



COLEG CYMUNEDOL
Y DDERWEN

"Taking Pride"

Welcome to CCYD

"Mighty Oaks From Little Acorns Grow"

"Taking Pride"

Welcome to Coleg Cymunedol Y Dderwen



School Vision

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



Mrs Tracey Wellington
Headteacher
CCYD



Heather Griffiths
Chair
CCYD Governing Body

"Taking Pride"

Welcome from the Headteacher



Mrs Tracey Wellington
Headteacher
CCYD



We have high expectations of all of our learners and this is reflected in our school motto of "Taking Pride".

Learners are encouraged to participate in and give of their best in all aspects of school life. We encourage our learners to take advantage of all opportunities and to be bold in taking risks in their learning to become resilient, happy and confident individuals. This is why we adopt the growth mindset philosophy of 'I Can't Do It Yet!'

One of the strengths of our school is the staff. They are a dedicated team who are supportive, caring and innovative. They work tirelessly to provide excellent learning opportunities for all learners.

We pride ourselves on our caring and supportive environment, where the safeguarding and happiness of learners is paramount.

Our curriculum provides an appropriate pathway for everyone, along with placing a significant emphasis on the core and wider skills including literacy, numeracy and digital competency.

We aspire to achieve outstanding results but we also want our learners to enjoy school, make friends, feel part of a special community and help them develop into resilient and reflective adults.

We work closely in partnership with parents and believe this relationship is crucial to the success of our learners.

The aim of education is the knowledge, not of facts, but of values.
William S. Burroughs

"Taking Pride"

Senior Leadership Team



School Vision

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



Headteacher
Mrs Tracey Wellington



Deputy Headteacher
Mr Gareth Pope



Assistant Headteacher
Mr Matthew Humphreys



Assistant Headteacher
Mrs Jennifer Williams



Director Finance & Personnel
Mrs Melanie Hopkins



Assistant Headteacher
Mrs Justine James



Assistant Headteacher
Mrs Catherine Pope

"Taking Pride"

Our School



"Mighty Oaks From Little Acorns Grow"

"Taking Pride"



"AstroTurf Pitch"



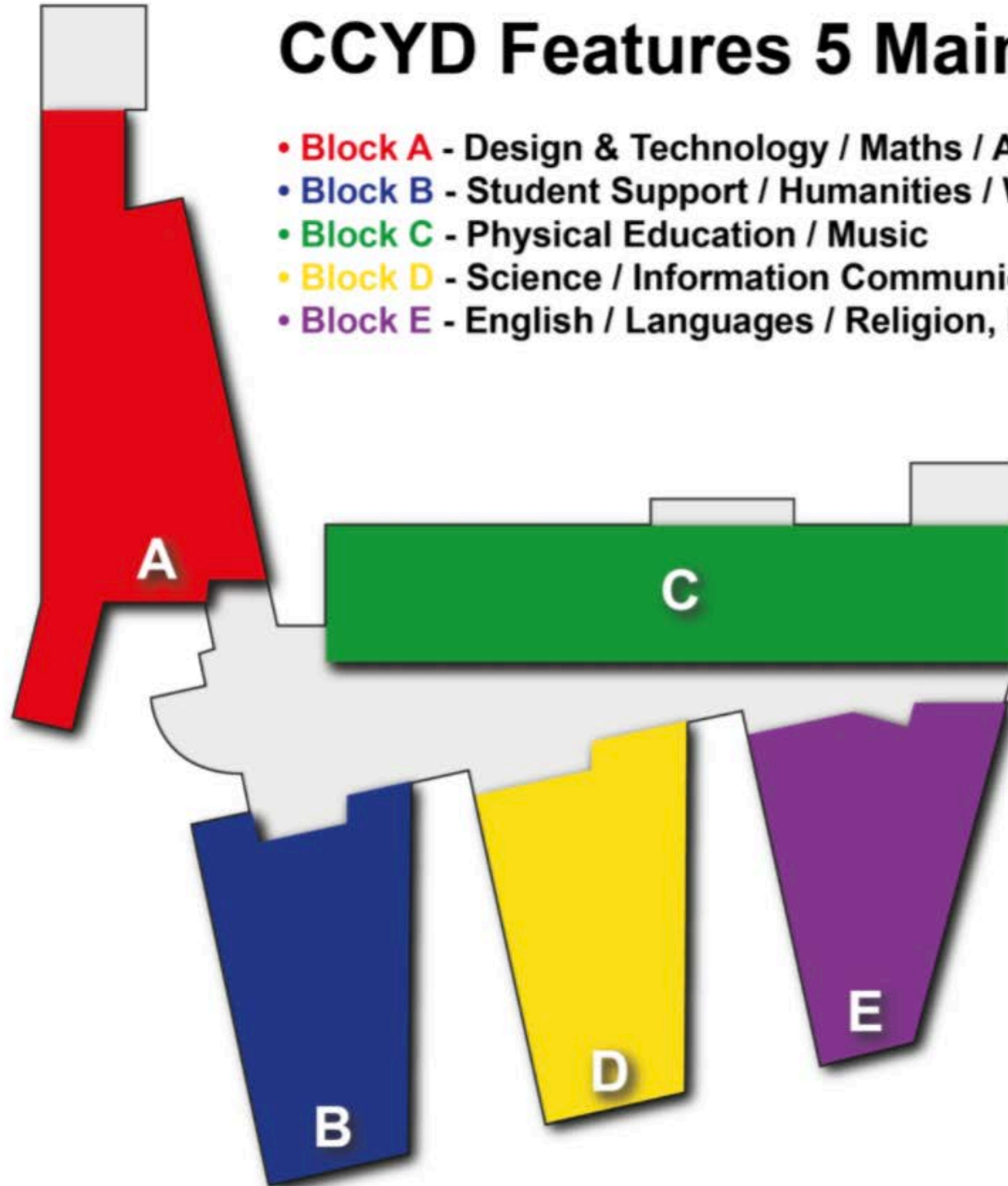
"MUGA (Multi Use Games Area)"



School Building Layout

CCYD Features 5 Main Blocks

- **Block A** - Design & Technology / Maths / Art & Design
- **Block B** - Student Support / Humanities / Welsh Baccalaureate
- **Block C** - Physical Education / Music
- **Block D** - Science / Information Communication Technology
- **Block E** - English / Languages / Religion, Philosophy & Ethics



Understanding Room Numbers and Locations at CCYD

FLOORS

S
Second Floor (Top)
F
First Floor (Middle)
G
Ground Floor (Bottom)

BLOCKS

A
A-Block
B
B-Block
C
C-Block
D
D-Block
E
E-Block

ROOM NUMBERS

1	10	19	28
2	11	20	29
3	12	21	30
4	13	22	31
5	14	23	32
6	15	24	33
7	16	25	
8	17	26	
9	18	27	

Example: **GA6** = Ground Floor / A-Block / Room 6

Attendance & Punctuality

100% 190 Days

No lessons missed

No Days missed

Well Done!

100% - 97%

Between 0 and 5 Days missed

96% - 93%

Between 8 and 14 Days missed

92% or below

More than 15 Days missed

"Attendance Matters"

%	Band	Actions
100%	Green	Celebration
99% - 97%	Green	Celebrate & Improve
96% - 93%	Yellow	Monitor & Challenge
92% and Below	Red	Sanctions Refer to EWO

At CCYD we celebrate excellent attendance. We use the banding system above and communicate levels of attendance regularly with parents/carers.

Punctuality is equally important. All learners who arrive late without a valid reason will receive a sanction and a communication home.

Time	Activity
8:30am	Form
8:50am	Lesson 1
9:50am	Lesson 2
10:50am	Break
11:10am	Lesson 3
12:10pm	Lesson 4
13:10pm	Lunch
13:50pm	Lesson 5
14:50pm	Home Time
15:50pm	Homework Club Extra Curricular Clubs

PUNCTUALITY



SCHOOL STARTS PROMPTLY AT **8:30am**



Any learner who arrives after 8:30 will have to press the bell and wait to enter

Late learners will need to sign in late via reception and will be spoken to by staff.

Learners late to school without a genuine reason will be subject to a sanction at break, lunch or afterschool

Persistent lateness may be dealt with via a Fixed Penalty Notice or via the Education Welfare Service

School starts promptly at **8:30am**

Learners should aim to be in school
by **8:25am**

"Taking Pride"

Safeguarding

CCYD's Safeguarding Team



If you are worried or concerned about yourself or someone you know, please talk to the safeguarding team.



Safeguarding Lead Officer
JEN WILLIAMS
Assistant Headteacher



Safeguarding Officer
GARETH POPE
Deputy Headteacher



Safeguarding Officer
KATIE HEWITT
Head Of Year

**SAFEGUARDING IS
EVERYONE'S RESPONSIBILITY**

"Taking Pride"

