





LEWIS SCHOOL PENGAM

YSGOL LEWIS PENGAM

LSP

Curriculum Policy

(Chair of Governors)	
Signed (Headteacher)	
Reviewed (date)	October 2023
Readopted (date)	October 2023

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Curriculum Policy

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela 1994

Assistant Headteacher Miss Zoe Mendham

Rationale

The primary purpose of the curriculum at Lewis School Pengam is to provide every young person with the necessary experiences, skills, and qualifications to go on to realise their potential in a world that is ever-changing and increasingly demanding. Intrinsic to the curriculum is the development of learners’ essential skills in literacy, numeracy, and digital competence. In addition, as we build knowledge and understanding, we embrace a growth mindset to promote independence, confidence, and resilience so that our pupils emerge as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens, and healthy, confident individuals.

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine; that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another”.

Mandela, N.R. (1994)

As an inclusive school, we challenge ourselves to provide a modern, relevant, purposeful and balanced education, flexible enough to meet the needs and requirements of all our learners. The curriculum is not only what we teach, but how we teach it and why; at LSP we promote and encourage best practice as we endeavour to provide an exceptional experience for all. We pride ourselves on the strength of the relationships that exist within our school community and these relationships are at the heart of all we do, including the delivery of our curriculum. We have a strong commitment to providing extensive extra-curricular opportunities, a significant component of our curriculum. At our school, the learning experiences, achievements, attitudes and well-being of every young person matter.

Aims

To design, adopt and implement a curriculum that fulfils the curriculum requirements set out in legislation and to deliver a broad and balanced education as specified in The Curriculum for Wales Framework, engaging with all relevant stakeholders.

Objectives

- To enable learners to realise the [four purposes \(Ref: appendix 2\)](#) and equip them for ongoing learning, work and life
- To build high expectations and enable all learners to achieve their full potential
- To enable learners to make links between the different areas of learning and experience and to be able to apply their learning to new situations and to more complex issues
- To support progression along a continuum of learning
- To liaise with other educational establishments to ensure there is alignment between different points of transition
- To support learners' health and mental physical and well-being
- To support learners' development of knowledge that is the foundation of being an informed citizen
- To recognise learners' identity, language(s), ability, background and ALN and to provide any support they may need given their particular circumstances
- To develop a curriculum that reflects the diversity of perspectives, values and identities which shape our locality and Wales and that supports learners to develop an understanding of the wider world
- To support learners to make sense of growing up in contemporary Wales and to raise awareness of issues which will be important in the future, including well-being, sustainable development and citizenship
- To support learners to critically engage with a range of information and to assess its value and validity
- To enable learners to develop an understanding of their rights and the rights of others
- To engage with all relevant stakeholders and external providers

The above aims and objectives have informed our planning and development of our curriculum offering. Our curriculum development will be refined following regular monitoring and evaluation.

Strategies

We will:

- develop a shared vision for our learners within the context of [The Curriculum for Wales Framework](#) and the [four purposes \(Ref: appendix 2\)](#)
- ensure that all staff are given practical support as they develop their understanding of The Curriculum for Wales Framework
- provide CPD and time for staff to collaborate, plan and develop a range of meaningful learning experiences, contexts and activities through which we support all learners to

develop their skills and knowledge within the what matters statements

make strong links across content, disciplines and Areas

realise the four purposes

deepen their understanding and make progression, regardless of their identity, ability and background

- support staff in identifying and embedding opportunities within their area to promote the development of the cross-curricular skills ([frameworks for literacy, numeracy & digital competence](#))
- support staff in identifying and embedding opportunities within their area to promote the development of [integral skills](#) (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organisation)
- support staff to effectively deliver cross-cutting themes that allow learners to consider local, national and international contexts and to develop learners' understanding of careers and work-related experiences, relationships and sexuality education, human rights education and diversity
- develop a shared understanding of assessment and learning and the role they play in supporting learners' progression
- support staff to plan and incorporate a range of assessment approaches which support learner progression

Relationship to other policies

The school policy on the curriculum links closely with the school's policies on developing the cross-curricular skills and also to the following policies: 'Assessment, Recording and Reporting', 'Attendance', 'Behaviour for Learning', 'Careers', 'CPD', 'Teaching and Learning', 'ALN', 'Behaviour', 'Religion Values and Ethics', 'Relationships and Sexuality Education', 'PSE'.

