

Curriculum Policy

Reviewed	January 2021	Leader of Policy Review	Mis. D. Gilsenan
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Aim

The curriculum at Hawarden High School reflects the demands of the National Curriculum and is designed to provide all students with a broad, balanced, inclusive and relevant education. We strive to ensure that the curriculum meets the needs of all of our students, wherever possible, in order for them to foster of a love of learning, showing initiative and resilience and are enthused to become lifelong learners. We recognise that the success of our work supports students' progression, retention, motivation and, therefore, behaviour and attendance.

Our curriculum is learner centred and our aim is to provide an education that enables our students to develop the qualities and transferable skills that will equip them to adapt and thrive in the modern world. Our vision is that the Four Purposes of the curriculum are realised so that every student aspires to be ambitious, capable learners; enterprising, creative contributors; ethical and informed citizens and healthy, confident individuals. In fulfilling these, we set high expectations and promote the well-being of our young people, addressing issues of social justice as well as challenging social stereotypes. Effective teaching and learning is at the heart of our curriculum. We aim to ensure that there is a deep and thorough understanding of pedagogical principles, so that different teaching strategies can be explored, to support learning.

In establishing our curriculum, the Governing Body has regard to the National Curriculum in Wales and the requirements, including the Learning and Skills Measure (Post 14 and Post 16).

Principles

The principles of curricular provision throughout the school are:

- To maximise standards for every student
- to offer the best opportunities to every student
- to offer equal opportunity to all students
- to provide a curriculum which allows each individual to achieve his / her full potential through maximizing their engagement
- to lay a broad foundation in Key Stage 3 developing the personal learning, thinking and cross-curricular skills of all learners.
- to allow increasing elements of choice through Key Stage 4 and post 16
- to adjust curriculum provision, personalising as appropriate to cater for individual needs
- to create and maintain stimulating and relevant learning experiences that have as their core the Four Purposes for education in Wales
- to embed the cross-curricular skills of literacy, numeracy and digital competence across the curriculum
- to consider and employ a range of pedagogical to support learners
- to develop a strong vision of learning and teaching

Delivery

- a) Subjects are grouped in faculties (see below). This arrangement is designed to promote joint planning, the sharing of good practice, and to support our consultation and self-evaluation processes.
 - b) Students are grouped in the manner which is most appropriate, having regard to the age group and nature of the subject being taught.
 - c) Subjects are taught by staff who are appropriately qualified.
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- d) All staff benefit from continued professional development to ensure that their knowledge and skills remain up to date. This includes regular opportunities to share good practice.

Faculty structure:

Communications:	English Language, English Literature and Media Studies
Community and Services to People:	Health and Social Care and Childcare, Law, National Baccalaureate, Sociology and Psychology
Creative and Performing Arts:	Art, Drama, Music, Photography, Physical Education and Sport
Mathematics:	Mathematics, Numeracy and Further Mathematics
Science:	Science, Biology, Chemistry and Physics
Cymru, Ewrop a'r Byd:	French, Geography, German, History, Religious Studies, Spanish, Welsh and Resilience
Technical and Vocational:	Business Studies, Computer Science, Digital Technology, Engineering, Food and Nutrition and Product Design

Personal and Social Education, including Work Related Education, is not delivered on a discrete basis. The programme is co-ordinated by an Assistant Headteacher and is delivered by tutors under the guidance of a PSE co-ordinator and pastoral leaders, supported by representatives of external groups. The programme is delivered through a rolling programme of timetable suspensions and calendared theme days.

Provision

National Curriculum – Key Stage 3

This Key Stage covers Years 7, 8 and 9. Cross-curricular skills of Literacy, Numeracy and Digital Competence are embedded into the curriculum. All students will study a range of modern foreign languages throughout the key stage. The school curriculum consists of:

- Core subjects- English, Mathematics and Science
- Foundation subjects- Art, Drama, Geography, History, ICT/Computing, Music, Modern Foreign Languages, Physical Education, Religious Studies, Resilience/DiCE, Technology and Welsh Second Language
- Personal and Social Education which includes Sex and Relationship education and Careers and the World of Work
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The subjects studied and time allocations are set out below:

Year	7	8	9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Art	1	1	1
Drama	1	1	1
French/German/Spanish	2	2	2
History / Geography	2	2	2
ICT/Computing	1	1	1.5
Resilience/DiCE	1	1	0.5

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Music	1	1	1
PE / Games	2	2	2
RE	1	1	1
Technology	2	2	2
Welsh	2	2	2
Total hours	25	25	25

National Curriculum – Key Stage 4

This Key Stage covers Years 10 and 11. All students benefit from a broad and balanced curricular experience. The school is committed to meeting fully the requirements of the Learning and Skills Measure (Wales) and to the provision of a wide range of general (academic) and vocational option choices, both at this school and, through collaboration with other local learning centres, elsewhere (subject to timetable compatibility and logistical considerations, including transport availability).

