between 4.30 and 6.30 with Transport provided by the College. During Year 11 the learners undertake a support programme of career choice activities such as specialist assembly talks, College and apprenticeship visits along with in house careers events. These allow learners to feel supported in making an informed choice about their post 16 pathway and beyond. During Year 12 and 13 Learners are supported by their Subject staff, Heads of College and Head of 6th Form in any academic concerns or pastoral issues as they arise.

#### Roles and responsibilities:

**Governors:**

Curriculum sub-committee

**Headteacher:**

**SLT:**

**HoC:**

All

Head of 6th Form

**Teachers:**

**Curriculum Policy**

Team Leader for ALternative Curriculum

All

**Learners:**

All

**Parents/Carers:**

All

**Other documents and appendices:**

Links to : [Careers policy](#), [Teaching and Learning Policy](#), [H&WB/PSE education Policy](#)