

Curriculum for Wales

As a school community we have been actively designing and implementing new programmes of learning for our year 7 curriculum since 2016 as well as in the last 2 years re-designing our year 8 curriculum in line with the Curriculum for Wales. We have prioritised our focus on classroom practice across all lessons in every year group at CCYD and have developed our teaching & learning pedagogy to support the Curriculum for Wales.

Some of the strategies which are now fully embedded into the whole CCYD curriculum in teaching and learning from year 7 to year 13 include:

The implementation of the 10 components of a CCYD lesson, the Big Question which promotes enquiry and drives learning at the start of each lesson, 4 purpose development being central to planning and used as a key driver for all learning experiences. We also ensure that all lessons start with clear aims and literacy and numeracy starters which are in context to the learning experiences. Our core focus in all curriculum areas is driven by literacy, numeracy and DCF rich experiences in context to the subject based learning and development.

Our CCYD school vision has been developed by the Teaching and Learning Group and learners and formally presented and adopted by the Governing body:

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

This School vision was established in 2019 following initial discussions and drafting by the Teaching & Learning group which is made up of representatives from all departments across the schools. Following this there was a consultation period with stakeholders involved until the final vision was established and published in the summer of 2019. From this we were able to create a clear and focused curriculum vision which outlines how we can realise our vision and provision for teaching & learning.

What is our Curriculum Vision at CCYD?

At CCYD our curriculum vision is:

- Centred around a shared vision focusing on the learning of all within the community
- To develop in all learners the experiences, knowledge and skills needed for employment, lifelong learning and active citizenship
- To enable every learner to develop the 4 purposes so that they can show resilience, be imaginative, compassionate, reflective and ambitious
- To allow learners to encounter meaningful and authentic contexts which provide challenge and develop their innovation and creativity

Engagement of practitioners:

Professional learning at CCYD is driven by our teaching and learning and curriculum needs. Priority has been focused on curriculum planning, upskilling and research during our INSET days and also in professional learning allocated time. We have a strong core team of Teaching and Learning staff who lead on research-based studies such as retrieval practice and differentiation. The team also leads in the training

of staff as a whole; so that everyone is equipped with the tools and knowledge needed to effectively deliver our programmes of learning in line with the needs of the C for W.

Engagement of Learners:

Learners are engaged in our curriculum design in a variety of ways. We have had transition activities with year 6 learners to discuss topics and themes and to gauge their ideas on the types of things they would like to learn. We use this to inform our planning. We use learner voice to evaluate our curriculum provision with open and honest questions about the learner's perspective on their curriculum and what they would like to experience. We also use key data such as SHRN survey results to continually evaluate and refine our health and wellbeing curriculum so that we can support learners' needs with identified areas of concern.

Engagement of Parents and Carers:

We keep our parents and carers up to date with curriculum design and development through our informative CCYD website. We also use social media to celebrate learners work and inform parents and carers of important information and experiences across all of the AOLES. We have created parent and carer guides to support and to give information on how they can aid their child with their learning experiences such as google classroom tutorials. We also host literacy and numeracy information evenings and welcome evenings. Parents and Carers have been given a detailed presentation guide to the curriculum at CCYD to explain how we have embedded the C for W. The presentation outlines our curriculum vision and how we embed the curriculum at CCYD. They have been invited to give their own views and support the co construction of the curriculum with suggestions of key topics they would like their child to experience.

Engagement of the Governing Body:

The Governing body at CCYD has been kept up to date regularly with curriculum and teaching and learning development. The Assistant Headteacher for T&L and Curriculum development gives the Governing body presentations on the curriculum provision twice per year. There are also regular updates through termly reports. The Governing body is provided with a clear curriculum plan annually along with quality assurance evidence from evaluative activities such as book monitoring, lesson observation, staff, parent and learner voice. The curriculum plan for 2022-23 with a clear outline of C for W provision in KS3 has been presented to the Governing body (May 2022) and formally agreed and adopted by them.

Meeting the elements of the national framework:

The school has set out to ensure that all staff have a clear understanding of the principles of the 4 purposes. This journey began in 2017 when members of the T&L group worked in pairs researching and developing their understanding of each purpose and began looking at strategies for teaching and learning pedagogy to aid their facilitation in learning. This led to extensive training of staff so that all teachers are clear about what each purpose means in their subject area/AOLE. The 4 purposes have become central to our planning within our programmes of learning in order to enable our learners to realise all 4 purposes throughout their curriculum. Staff are confident in exploring creative ways in which they can be developed in the classroom, and we view these new approaches to our teaching and learning practice as an opportunity to share pedagogy as staff develop more confidence and expertise. We have established consistency in how lessons are facilitated with the expected elements of the 10 components of a CCYD lesson which enables learners to explore clear aims, speedy starters, big questions etc. Core skills in literacy, numeracy and digital competence as well as wider skills are planned and contextualised in subject based learning. AOLES are fully established with interdisciplinary projects being delivered and evaluated across all AOLES in year 7 and 8.

Approach to learning progression and arrangements for assessment:

The progression steps within the statements of what matters are used to inform planning of teaching and learning and planning. Each AOLE has worked closely with our cluster schools (10 schools) with planning days allocated for each AOLE to focus on underpinning the principles of progression into our curriculum. This includes the AOLE leads and key staff from CCYD the Primary AOLE lead from each school and Senior Leader representation to guide each session. Each AOLE works together to establish curriculum progression needs and their core aims and aspirations for their AOLE. Each AOLE across the cluster has established a clear vision, curriculum progression map and outline of core aims and expected progression ready for September 2022. This will enable consistency across each AOLE in terms of provision and ensure that on entry to year 7 learners will have encountered the same experiences, established AOLE specific vocabulary and skills ready to progress to their next stages of learning. The school is also currently updating its Marking, Assessment and Progression Policy with a core group evaluating and building on current AFL practices to support the day to day progression of learners. This policy sets out our procedures in the engagement of learners in developing their progress and in ensuring they are aware of their next steps in learning. The school is also finalising our assessment, recording and reporting procedures for parents, carers and learners and will trial its implementation in September 2022 with our year 7 learners.



Reviewing and evaluating curriculum provision:

The school carries out an annual review of the curriculum provision through evaluations of Programmes of Learning (Carried out by Team Leaders and SLT). All AOLEs use Learner voice to quality assure their teaching and learning provision with termly learner voice which is evaluated and discussed in line management and informs planning. Book monitoring and lesson observations are used to quality assure and evaluate curriculum provision and teaching and learning. There is a robust and rigorous evaluation cycle in place which involves staff at all levels including Class teachers, Team Leaders and SLT. The Governing body is kept up to date with QA outcomes and action plans for Improvement planning are completed and regularly monitored and evaluated by all TLR holders and SLT. We will also continue to work with the CSC, LA and our cluster schools to develop our curriculum provision and to realise our curriculum vision.

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May 2022

