

# Curriculum Policy

Reviewed	April 2025	Leader of Policy Review	Miss. D. Gilsenan
----------	------------	-------------------------	-------------------

## Aim

The curriculum at Hawarden High School is designed to nurture well-rounded, resilient, and responsible learners who are equipped to thrive in an ever-changing world. Our overarching aims are rooted in the **four purposes** of the Curriculum for Wales and reflect our commitment to high-quality, inclusive education. Our mission is to provide excellent educational opportunities for our young people by working together and striving for high standards and success in all that we do. We endeavour to deliver a broad, balanced, and inclusive curriculum that meets the needs of all learners, including those in the sixth form, ensuring that learning is purposeful, relevant, and meaningful at every stage. Our curriculum supports progression and continuity from ages 11 to 18, enabling learners to build on prior knowledge and develop deeper understanding and independence as they move through key stages. We are committed to promoting equity and wellbeing, while fostering a strong sense of Welsh identity and pride in the culture and heritage of Wales. Central to our approach is the active involvement of learners in shaping their educational experiences, ensuring their voices are heard and valued throughout their learning journey.

Our curriculum is learner centred and our aim is to provide an education that aims to support all learners to become:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society

Our curriculum vision intends to deliver on the Four Purposes with an impact-focused curriculum, which by its very nature will:

- promote a culture of high expectations
- provide excellent academic standards achieved through a rich repertoire of pedagogical approaches
- nurture imagination, enquiry and ambition through authentic experience
- develop the skills needed for a lifetime of learning and work in a diverse and rapidly changing society
- enable us to work as a community in promoting high standards of care in a harmonious and supportive environment
- embrace healthy living so that all learners can physically, emotionally and mentally excel

Our curriculum will also:

- provide a breadth of learning, drawing together a range of experiences, knowledge and skills across a range of contexts, topics and activities, making links across Areas of Learning and Experience
- provide for, over time, an increasing depth and sophistication of learning
- be developmentally appropriate and drive learners' progression
- incorporate opportunities for learning and consideration of cross-cutting elements, which:
  - allow learners to consider local, national and international contexts
  - develop understanding of careers and work-related experiences
  - develop understanding of human rights education and diversity

# Curriculum Policy

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 Curriculum for Wales Framework, which is determined nationally and includes both the curriculum requirements set out in **legislation**, and a range of supporting guidance.

## Principles

The principles of curricular provision throughout the school are to:

- enable learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of different ages, abilities and aptitudes
- provide for appropriate learner progression and continuity
- include all six Areas of Learning
- cover every statement of what matters
- include the mandatory curriculum components of religion, values and ethics, relationships and sexuality education, Welsh and English
- embed the mandatory cross-curricular skills across the curriculum
- incorporate a range of assessment approaches which support learner progression
- provide increasing elements of choice for learners in what they study at 14 to 16 but still ensure every learner has learning in each Area
- maximise standards for every learner
- offer the best opportunities to every learner
- offer equal opportunity to all learners
- provide a curriculum which allows each individual to achieve their full potential through maximizing their engagement
- 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
- consider and employ a range of pedagogical approaches to support learners
- develop a strong vision of learning and teaching
- Promote equity, wellbeing, and a strong sense of Welsh identity

In accordance with our bilingual commitment:

- Welsh is taught to all learners
- opportunities to use and develop Welsh across the curriculum are promoted
- learners develop appreciation for the culture, heritage, and history of Wales

Please see the Bilingual Policy for more information

## Implementation

- a) Subjects are grouped in faculties, across Areas of Learning and Experience, (see below). This arrangement is designed to promote collaborative planning that ensures coherence and depth.
- b) Curriculum planning incorporates cynefin (sense of place), learner voice, and local, national, and global contexts

# Curriculum Policy

- c) Learners are grouped in the manner which is most appropriate, having regard to the age group and nature of the subject being taught.
- d) Subjects are taught by staff who are appropriately qualified.
- e) 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:

<b>Communications:</b>	English Language, English Literature and Media Studies
<b>Art, Culture and Well-Being:</b>	Art, Drama, Food and Nutrition, Health and Social Care and Childcare, Music and Digital Media, Photography, Physical Education and Sport,
<b>Mathematics:</b>	Mathematics, Numeracy and Further Mathematics
<b>Science:</b>	Applied Science, Biology, Chemistry, Criminology, Physics, Psychology, Sociology
<b>Cymru, Ewrop a'r Byd:</b>	French, Geography, German, History, Law, Religious Values and Ethics, Spanish, Welsh
<b>Technical and Vocational:</b>	Business Studies, Computer Science, Digital Technology, Engineering, Product Design, Public Services

## Personal and Social Education (PSE):

As part of our holistic approach to Health and Wellbeing, the Personal and Social and Work-Related Education is delivered through our Relationships, Equity, Aspiration, Community, Health Programme, (REACH). 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, calendared theme days and an enrichment week.