Cluster Work

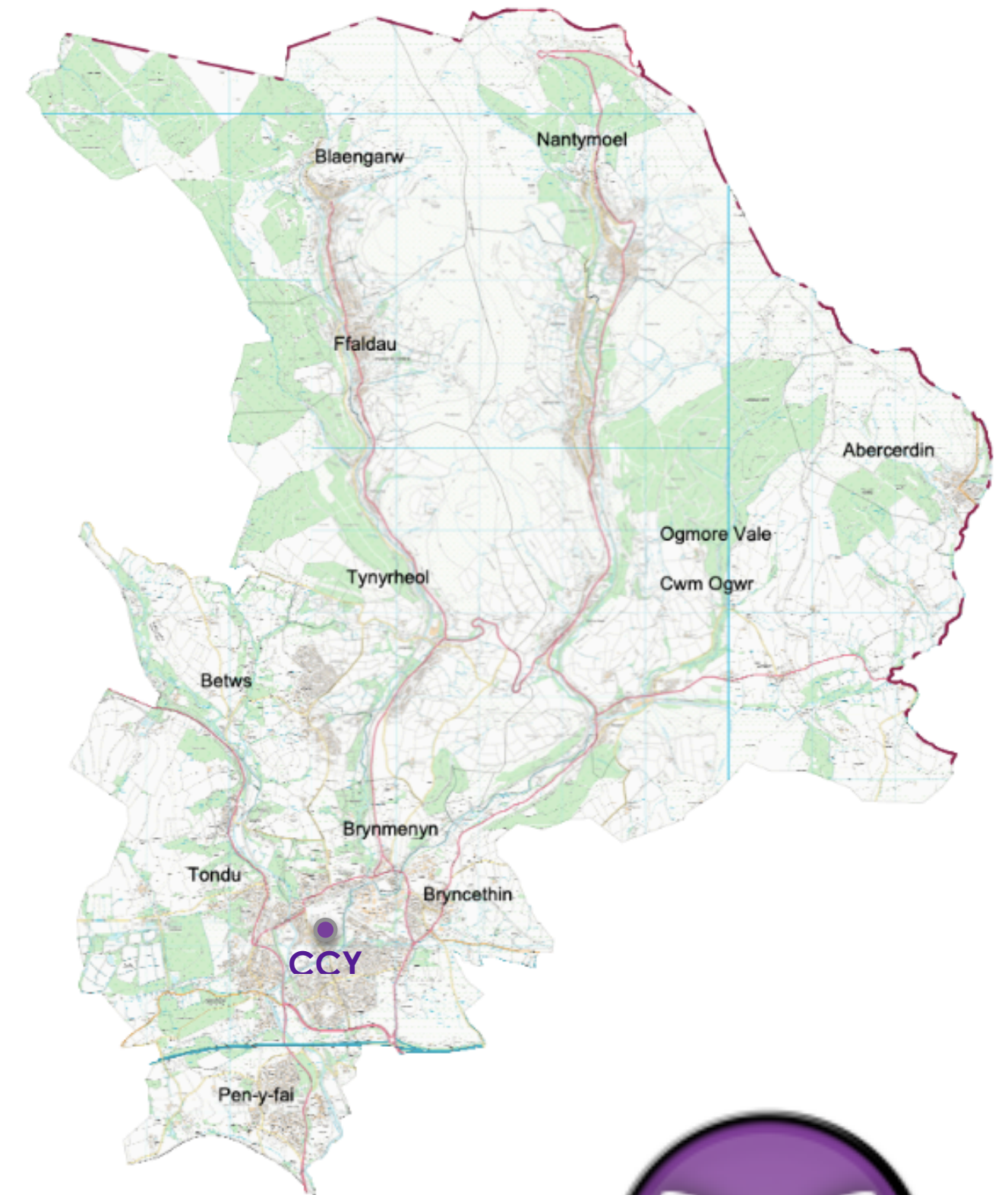


CCYD is an inclusive school and welcomes any learner to join us.

Whilst the majority of our year 7 learners transition to us from our feeder primary schools, many learners join us from other schools in the local authority and sometimes out of county.

Regardless of the school learners transfer from they are all made very welcome on arrival.

Nantymoel Primary School
Ogmore Vale Primary School
Bryncethin Primary School
Abercerdin Primary School
Brynmenyn Primary School
Tondy Primary School
Betws Primary School
Blaengarw Primary School
Ffaldau Primary School
Tyn Yr Heol Primary School



"Taking Pride"

Transition



Transition & Progression Steps Coordinator
Miss Olivia Wellington



Deputy Headteacher
Mr Gareth Pope



Pastoral Support Officer
Mrs Claire Jarvis

We have a full time Transition LSO. Mrs Jarvis visits each primary school in the cluster every week to build relationships and gets to know our new learners in their class in primary. In year 7 Mrs Jarvis continues to build upon the relationships forged in primary school to ensure all learners settle well and are fully supported.

We also have a teacher who helps drive transition and cluster work and puts together a calendar of activities and visits to ensure all learners get the care, support and guidance they need.

Our transition program;

Transition Calendar - focus on Literacy, Numeracy and wellbeing

Parent & Learner visits to CCYD in year 5 and 6

CCYD staff visit primary school parent evenings

Numeracy projects

Literacy projects

Year 6 project that continues in year 7 at CCYD

3 transition Days - Year 6

Transition Day - Year 5

Wellbeing visits

Open evening for year 5 and 6



"Taking Pride"

Pastoral Support



Year 7

Pastoral Leader
Mrs Thomas



Year 8

Pastoral Leader
Mr Franklyn



Year 9

Pastoral Leader
Miss Philpin



Year 10

Pastoral Leader
Mrs Williams



Year 11

Pastoral Leader
Mrs Hewitt



Yr 12 & 13

Head of Sixth Form
Mrs Powell



Pupil Support Officer
Mrs Struthers



Pupil Support Officer
Mrs James



Pupil Support Officer
Mrs Jarvis



Pupil Support Officer
Miss Rowlands



Pupil Support Officer
Mrs Davies



Pupil Support Officer
Mrs Bayliss



Pupil Support Officer
Miss Thom



Pupil Support Officer
Mr Owen



Pupil Support Officer
Mr Walker



Attendance Support
Mrs Byrne



"Taking Pride"

Pastoral Support Team - Key Stage 3



Year 7



Pastoral Leader
Year 7

Mrs Emily Thomas



Mrs Claire Jarvis
Pupil Support Officer

Mrs Hazel Bayliss
Pupil Support Officer

Mrs Paula Struthers
Pupil Support Officer

Mrs Kelly James
Pupil Support Officer

"Taking Pride"



Uniform

- * White shirt or School Polo shirt
- * School Tie
- * Black trousers or Skirt
- * Black shoes - No trainers
- * School jumper or cardigan



Uniform

CCYD UNIFORM

LEARNERS ARE GREETED BY SENIOR STAFF & THE PASTORAL TEAM ON ENTRY TO SCHOOL



POSITIVE START

If learners are in the correct full school uniform they will be greeted by the team and encouraged to enjoy the day.



CORRECT UNIFORM

- Black shoes / Trainers
- Black trousers / Knee length skirt
- White Shirt & Tie
- V Neck School Jumper
- Outdoor Coat
- Natural Hair Colour



NEGATIVE START

If learners are NOT in full school uniform on entry they will be challenged on their uniform issue and a follow up call or text to parents/carers will be made. Learners may be asked to spend time in the Phoenix Centre while we rectify the issue.

NOT ACCEPTABLE

- NO Trainers
- NO Hoodies
- No Facial Piercings
- No Short Skirts / Leggings or Jeans
- No Unnatural Hair Colours
- No Round Neck Black Jumpers

If you need support with uniform or equipment then please email us at

giveusashout@ccyd.org.uk

DO YOU NEED ANYTHING?

giveusashout@ccyd.org.uk

If you need support then "give us a shout" via the email address above



This is our new discrete access point for any of your requests for support.

We link with a number of support agencies to help provide the support you need.
Some examples of how we can help;

UNIFORM
- we can;

- Provide second hand laundered uniform
- Provide new items of uniform
- Support with uniform grants
- Help with PE kit

FOOD
- we can;

- Share details of support agencies
- Liaise with food banks / community kitchens
- Offer direct food parcels
- Support with efsm queries
- Provide short term lunch provision

EQUIPMENT
- we can;

- Provide necessary items of equipment
- Support with exam equipment
- Provide ingredients for food lessons

Please email any of your needs to the "give us a shout" email address and we will discretely work on providing any support we can as soon as possible.

"Taking Pride"

Wellbeing & Emotional Support



- The school offers a range of behaviour, wellbeing and emotional support via the Phoenix Wellbeing Centre.
- There are 3 dedicated Phoenix Learning Support Officers who offer this support every day to learners who require additional support
- The centre is split into 3 sections - Behaviour / Wellbeing / Emotional Support
- In the Phoenix centre learners we use the Thrive approach to assess emotional development and create action plans with exciting activities to improve emotional wellbeing.
- There is a section where learners can undertake small group work or independent learning. This is useful if they need a quiet space to work or need to take time out due to difficult circumstances.
- The facility also hosts a quiet and accessible space for learners with temporary mobility issues to access learning rather than be at home.

"Taking Pride"

Additional Support - Literacy & Numeracy



Transferrable Skills Coordinator
Literacy

Mr Josh Simpson

Targeted support for learners
1:1 intervention sessions
Small group intervention sessions
After school support sessions
Dedicated literacy intervention officer
Well resourced library
Librarian and after school library sessions
MyOn - digital library and reading resource
Accelerated Reading program & Testing
MAT Sessions
BKSB testing and intervention support package



Transferrable Skills Coordinator
Numeracy

Mrs Leanne Grabham

Targeted support for learners
1:1 intervention sessions
Small group intervention sessions
After school support sessions
Dedicated numeracy intervention officer
My Maths
Form time Maths support sessions
Accelerated Maths program
STAR Maths tests
MAT Sessions
BKSB testing and intervention support package



ALN & Learner Support



ALNCO (Assistant Headteacher)
Mrs Jennifer Williams



Assistant ALNCO
Mrs Nina Ellis

At CCYD School we recognise that all learners come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and learners working together. CCYD school values the abilities and achievements of all its learners. All children are valued, respected and nurtured. We endeavour to provide the best educational opportunities for each child and strive to maximise their potential in a 'can do' learning culture.

Learners who meet the locally agreed criteria for having ALN will be supported by class teachers, teaching assistants other adults and the learning environment.

- Learner Support Centre with a range of 1:1 and group rooms to offer bespoke support
- Learning Support Officers
 - Literacy/Numeracy, ELSA, Thrive, bespoke ASD support, fresh start, gross motor skills, speech & Language programmes, physiotherapy programmes, structured activities at break and lunch time.
- Learning Support Assistants
 - In class shared support
- School Counsellor
- Independent School Counsellor
- Nurture - structured support at break and lunch time
- Visual timetables
- Daily check in
- Homework help
- Access arrangements and assessments

More information about ALN, the definition of ALN and the ALN act can be found on the school website.



"Taking Pride"

LRC/MLD Provision



Assistant ALNCO
Mrs Nina Ellis



MLD Coordinator
Mrs Rhian Humphries



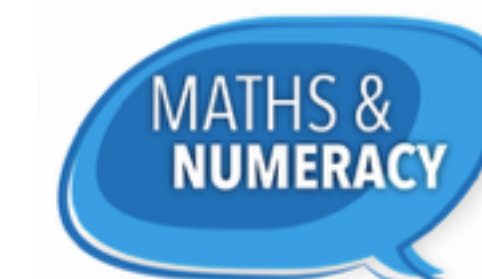
CCYD is proud to be home to a specific Learning Resource Centre. There is a cohort in each year group, taught as a smaller class by subject specialist teachers throughout the school. Places in the provision are granted by the Local Authority with strict criteria to support the most vulnerable learners.