Roles and Responsibilities

Curriculum Coordinator: Zoe Mendham

- to ensure a curriculum model (*Ref: appendices*) that allows the aims and objectives of this policy to be realised
- to work together in conjunction with the Senior Leaders and subject leads to ensure that the curriculum offer meets with the requirements of our learners and that the time provided for teaching the curriculum is adequate
- to ensure adequate staffing levels to deliver the curriculum effectively
- to support subject leads to explore a range of qualifications to meet the needs of all pupils
- to work closely with partner schools to ensure that a wide range of subjects is available to KS5 learners
- To liaise closely with support staff to ensure effective timetabling of lessons
- to monitor and evaluate the effectiveness of the curriculum and refine as necessary

Teaching and Learning: Ffion McCarthy

- to support staff to develop their pedagogy so that the aims and objectives of this policy are realised (Ref: Teaching and Learning Policy)
- to work closely with cluster schools to ensure effective transition between primary and secondary (Ref: Transition Policy)

All Senior Leadership Team

- to take an active role in promoting this curriculum policy as the whole-school initiative and to support areas of learning with the implementation of the strategies
- to encourage colleagues to share good practice
- to monitor and evaluate the effectiveness of the delivery of the curriculum across the school

Subject (Area) Leaders

- to lead and support their team in planning a curriculum that meets the aims and objectives of this policy
- to ensure schemes of work are planned according to the aims of this policy
- to monitor the effectiveness of the delivery of this curriculum in their subject area
- to collaborate with colleagues and relevant external agencies and develop and share best practice

Teaching Staff

- to plan and teach lessons so that the aims of this policy are realised
- to collaborate with colleagues and share best practice

Learning Support Department

- To deliver specific interventions to groups of learners and monitor the progress of these learners
- To ensure that resources are differentiated
- To coordinate with departments to ensure in-class support is effective in supporting learners to make progress.

Parents

- To support and challenge the school to deliver this curriculum effectively
- To attend and engage in any parents' evenings/options evenings as necessary
- To encourage learners to fully engage and participate in all aspects of school

Learners

- to take increasing responsibility for their learning
- to fully engage and participate in all aspects of school life

Governors

- To support and challenge the school to deliver this curriculum effectively

Arrangements for Monitoring and Evaluation

It is the role of SLT and the Governing Body to monitor and evaluate the effectiveness of this policy and its practice. This is achieved through the school's self-evaluation programme which includes regular line management meetings with area leads, weekly meetings for all staff (calendared), scheme of work reviews, regular work scrutiny, and lesson observations/learning walks.

The success of this policy will be measured against its effectiveness in meeting the aims and objectives.

The policy will be reviewed every year and will be presented to the Governing Body for approval.

No change to the curriculum model for each year group will be made without consultation with staff and

This Curriculum Policy was written by Miss Zoe Mendham, Assistant Headteacher (responsible for curriculum and timetabling).

Autumn Term 2022

The Curriculum Model: Years 7 & 8

In years 7 & 8, pupils follow the Lewis School Pengam 'Challenge Curriculum'.

There are six challenge areas, each reflecting one of the areas of learning and experience from The Curriculum for Wales Framework.

The challenge areas and their respective AoLE are:

- **Calculation:** Mathematics and Numeracy
- **Citizenship:** Health and Well-being
- **Communication:** Languages, Literacy and Communication
- **Community:** Humanities
- **Construction:** Science and Technology
- **Creativity:** Expressive Arts

With the four purposes underpinning curriculum planning, pupils develop their skills, knowledge, and experiences in each of these areas, according to the 'what matters statements' and 'descriptions of learning'. Planning also ensures the mandatory elements, relationships and sexuality education (RSE); religion, values and ethics (RSE), and careers and work-related experiences (CWRE) are delivered as per Welsh Government guidance.