- It allows learners to gain knowledge and understanding of how to manage their lives now and in the future
- It gives learners a platform to discuss and explore issues and challenges that they face on a day to day basis in a safe and secure environment allowing learners to process and respond to their experiences and how these affect their mental health and emotional well-being.
- It allows learners to make informed choices to help them stay healthy and safe in today's society, helping them to reflect on how their decision-making impacts the quality of their lives and the lives of others.
- It fulfils the school's obligation to encourage the spiritual, moral, cultural, mental and physical development of learners.

## Leadership, Excellence, Aspiration and Determination to succeed (LEAD):

This Programme is based around the Pixl Loric Programme. It is designed to build learners understanding of personal qualities and attributes which will help them to be successful in school and life, including understanding and building up resilience.

# Curriculum Policy

For learners in lower school, the school curriculum consists of:

- Core subjects- English, Mathematics and Science
- Foundation subjects- Art, Drama, Geography, History, ICT/Computing, LEAD lessons, Music and Digital Media, International Languages, Physical Education, Religious Values and Ethics, Technology and Welsh Second Language
- Personal and Social Education which includes Relationships and Sex and Relationship education and Careers and Work-Related Education
- Cross- curricular skills of Literacy, Numeracy and Digital Competence are embedded into the curriculum.

The subjects studied and time allocations are likely to be:

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/Spanish	2	1	1
History / Geography	2	2	2
Digital Technology/Computing	1	1	1.5
LEAD	1	2	2
Music and Digital Media	1	1	1
PE / Games	2	2	2
RVE	1	1	1
Technology	2	2	2
Welsh	2	2	2
<b>Total hours</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Upper School

Learners in Year 10 and 11 benefit from a broad and balanced curricular experience. The school is committed to designing a curriculum with reference to the four components of the 14 to 16 learner entitlement:

- Reflections on learning and progress and post-16 planning.
- Qualifications in literacy and numeracy.
- Qualifications to encourage breadth.
- Wider learning and experiences across the curriculum.

Learners who are the subject of Statements of Additional Learning Need, and those entering the school during Years 10/11 for whom there is a limited match with the school's upper school curriculum may, at the Headteacher's discretion, be permitted to be dis-applied from certain subject areas and undertake additional activities. We benefit from applying for enrichment opportunities for such learners, 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:

# Curriculum Policy

- All learners study the 'core'– English Language and Literature, Welsh Second Language and science
- The statutory subjects (RSE, careers- related education, personal and social education, Physical Education), are delivered through discrete lessons and through a cross curricular approach
- A wide choice from a broad and balanced range of options (including vocational) is offered to all learners, 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 learners 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 learners
- The options menu contains a range of choices (including vocational) from all five learning domains
  - The statutory subjects; RVE, Relationships and Sex Education, Careers and Work-Related 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 6<sup>th</sup> form learners comprises:

- 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
- 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 learners.
- Community Morning where one morning a week our learners would normally work with lower school learners as a numeracy or literacy ambassador

Our curriculum has been designed so that learners are able to submit their outcomes from their timetabled sessions towards the Advanced Skills Baccalaureate Wales which will support learners to become effective, responsible, and active citizens ready to take their place in a sustainable global society and in the workplace and attain the equivalent of an A level grade.

## Class Groupings

When learners first enter Hawarden High School they are placed in mixed ability groups which reflect their ability in a specific subject. All learners are taught in age appropriate groups with the group size averaging approximately 28.

Setting is used on an increasing basis as learners progress. When it is thought advisable, some learners 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 learners reach standards at which they can re-enter main teaching groups with confidence.

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

# Curriculum Policy

## 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, review our curriculum annually 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
- learner progress data and feedback
- staff and parent/carer consultations
- findings from evaluation activities

## Monitoring of Delivery

The school's self-evaluation processes involve all staff in seeking information from a range of stakeholders, including learners, their parents, governors and staff. The process also includes lesson observation involving all faculty staff on an annual basis and the scrutiny of learners' 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 learners' experiences.

## Legislation and Guidance Documents:

<https://hwb.gov.wales/curriculum-for-wales/>

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/>

[Introduction to Curriculum for Wales guidance - Hwb](#)

Administration Use	
Statutory/Non-Statutory:	Statutory
School Website:	Yes
Document Author:	Miss. D. Gilsenan
GB Committee Overview:	Curriculum Committee
Date Document Reviewed and Approved by Committee:	20/05/2025
Date Reviewed Document Approved by FGB:	03/07/2025
Next Review Date:	May 2027