Learners who attend the MLD provision are fully integrated into the school building. Learners in the MLD provision access a wide range of intervention and support programs to assist their academic, social and emotional development while supporting independence. The class is supported by additional learning support staff who are able to ensure all children are valued, respected and nurtured.

The team endeavour to provide the best educational opportunities for each child and strive to maximise their potential in a 'can do' learning culture.

Whilst many factors contribute to the range of difficulties experienced by some learners, we believe that much can be done to overcome them by parents, teachers and learners working together.

CCYD school values the abilities and achievements of all its learners and all learners in this provision and full members of CCYD and full integrated into mainstream school life.



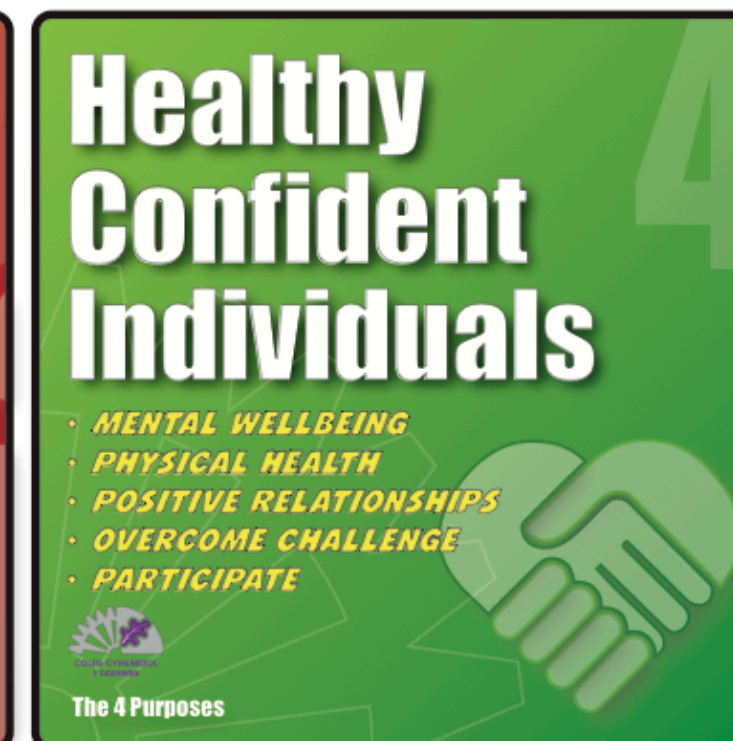
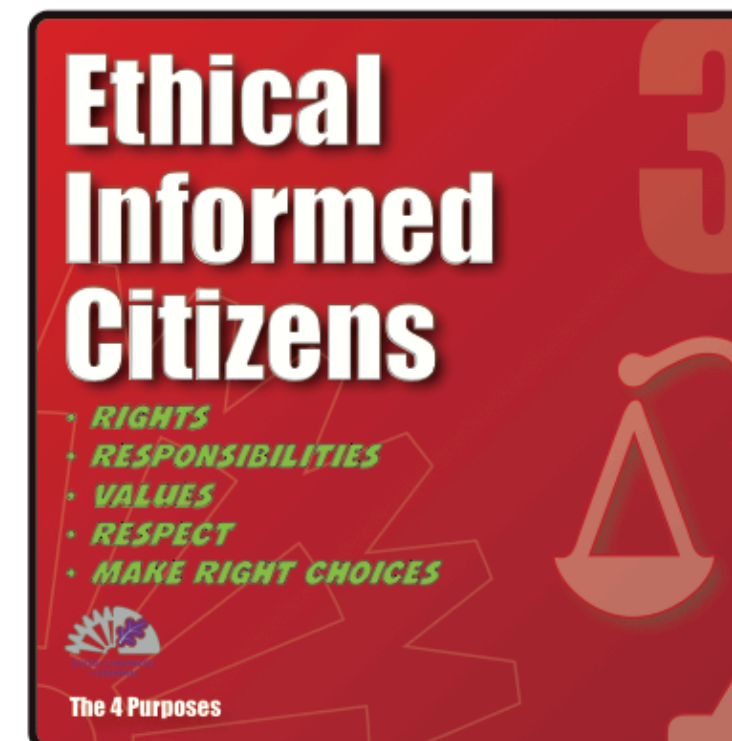
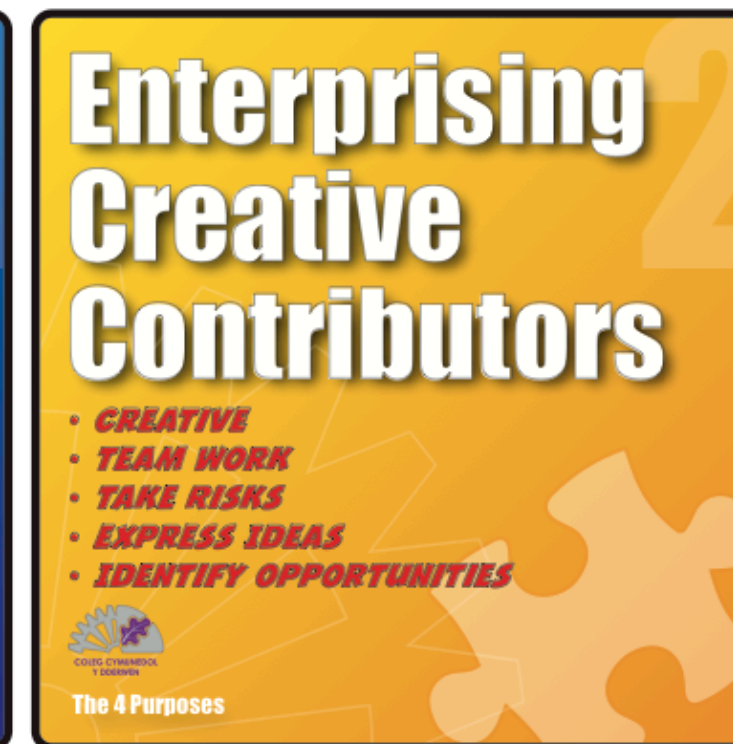
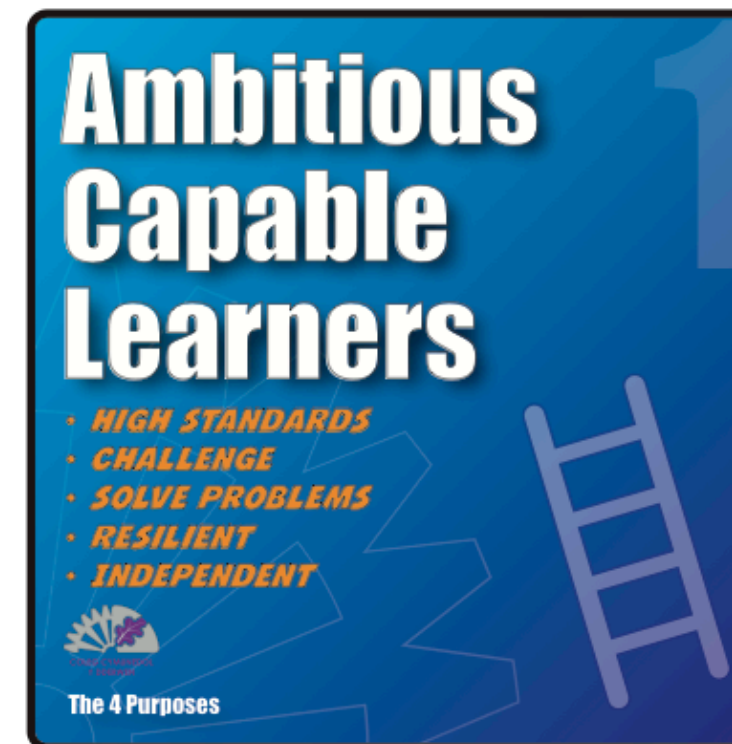
"Taking Pride"

Curriculum



Assistant Headteacher
Curriculum Development
Mrs Justine James

The 4 Purposes



*These are the skills we want you to develop



School Vision

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

Curriculum Vision 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



6 Areas of Learning & Experience

3 Embedded Skills

SCIENCE &
TECHNOLOGY

MATHS &
NUMERACY

HEALTH &
WELLBEING

HUMANITIES

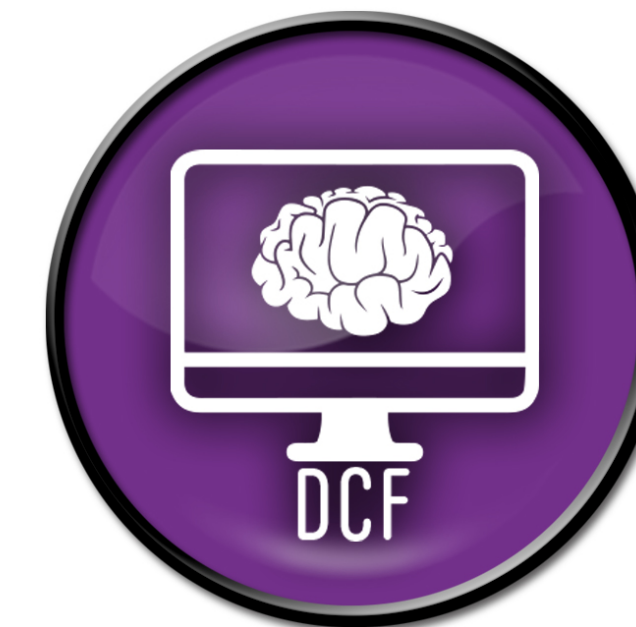
EXPRESSIVE
ARTS

LANGUAGES
LITERACY
COMMUNICATION

Literacy

Numeracy

Digital Competance



Year 7 Curriculum

Year 7

KS3 Curriculum Overview (Year 7)



Number of hours across the curriculum based on 50 hours per fortnight



Subject	Maths	Numeracy	Eng	MFL	Welsh	Literacy	PE	HWB	F&N	Enrich	Music	Art	Drama	Sci	D&T PD	ICT/CS	Geog	Hist	RVE	Tot 50
Year 7 hours	7	2	8	2	3	1	2	1	2	2	2	2	1	5	2	2	2	2	2	



Delivered across Science, D&T,
computer science, numeracy



Delivered across Humanities



Delivered across Food &
Nutrition, HWB, Science, D&T
and Computer Sci/ICT



Delivered across Humanities

Learners have a range of experiences throughout their curriculum across all 6 AOLEs
Subjects plan learning around the CfW framework and AoLEs also plan for experiences which are interdisciplinary allowing learners to experience projects which are delivered across multiple subjects

Subject specialist Teachers deliver their curriculum areas to maintain high quality T&L and to embed learner skills, knowledge and experiences and to ensure that learners make progress in line with the Descriptions of Learning and Progression maps

"Taking Pride"

What will my timetable look like in year 7?