Students who are the subject of Statements of Special Educational Need, and those entering the school during Key Stage 4 for whom there is a limited match with the school's Key Stage 4 curriculum may, at the Headteacher's discretion, be permitted to 'opt out' of certain subject areas and undertake additional activities. We benefit from applying for enrichment opportunities for such students, which may lead to accreditation in certain courses.

Full details are published in the Year 10 Options booklet each year, and include the following features:

- All students study the core subjects of the national curriculum – English Language and Literature, Welsh Second Language.
- The statutory subjects (RE, sex and relationships education, careers education, personal and social education and work- related education, Physical Education and National Baccalaureate), are delivered through discrete lessons and a cross curricular approach
- A wide choice from a broad and balanced range of options (including vocational) is offered to all students, and these lead to approved qualifications at the appropriate level for each learner
- Wider learning consisting of the skills, knowledge, values and experiences needed by 14 to 16 year-olds is delivered through a cross-curricular approach

Post 16 Study - The Sixth Form

The Sixth Form curriculum aims to provide all students with an individually tailored learning pathway. Full details are published in the Post-16 Prospectus each year, and include the following features:

- A wide choice of relevant courses at level 3 are available for all students
- The options menu contains a range of choices (including vocational) from all five learning domains
- The statutory subjects; RE, sex and relationships education, and careers education and guidance are delivered through discrete lessons and a cross-curricular approach
- Wider learning consisting of the skills, knowledge, values and experiences needed by 16 to 19 year-olds is delivered through a cross-curricular approach

Our curriculum package for our 6th form students comprises of:

- VESPA Mindset tutorials: support student learning by developing the important non-cognitive skills for educational success
- Independent study sessions: essential for research, reading, group/peer collaboration and consolidation of subject content

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- Subject sessions provide the necessary depth of knowledge, understanding and skills required to successfully achieve at AS and A level
- Skills tutorials that have been designed alongside Universities with the aim of improving the broader skill set and resilience of sixth form students.
- Community Morning where one morning a week our students would normally work with KS3 students as a numeracy or literacy ambassador

Our curriculum has been designed so that students are able to submit their outcomes from their timetabled sessions towards the Advanced Skills Challenge Certificate and attain the equivalent of an A level grade.

Class Groupings

When students first enter Hawarden High School they are placed in either mixed ability, or setted groups which reflect their ability in a specific subject. All students are taught in age appropriate groups with the Key Stage 3 group size averaging approximately 28 and Key Stage 4 group size slightly less.

Setting is used on an increasing basis as students progress into Key Stage 4. When it is thought advisable, some students may be withdrawn from main teaching groups to form small groups in which they can receive more individual attention and compensatory education. Every effort is made to help these students reach standards at which they can re-enter main teaching groups with confidence.

All Year 7 students are tested upon entry into the school using N.F.E.R.(CATs) testing materials. Information gained from this exercise is used as a means of monitoring individual student progress and to identify students who may need additional support.

Curriculum Development

The curriculum is kept in constant review. The aim is to evaluate current provision and adapt as necessary, with regard to local needs and national developments, always with a view to maximizing engagement and outcomes.

The Curriculum for Wales guidance was published in January 2020 in order for schools to develop an understanding of the Curriculum for Wales Framework. We will therefore be reviewing our curriculum for the plan for the roll out to Year 7 students in September 2022, by taking into consideration:

- the proposed curriculum requirements set out in legislation for all learners aged 3 to 16, to ensure all schools cover the same core learning and to secure a consistency of approach for learners across Wales
- guidelines for schools in developing their curricula
- expectations around assessment arrangements to support learner progression

Monitoring of Delivery

The school's self-evaluation processes involve all staff in seeking information from a range of stakeholders, including students, their parents, governors and staff. The process also includes lesson observation involving all faculty staff on an annual basis and the scrutiny of students' work to ensure that judgements are based upon first hand evidence. A timetable of such activities is incorporated into the school calendar.

This information is used to enhance both the educational opportunities and the quality of students' experiences.

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Administration Use	
Statutory/Non-Statutory:	Statutory
School Website:	
Document Author:	Miss. D. Gilsenan
GB Committee Overview:	Curriculum Committee
Date Document Reviewed and Approved by Committee:	January 2021
Document Formulated:	
Date Reviewed Document Approved by FGB:	March 2021
To be Reviewed:	
Next Review Date:	March 2022