[Curriculum for Wales RSE Code](#)

The cross-curricular skills of literacy, numeracy, and digital competence are embedded in each of the challenge areas.

[Frameworks for literacy, numeracy & digital competence](#)

The curriculum also incorporates the integral skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Personal Effectiveness
- Planning and Organising

And the cross-cutting themes:

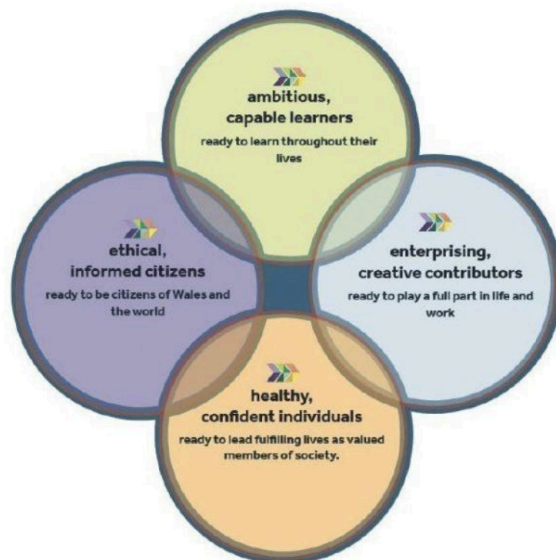
- Relationships and Sexual Education (RSE)
- Human Rights/The Rights of the Child
- Diversity
- Careers and Work Related Experience
- Local, National and international contexts, with a particular focus on Cynefin (a sense of Welsh identity and belonging)

With the exception of Calculation, learners are taught in mixed ability classes.

This curriculum will be evaluated and refined annually.

The Four Purposes

All our children and young people will be supported to develop as:



ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
- and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are **ready to lead fulfilling lives as valued members of society.**

We set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

The Curriculum Model: Year 9

In year 9 pupils currently follow a more traditional curriculum with subjects being taught by subject specialists. The curriculum is broad and balanced and includes English, Mathematics, Science, Welsh Religious Values and Ethics (RVE), Physical Education (PE), and Personal, Social and Education (PSE) as the statutory components of the national curriculum. Curriculum opportunities allow pupils to engage in learning and provide a clear pathway for progression, ensuring stretch and challenge for students as they move from one key stage to the next.

The Key Stage 3 Curriculum (Year 9):

The table below shows the allocated hours per fortnight for each subject:

● English	7 hrs	● History	3 hrs
● Maths	7 hrs	● ICT	1 hr
● Science	7 hrs	● Music	3 hrs
● Art	2 hrs	● PE	3 hrs
● Design and Technology (inc. Food)	3 hrs	● PSE	3 hrs
● French	3 hrs	● RVE	2 hrs
● Geography	3hrs	● Welsh	3 hrs

Learners are taught in classes where they are set according to ability.

Setting arrangements are reviewed regularly to ensure the correct grouping of pupils.

Interventions are in place to support some learners requiring a greater focus on developing their numeracy or literacy skills.

Choosing KS4 options is an important stage in our curriculum and all students receive support and guidance on the choices they have to make. Parents are involved and guided with the process by attending the Year 9 options evening and Year 9 parents' evening.

Information to support learners to make the choice that is correct for them is also available in a detailed prospectus and on the school website.

The Curriculum Model: Years 10 & 11

The Key Stage 4 curriculum is designed to allow progression from Key Stage 3 and allows pupils to specialise by choosing a range of traditional GCSEs or vocational subjects that best suit their future aspirations. Curriculum opportunities provide a clear pathway for progression, ensuring stretch and challenge for learners as they advance through the key stage.

All learners will have the opportunity to take the following qualifications:

GCSE:

- Mathematics
- Mathematics - Numeracy
- English Language
- English Literature
- Double Award Science
- Welsh (2nd Language)

Vocational:

- PSE (Personal Growth & Well-being/BTEC Sweet)
- RVE (Equality & Diversity/Agored)

In addition, all learners complete the Welsh Baccalaureate Skills Challenge and choose three option subjects. The range of options ensures that learners have the opportunity to follow a broad and balanced curriculum.