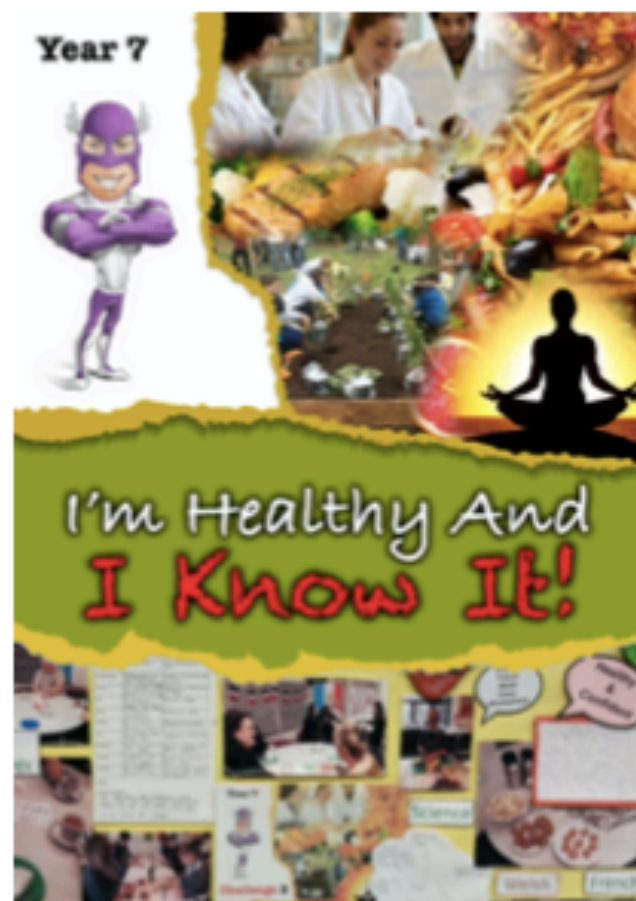


Year 7 Skills/Challenge curriculum

These are interdisciplinary projects delivered across a range of subjects with a common theme and overarching BIG Question

Each 'Challenge' is delivered one at a time in a 10 week block to give learners an immersive experience of the topics across a range of subject areas in AOLES

Sci/Tech (D&T and ICT)
H&WB (Food & Nutrition)



How do I know if I'm healthy?



What can we learn from space?

All subjects across the AOLES



How do welsh celebrities inspire us?

Delivered in 1 week across all subjects leading to St Davids day as part of our Welsh culture and celebration week

Humanities (RPE/History/Geography)
Expressive arts (Art)



Is freedom important to us?



How do big events shape our future?



The Skills / Challenge lessons are delivered alongside 'Core' lessons in Maths, English, Science, Music, H&WB (PE, H&WB, Food & Nutrition) MFL and Welsh



Development of the core skills is prioritised across the whole curriculum (Literacy, Numeracy and DCF)





Enrichment lessons in year 7 1 hour per week every Friday lesson 5

What is Enrichment and why are we doing it?

***'Enrichment is increasingly understood as having a potentially significant impact on the intellectual, social and psychological well-being of students.'* - Bowdoin USA**

- Supports wellbeing of our learners
- Develops the Wider Skills
- Extends learning beyond the classroom
- Gives opportunities for outdoor learning.
- Creates a desire to learn and try new things
- Reduces stress levels
- Encourages active participation beyond the classrooms
- Helps learners to acquire and develop skills such as communication, team work, leadership that will help them academically as well as in future employment.
- We offer activities such as expressive dance, board games, photography, mindful crafts, keep active, learners chose the activities they would like to participate in and change over termly



Continuing development of the year 8 curriculum in the CfW

Learners experience a range of AOLE projects throughout year 8 alongside their subject based provision. The projects are planned around the Big question and allows learners to explore the concepts through authentic learning which is planned full around the CfW framework. Some of the projects are shown below. All projects have a detailed programme of learning.

EXPRESSIVE ARTS

The BIG Question How has street culture impacted on the Expressive Arts?

Music, Art & Drama

Ambitious & Capable Learners: Set high standards and enjoy challenge. Communicate effectively in different forms and settings, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **Music**, you will study the origins of Rap and its impact on the Music Industry. You will work both individually and collaboratively to perform a selection of iconic rap songs and riffs before composing your own.

In **Art**, you will research different forms of Graffiti art and discuss its importance as an art form. You will study the art of Banksy and Mike Perry to inspire your commissioned designs for a local skateboarder.

In **Drama**, you will focus on a range of hip-hop influences within a theatrical context. Through the exploration of practitioners including Lin Manuel Miranda and the modernisation of Shakespeare, you will devise your own hip-hop inspired performance.

HEALTH & WELLBEING

The BIG Question How can we all sustain good health in modern times?

P.E, Food & Nutrition, Health & Wellbeing

Ambitious & Capable Learners: Develop a positive attitude to physical activity, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **Food & Nutrition** you will problem solve the theme of eating well on a budget and creating healthy, affordable meals based on store cupboard ingredients.

In **Health and Wellbeing** you will research and develop your knowledge surrounding poverty around the world and create a digital media project highlighting different solutions to the Big Question "How can we all sustain good health in modern times?"

In **P.E** you will develop your physical activity skills, work collaboratively and create your own physical activity or game on a budget.

SCIENCE & TECHNOLOGY

The BIG Question How has technology impacted on medicine across the ages?

Science, Design Technology, ICT & Maths

Ambitious & Capable Learners: Set high standards and enjoy challenge. Communicate effectively in different forms and settings, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **D&T** you will develop a knowledge of technologies used in the medical sector and develop skills in designing and manufacturing prototypes of products.

In **ICT** you will model the spread of disease in Scratch, use BBC Microbits to aid with social distancing and create expert systems to diagnose common illnesses in Python.

In **Science** you will build knowledge, skills and positive attitudes about health.

In **Maths** you will construct and interpret statistical diagrams from a range of medical aspects. You will also gain an understanding of how units of measure are important in the medical profession.

SCIENCE & TECHNOLOGY

The BIG Question Is there enough water for all life on earth?

Science, Design Technology, ICT

Ambitious & Capable Learners: Set high standards and enjoy challenge. Communicate effectively in different forms and settings, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **ICT** you will learn how to use a spreadsheet to analyse data; design algorithms in the form of flowcharts to control systems (including a greenhouse); and use coding techniques to create a quiz on what you have learned about sustainability.

In **D&T** you will develop an awareness of environmental sustainability and develop subject specific skills and knowledge surrounding this topic to apply to an authentic design and make contexts.

In **Science** you will learn about the importance of water sustainability and how we can ensure clean water and sanitation for all.

LANGUAGES LITERACY

The BIG Question How big is your world?

English, Cymraeg & Modern Foreign Languages

Ambitious & Capable Learners: Set high standards and enjoy challenge. Communicate effectively in different forms and settings, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **English** you will learn about another culture and develop the skills to make a presentation to the rest of the class promoting it.

In **Cymraeg** you will learn about Patagonia and compare the cultures of Wales and Patagonia.

In **Modern Foreign Languages (MFL)** you will celebrate other cultures and languages as part of European Day of Languages.

HUMANITIES

The BIG Question Can we win the battle?

Geography, History, Religion, Philosophy & Ethics

Ambitious & Capable Learners: Set high standards and enjoy challenge. Communicate effectively in different forms and settings, applying knowledge and practical skills to creatively solve problems.

Creative & Enterprising: Think creatively to reform and solve problems, representing ideas and emotions through different media and art forms. Lead and play different roles in teams effectively and responsibly.

Ethical & Informed: Engage with contemporary issues, gaining knowledge about their cultural, community, society and the world, now and in the past.

Healthy & Confident: Building mental and emotional well-being through creative expression. Developing confidence, resilience and empathy. Forming positive relationships based upon trust and mutual respect.

In **RPE** you will explore, analyse and explain a range of ethical and moral judgements and viewpoints regarding disease and health in the modern age.

In **Geography** you will explore and investigate disease in the world today and its interrelationship with the natural and social features of place.

In **History** you will build knowledge and understanding in order to analyse and explain disease and attempts to manage disease by different communities and societies over time.

AOLE projects delivered across year 8, example from Expressive arts



The collage features a yellow speech bubble with the text "EXPRESSIVE ARTS". Below it, a large photo shows a "CCYD CIRCUS" display. To the right, a section titled "The BIG Question? How do Expressive Arts contribute to a positive sense of community?" is followed by "Music, Art & Drama". This section includes four circular icons with text: "Ambitious & Capable Learners: Leading and supporting roles and creativity exploring new challenges", "Creative & Enterprising: Developing creative talents, thinking and resilience through creative outcomes", "Ethical & Informed: Understanding cultural identity and challenging perceptions", and "Healthy & Confident: Creative expression develops confidence and positive attributes". Below these are images of students working on a piano, a "THE GREATEST SHOWMAN" poster, a "Million DREAMS for the WORLD" poster, and two drawings of circus performers.

In **Music**, you will develop individual and collaborative skills through study of "The Greatest Showman" soundtrack and creative performance.
In **Art**, you will study circus imagery and body image to inspire your curiosity and imagination.
In **Drama**, you will study characterisation and relationships to enhance your understanding of theatre performance.

The **Greatest Showman** movie plot is the hook and gives the main concepts to this project. Learners build on experiences and subject knowledge to develop their expertise and they demonstrate this through their final outcomes in the art work and finale performance.

Learners explore the concepts and their meaning within the Greatest Showman movie for example looking at how relationships impact on decision making and determination and resilience lead to success.

There are lots of opportunities for literacy development in writing and oracy when exploring and analysing the above

We have developed our curriculum in **year 8** across AoLEs since 2018

Here is an example of an AOLE project planned and delivered across H&WB in year 8 and delivered by subject specialists in H&WB, PE and Food & Nutrition lessons 'Live well for less' built around looking at poverty in our area and how we can sustain health on a budget

Learners in year 8 currently experience 8 different AoLE based projects like this



HEALTH & WELLBEING

The **BIG** Question? **How can we all sustain good health in modern times?**

P.E, Food & Nutrition, Health & Wellbeing

LIVE WELL FOR LESS

Ambitious & Capable Learners:
Creating solutions to problems both independently and collaboratively.

Creative & Enterprising:
Developing creative minds through physical activity, practical cooking activities and digital media.

Ethical & Informed:
Understanding and forming a knowledge of issues in a global society and respecting the rights and needs of others.

Healthy & Confident:
Gaining the knowledge to make healthy lifestyle choices at all times.

In **Food & Nutrition** you will problem solve the theme of eating well on a budget and creating healthy, affordable meals based on store cupboard ingredients.

In **Health and Wellbeing** You will research and develop your knowledge surrounding poverty around the world and create a digital media project highlighting different solutions to the Big Question "How can we all sustain good health in modern times?"

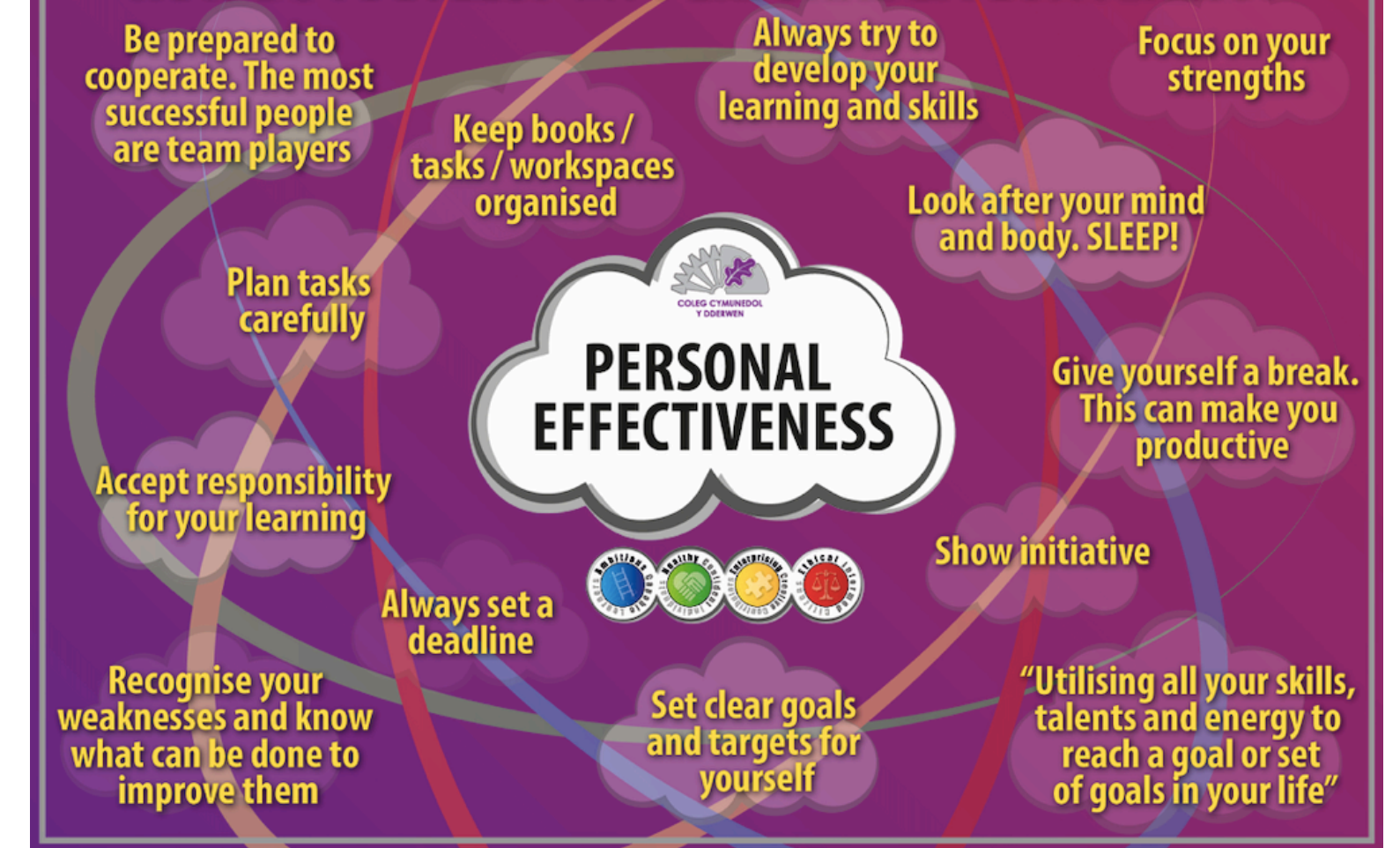
In **P.E** you will develop your physical activity skills, work collaboratively and create your own physical activity or game on a budget.

HOW DO I SHOW EFFECTIVE PLANNING & ORGANISATION?



The development of integral skills are embedded into all lesson planning in every year group and support the development of the four purposes.

HOW DO I DEVELOP MY PERSONAL EFFECTIVENESS?



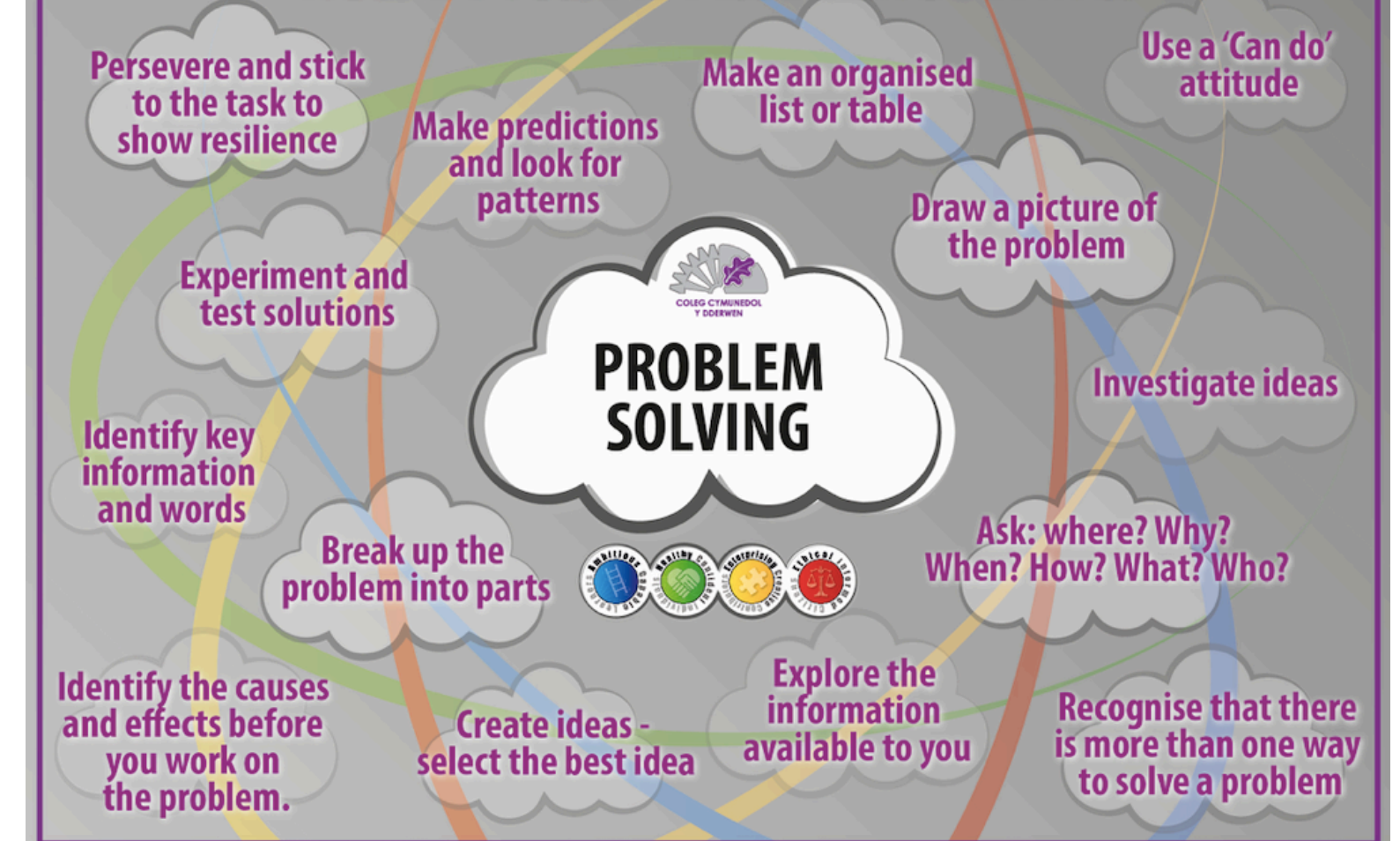
HOW DO I SHOW CREATIVITY & INNOVATION?



HOW AM I ABLE TO THINK CLEARLY AND RATIONALLY?



HOW DO I SHOW PROBLEM SOLVING?



KS4 curriculum - Number of hours (Per fortnight) and Subjects offered

	English lang/lit	Maths / Numeracy	Science	Welsh	Options x 3	Skills Challenge Certificate (Welsh Baccalaureate) & TWPD	Health & Wellbeing (including RVE)	PE Physical activities to improve physical and mental health (Health & Wellbeing)	Total
Cohort	8	8	9	3	15	4 (Welsh Bacc/Skills Challenge and Team Work and Personal Development)	1	2	50
MLD modified curriculum	8	8	5	3	19 No options VS qualifications across various subjects	4 (Welsh Bacc/Skills Challenge and Team Work and Personal Development)	1	2	50

Option A	Option B	Option C
Art GCSE	Electronics GCSE	Art GCSE
Business Studies GCSE	Geography GCSE	Business Studies GCSE
Drama GCSE	Hospitality & Catering	Computer Science GCSE
Engineering BTEC	ICT (Digital Technology) GCSE	Engineering BTEC
History GCSE	Media GCSE	Sports BTEC
Triple Science GCSE 2 classes	Music GCSE	History GCSE
Product Design D&T GCSE	Music BTEC	Health & Social Care GCSE
Public Services BTEC	Photography GCSE	PE GCSE
	Psychology GCSE	Product Design D&T GCSE
	Religion Philosophy and Ethics GCSE	Religion Philosophy and Ethics GCSE

Option columns offer for Year 9 learners to select to study in Year 10/11

This changes annually based on learner choices in the 'Free choice' survey completed in the Autumn term of year 9

There are a range of qualifications in each column

Identified Learners are referred to the alternative provision at Bridgend College in the Junior apprenticeship schemes (Full time provision)

Hair and Beauty Academy (Full time provision)

*Learners will also study Core lessons in: English, Maths, Science, Health & Wellbeing, PE, Skills Challenge, Team Work & Personal Social Development, Welsh





KS5 curriculum - Subjects offered (All subjects are allocated 8 hours per fortnight including the Welsh Baccalaureate Advanced Level)

Options year 12 CCYD (For September 2023)				
A/X Collaboration	B	C	D/Y Collaboration	Twilight 4.00-6.00 Tues/Thurs
Business Studies	Maths	History	Chemistry	Criminology
Psychology	Health & Social Care	Biology	English Literature	Law
Criminology	Religion Philosophy and Ethics	Medical Science	D&T Product Design	Performing Arts (Dance)
Physics	Art & Design	Engineering - BTEC	Computer Science	Film
Media	Music - BTEC	Sociology		Esports
<i>collaborations TBC</i>			<i>collaborations TBC</i>	
<i>Economics (Brynteg)</i>			<i>Music (Porthcawl)</i>	
<i>Further Maths (Porthcawl)</i>			<i>Drama (Pencoed)</i>	
<i>Electronics (Porthcawl)</i>				
<i>Drama (Porthcawl)</i>				
<i>PE (Porthcawl)</i>				
<i>Geography (Archbishop)</i>				

Learners select 3 subjects to study along with the Welsh Baccalaureate Advanced

Where we are unable to offer a subject due to low uptake or capacity learners are able to study these within the collaboration schools in the borough (Shown in Purple, we currently have a small number of learners who take up this offer)

Learners can also study subjects during Twilight at the college as well as GCSE resits for those learners with near misses in Maths or English at GCSE

1	This is given only when students work above and beyond what we expect.		Positive Experience Rewards
2	This is what we expect.		Positive Experience Rewards
3	This indicates there is a minor issue with the learners attitude for one or a number of reasons.		Negative Experience Sanctions
4	This indicates there is a major issue with the learners attitude for one or a number of reasons.		Negative Experience Sanctions

Attitude to Learning - A2L



Typical Learner Profile

1	Working Above & Beyond	1 Above & Beyond	<ul style="list-style-type: none"> Learner always completes all classwork and homework tasks on time Learner completes classwork and homework above expectations Learner always demonstrates high levels of engagement and resilience Learner makes more than expected progress Learner independently seeks to improve work acting on verbal and written feedback Learner shows great independence and perseveres even when faced with challenging tasks Learner has excellent attendance and punctuality Learner always attends lessons with the correct equipment Learner participates in a range of school activities
2	Working as Expected	2 Expected	<ul style="list-style-type: none"> Learner nearly always completes all classwork and homework tasks on time Learner completes classwork and homework in line with expectations Learner engages well with tasks and shows resilience Learner makes expected progress Learner acts on verbal and written feedback to improve work Learner works independently when faced with a range of tasks Learner attends regularly and is punctual Learner nearly always attends lessons with the correct equipment Learner participates in a range of school activities
3	Demonstrating Minor Issues	3 Minor Issues	<ul style="list-style-type: none"> Learner completes most classwork and homework tasks on time Learner completes some but not all classwork and homework in line with expectations Learner needs prompting to engage with learning and to work independently Learner makes some progress Learner needs reminding to act on verbal and written feedback to improve work Learner has irregular attendance and is not always punctual Learner does not always bring required kit or equipment Learner is easily distracted and demonstrates low level disruption and or behaviour issues Learner does not always act on instructions the first time they are asked
4	Demonstrating Major Issues	4 Major Issues	<ul style="list-style-type: none"> Learner rarely completes classwork and homework tasks on time Learner rarely completes classwork and homework in line with expectations Learner needs prompting to engage with learning and gives up easily when challenged Learner progress is hindered by their lack of effort and or engagement with learning Learner has little or no evidence of effective responses to verbal and written feedback Learner has poor attendance and punctuality which is hindering progress Learner distracts the learning of others and often has to be removed from the class Learner rarely follows instructions Learner rarely brings the necessary equipment and or the required kit

Rewards & Achievement



1

- Learner always completes all classwork and homework tasks on time
- Learner completes classwork and homework above expectations
- Learner always demonstrates high levels of engagement and resilience
- Learner makes more than expected progress
- Learner independently seeks to improve work acting on verbal and written feedback
- Learner shows great independence and perseveres even when faced with challenging tasks
- Learner has excellent attendance and punctuality
- Learner always attends lessons with the correct equipment
- Learner participates in a range of school activities

Rewards & Achievement

1

Achievements & Rewards



Bronze

50 Points

Silver

100 Points

Gold

200 Points

Platinum

400 Points

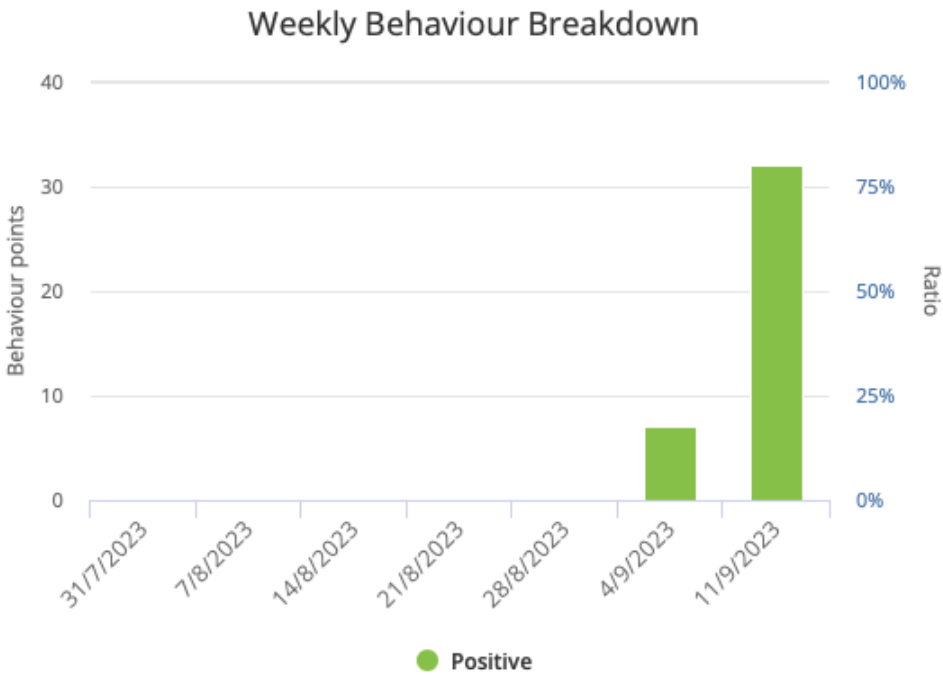
Logo	Achievement Title	Points	Logo	Achievement Title	Points
	P Perseverance/Resilience (Lesson/Form)	1		DEAR (During whole school DEAR sessions only)	2
	R Respect (Lesson/Anytime)	1		Form / Year Representative / Eco Committee (Each time you meet)	2
	I Independence (Lesson/Form)	1		Representing School (Each time you represent the school)	5
	D Dedication/Enthusiasm for learning (Lesson/Form)	1		House Event Winners (House Points - sports day, Eisteddfod etc)	5
	E Exceeding Expectations / Excellent Work (Lesson/Form)	1		Team Member of Winning Team (School event, sports day etc)	5
	Homework (On completion/submission)	1		Representing County or Country (Each time you represent the County/Country)	10
	Use of Welsh (Anytime/Lesson/Form)	1		Learner of the Fortnight (Fortnightly)	5
	Acts of Kindness (Anytime)	1		Green Band Attendance Half Term (Half Term)	5
	Equipment (Kit, ingredients etc) (Lesson/Form)	1		100% Attendance Half Term (Half Term)	10
	Uniform (Form ONLY)	1		Winning Form - Attendance League (Monthly)	10
	Punctuality to School/Lessons (Form, Lesson 3 & 5 ONLY)	1		Average A2L Score 1 - Data Drop (Data Drop)	10
	Expressive Arts (Extra Curricular) (Anytime)	1		Average A2L Score 2 - Data Drop (Data Drop)	5
	Sports Participation (Extra Curricular) (Anytime)	1		Best of the Best (Data Drop)	20
	Learner of the Lesson (Lesson/Form)	2		CCYD ELITE (Summer Term)	50

"Taking Pride"

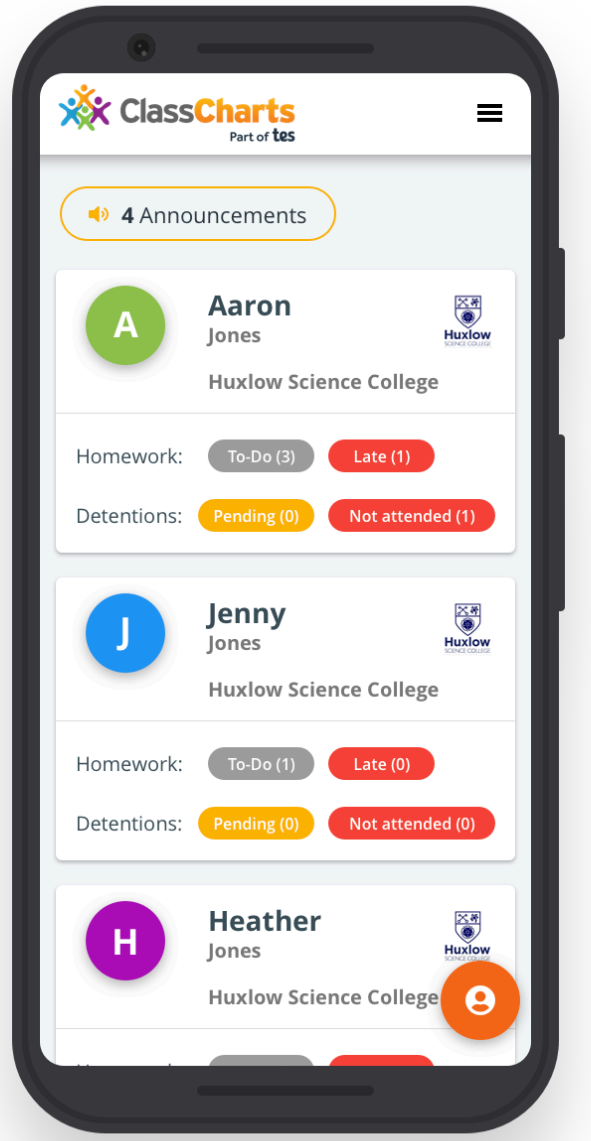
ClassCharts



You will be provided with parent and child login details to your personal class charts account.



Live behaviour updates and records of positive achievements and any negative behaviours demonstrated.



Announcements, communications are included in the personal account

Attendance, punctuality and overall attendance percentages

Attendance (100.00%)

	G	26 AUG	27 AUG	28 AUG	29 AUG	30 AUG	31 AUG	01 SEP	02 SEP	03 SEP	04 SEP	05 SEP	06 SEP	07 SEP	08 SEP
AM		#	#	#	#	#	#	#	#	#	#	/	/	/	/
PM		#	#	#	#	#	#	#	#	#	#	/	/	/	/
Period Reg												/	/	/	/
Period 1												/	/	/	/
Period 2												/	/	/	/
Period 3												/	/	/	/
Period 4												/	/	/	/
Period 5												/	/	/	/

Present

Unauthorised absence

Authorised absence

Late



September 11 2023

11 MON	12 TUE	13 WED	14 THU	15 FRI
--------	--------	--------	--------	--------

Time	Lesson	Subject	Room	Teacher
08:30 - 08:50	7N/Pa	Pastoral	fe12	Miss A Winters
08:50 - 09:50	7C9/F	French	fe14	Mrs S Mari-Pincott
09:50 - 10:50	7S10/It	Information Technology	sd21	Mr J Simpson
11:10 - 12:10	7M5/Pe	Physical Education	sh	Mr L O'Brien
12:10 - 13:10	7C9/E	English	ge8	Mr I Johns
13:50 - 14:50	7S10/Ma	Maths	fa23	Mrs L Edwards

Timetables and lesson details

Assessment, Recording & Reporting

Information Evening

Early on in September we will invite you into school to discuss how we set targets and monitor progress across the year.

Data/Attitude to Learning

3 times per year a letter will be sent home with details of your child's academic progress and attitude to learning.

Congratulations post cards will be sent to learners who have achieved and or exceeded expectations.

School Report

A school report will be written for each subject and will be shared with you annually.

Parent/Carer Evening

One evening will be set aside on the school calendar so we can invite you into school so you can discuss your child's academic progress and attitude to learning with subject teachers.

Subject	Attitude to Learning
Art	2
English	3
French	2
Geography	2
History	2
Information Technology	2
Maths	1
Music	3
Physical Education	2
RPE	2
Science	1
Tech	2
Welsh	2



ATTITUDE TO LEARNING

A2L



How to become the **BEST OF THE BEST**

At each data entry point staff enter a **Attitude to Learning** score 1-4 based on the A2L rubric. To become part of the **Best of the Best** learners must score 3 or more 1's and all the others 2's.

BEST OF THE BEST CRITERIA

- 1** 3 OR MORE
- 2** ALL OTHERS MUST BE A 2
- 3** NO 3 OR 4 ALLOWED
- 4**

EXAMPLE

- 1 ENGLISH
- 2 MATHS
- 2 SCIENCE
- 2 WELSH
- 1 RPE
- 1 DT
- 2 ICT
- 1 ART
- 2 MFL
- 2 MUSIC
- 1 HISTORY
- 2 GEOGRAPHY



BEST OF THE BEST REWARDS

You should be recognised and rewarded for achieving Best of the Best and as such will receive the following:-

CELEBRATION ASSEMBLY
(An assembly just for Best of Best learners)

REWARDS
(Meet with the headteacher, voucher)

CERTIFICATE
(An important certificate for your Record of Achievement file)

ACHIEVEMENT POINTS
(Gain extra points for your school house)

How to become part of the **CCYD ELITE**

CCYD ELITE CRITERIA

IF YOU ARE **BEST OF THE BEST** 3 TIMES THEN YOU JOIN THE **CCYD ELITE**.



DO YOU HAVE WHAT IT TAKES TO BECOME **ELITE**

CCYD ELITE REWARDS

You should be recognised and rewarded for achieving CCYD ELITE and as such will receive the following:-

REWARDS & PRIZES
(Meet with the headteacher, prestigious pin badge, prizes)

CELEBRATION ASSEMBLY
(An assembly just for CCYD ELITE learners)

ACHIEVEMENT POINTS
(Gain extra points for your school house)

REWARD DAY
(An exciting day trip just for CCYD Elite learners)

CERTIFICATE & AFTERNOON TEA
(An important certificate for your Record of Achievement file & an Afternoon Tea with the headteacher)



“Taking Pride”

Rewarding Excellent A2L



At CCYD we celebrate the success of our learners regularly and believe in a culture of celebration and reward.

Learners are rewarded in class for excellent work, at regular periods across the year at data drop points, for having excellent attendance and via our praise and reward procedures.

A range of certificates, postcards, gift bags and presentations are presented to reward learners for their hard work, determination and effort.



Pastoral Leader
Personalised Postcards

Department Postcards

Achievement Postcards

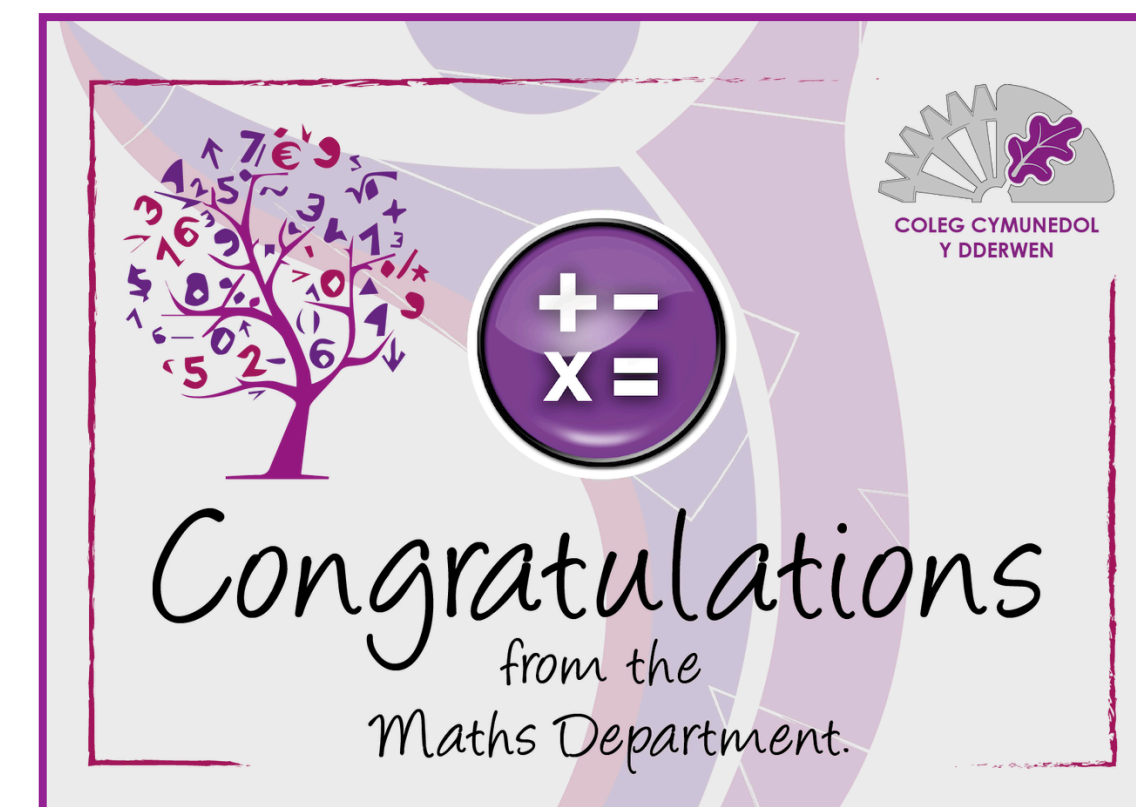
Achievement Certificates

A2L Certificates

Celebration Assemblies

Gift Bags

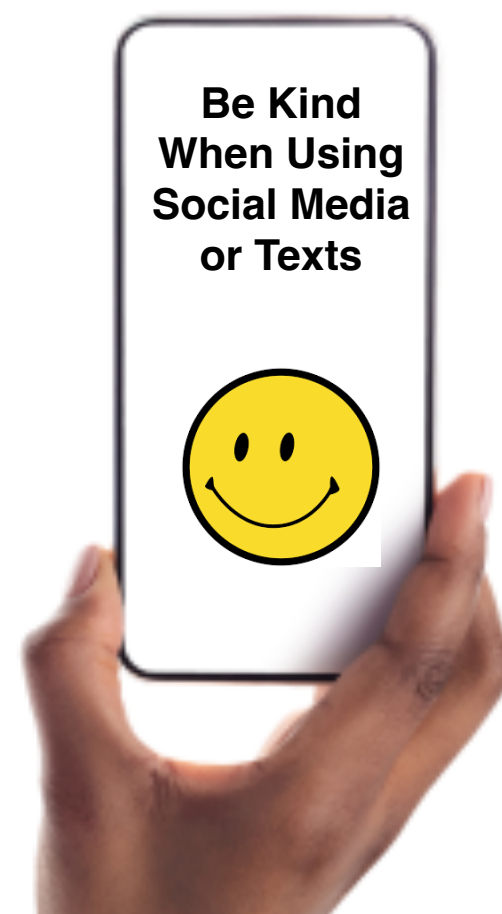
Presentation Evenings



Mobile Phones

Learners are permitted to bring mobile phones to school, however we ask that the following conditions are adhered to at all times.

- * Phones are kept securely in bags
- * Phones are switched **OFF** during lesson times
- * Phones are **NOT** to be used in lesson times
- * Phones are used responsibly
- * Taking photos or videos of others without their permission and and sharing on social media is not acceptable
- * The use of social media should be positive and not used to discriminate or upset anyone
- * The school takes no responsibility for lost or damaged phones



YOU ARE ENTERING A
NO PHONE ZONE



REMEMBER
PHONE OFF AND PUT AWAY

1	WARNING NO PHONES TO BE USED
2	2ND WARNING - PHONE AWAY
3	PHONE CONFISCATED

PARENTS TO COLLECT
PHONE FROM SCHOOL



School Transport

- When the bus arrives, wait for it to stop before boarding
- Get on and off the bus carefully – pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey – it could save your life
- On a school bus, stay in your seat for the whole journey
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus - DO NOT cause damage
- Never spit, smoke or vape
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus
- Don't get off the bus until it has stopped
- Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave – but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see



School Carpark / Bus Bays

- Leave school and go directly to the bus
- On arriving at school leave the bus safely and enter the school
- Only walk on the pavement
- Only cross the car park / road using pedestrian crossings
- Walk - DO NOT run
- DO NOT walk in between buses
- Only get on/off a bus when it has stopped
- DO NOT stand in the bus bays
- DO NOT stand near the kerb edge
- DO NOT cross the bus bays - use the pavements
- Follow the pavement markings
- DO NOT step out in front of moving vehicles
- In cold weather beware the surface may be slippery
- Only get out of a vehicle on the pavement side
- DO NOT cut corners and stay on the pavements
- NO smoking or vaping on site



Walking or Cycling to School

- Choose a safe route to walk
- Wear bright clothing in winter months
- Choose a place where you can see clearly in all directions
- If an obstacle is blocking your view of the road, choose a better place to cross!
- Do not stand on the kerb
- Traffic can come from any direction
- Sometimes you can hear traffic before you see it
- If you see or hear an emergency vehicle in the distance, let it pass.
- Never run across the road when traffic is coming, even if you think there is time.
- Be aware that traffic may speed up.
- Continue to look and listen as you cross
- Look out for cyclists and quieter vehicles, you may not hear them approaching
- Walk straight across the road.
- Follow the pavements
- Use zebra or pelican crossings where possible
- Don't let your mobile phone distract you
- Respect others
- If cycling, remember to wear your helmet
- Park your bike in one of the cycle racks and lock it securely
- Look out for others when cycling

KEEP SAFE!



Betws	Blaengarw Valley	Ogmore Valley
Betws Top Site Betws Bottom Site Oddfellows Public House Heol Glannant	Heol Pandy Fruit Bowl Llangeinor Square Braunds Garage Pant Y Gog Pontycymmer (Spar) Braich Y Cymmer Pontycymmer Sqaure Police Station Bryn Stores Blaengarw Square Balengarw Hotel Top Club Carn	Fox Blackmill Glynllan Lewistown Pantyrrawl Caedu Clacks Wyndham Cwrt Corbett Arms Fox Aber Houses Clock Top Club

For learners who are entitled to home to school transport this service is provided by Bridgend County Borough Council. Details of the school transport provision can be found via the BCBC website via www.bridgend.gov.uk

All new starters will receive a letter from Bridgend County Borough Council providing details of the transport arrangements for your child in preparation for their new school in September.

If you have any queries, please email schooltransport@bridgend.gov.uk and the team will respond to you as soon as possible.

"Taking Pride"

Transport - School Bus & Taxi

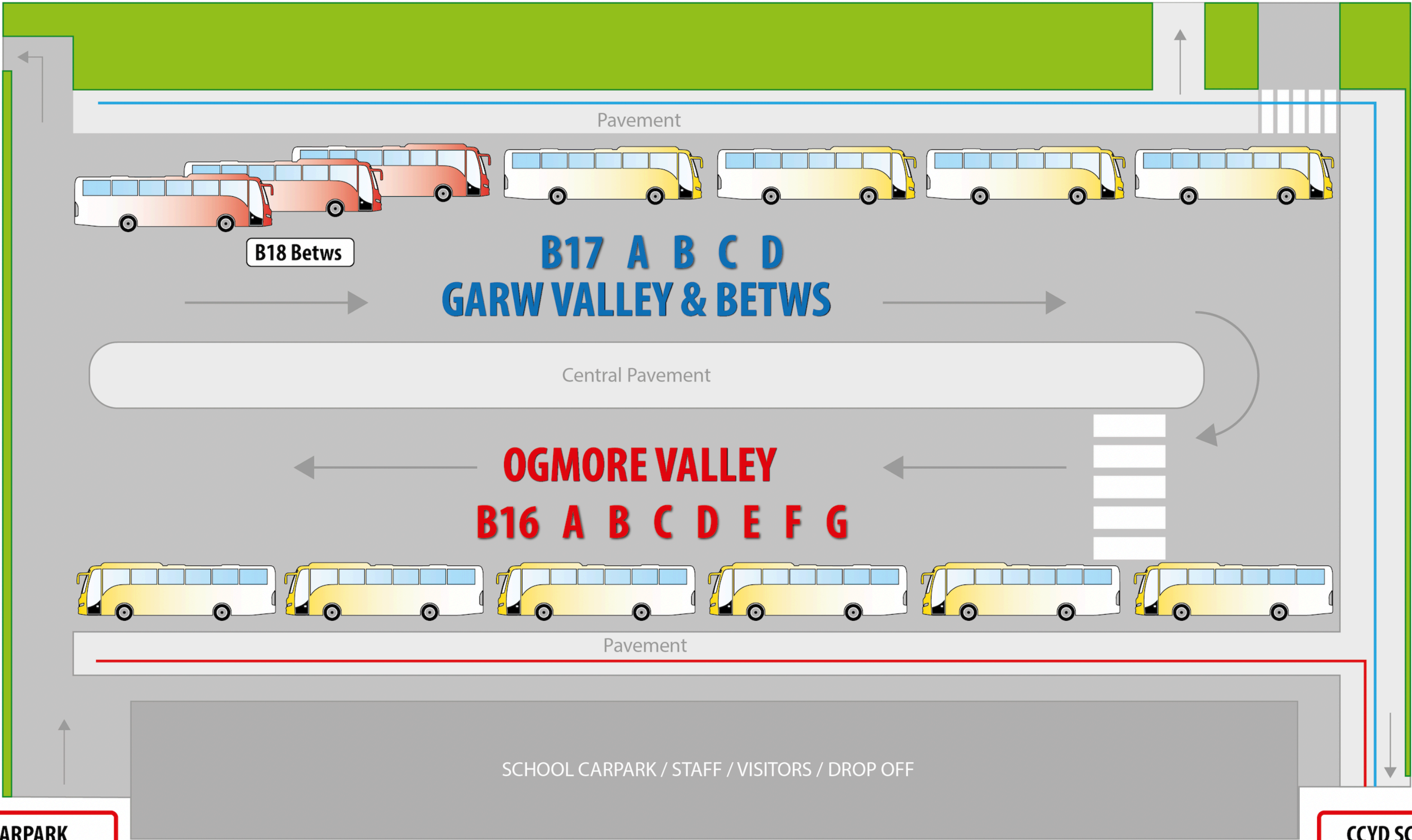


CCYD/BCBC School Transport - Bus Bay Layout 2023/2024





BRYNMENYN PRIMARY
SCHOOL ENTRANCE

CCYD SCHOOL
REAR ENTRANCE



CARPARK
ENTRANCE

CCYD SCHOOL
FRONT ENTRANCE

KEY: DAVEY TRAVEL  GWYN JONES 

BCBC - Term Dates

Autumn Term 2023 ▲

Start: Monday 4 September 2023

Half-term: Monday 30 October 2023 - Friday 3 November 2023

End: Friday 22 December 2023

Spring Term 2024 ▲

Start: Monday 8 January 2024

Half-term: Monday 12 February 2024 - Friday 16 February 2024

End: Friday 22 March 2024

Summer Term 2024 ▲

Start: Monday 8 April 2024

Half-term: Monday 27 May 2024 - Friday 31 May 2024

End: Monday 22 July 2024

Autumn Term 2024 ▲

Start: Monday 2 September 2024

Half-term: Monday 28 October 2024 - Friday 1 November 2024

End: Friday 20 December 2024

BCBC Secondary School Admission Dates

Action	Date
Applications open	Monday, 16 October 2023 at 10am
Deadline date for us to receive completed application forms	Friday, 19 January 2024 at 4pm
Notification to parents/carers of acceptance/refusal of places	Friday, 1 March 2024
Closing date for parents/carers to submit appeals	Friday, 29 March 2024 at 4pm

"Taking Pride"



Key Contact Numbers



School Reception
01656 815920



Pastoral Support Team Office
Direct line contact numbers

01656 815927 - Key Stage 3 - Year 7,8 & 9

01656 815928 - key Stage 4 - Year 10 & 11

Pupil Absence Line

01656 815920 option 1

01656 815927 - (option 2) - 24 hour answer machine service available

01656 815928 - (option 3) - 24 hour answer machine service available

School Website
www.ccyd.org.uk

Staff email addresses can be found on the school website

"Taking Pride"



Visit our website for more information....

www.ccyd.co.uk

Croeso i Goleg Cymunedol Y Dderwen

Tel: 01656 815920 Welcome to Coleg Cymunedol Y Dderwen