<p>GCSE:</p> <ul style="list-style-type: none"> Art Computer Science French Geography History Media Studies Music Physical Education 	<p>Vocational:</p> <ul style="list-style-type: none"> BTEC Engineering BTEC Hospitality BTEC Information & Creative Technologies BTEC Music Technology BTEC Personal Growth & Well-being (double award) BTEC Retail Business BTEC Public Services Financial Capability (LiFe/IFS)
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Following a free choice survey, subjects are placed into 3 options blocks. Learners choose one option from each block. All learners receive support and guidance on the choices they have to make. Parents are involved and guided with the process by attending the Year 9 options evening and the Year 9 parents' evening.

Curriculum Hours by Subject for Years 10 & 11:

	Year 10 2022-23	Year 11 2022-23	<i>Year 11 2023-24</i>
English	8	8	7
Mathematics	7	8	8
Science	8	7	7
RVE	2	0	0
PSE	1	0	1
Welsh Baccalaureate	4	3	3
Welsh	3	4	4
Compulsory PE	2	2	2
Option Choices	5	6	6

GCSE courses are graded A* - G.

Most of the vocational courses are the equivalent to one GCSE and are graded as Pass, Merit, Distinction or Distinction* and are assessed through internally marked assignments and externally marked examinations.

Learners are set according to ability in all subjects other than their options.

Throughout year 11, impartial advice is offered to learners regarding their post-16 options. Guidance and support are provided by teaching staff, subject leads, careers advisors, and other relevant external providers. Parents are involved and guided through the process by attending the Year 11 options evening and the Year 11 parents' evening.

To support learners planning to continue with their studies, learners are invited to taster lessons so that they can secure a greater insight into their chosen subjects. The taster sessions run in the Summer Term after the examinations period is over.

In addition to Mathematics and Mathematics - Numeracy, a Level 2 qualification in Additional Mathematics is offered to learners interested in studying Mathematics at A Level. This qualification greatly supports the transition from GCSE to A Level in this subject.

Other support includes help applying for further education/apprenticeships/employment.

The Curriculum Model: Years 12 & 13

At post 16, we are a member of the URVP which enables our learners to have access to over 30 different A-Level and vocational courses available across the consortium. Students joining the Sixth Form are encouraged to follow a broad and challenging curriculum and most will select 3 subjects for their studies. In addition to their chosen subjects, all learners complete the Welsh Baccalaureate Advanced Skills Challenge. Where schools in the URVP have insufficient staff to deliver a particular subject, we endeavor to provide online tuition for groups of pupils through 'Tute', supplementing the online tuition with some face-to-face lessons where possible. Curriculum opportunities provide a clear pathway for progression.

A Level courses are graded A* - E. Most of the vocational courses are the equivalent to one A Level and are graded as Pass, Merit, Distinction, or Distinction* and are assessed through assignments, and through both internally and externally marked examinations.

Our students are guided to take the appropriate courses within Sixth Form based on their KS4 results and future aspirations. Standard entry requirements to our consortium are five grade A* - C, GCSEs, or equivalent. Some subjects have additional entry requirements which are detailed in the prospectus. All learners have timetabled 8 hrs per fortnight of their chosen subjects. Learners are timetabled 8 hrs of Welsh Bacc, 4 teacher supported with 4 independent study. Mathematics and English GCSE resit classes are available for pupils who need to resit in these subjects.

Throughout the Sixth Form learners are supported in developing their academic, vocational, and personal skills. They are encouraged and supported to take responsibility for their own learning and time management. Furthermore, students are supported in exploring their post-KS5 options through workshops, representation from industry, and support from the careers advisors and local universities. There is also a closely monitored reference process for UCAS applications as well as individual support for students that will be called to interview or are required to sit an entrance examination e.g. STEP.

Transport is provided for learners travelling between schools.

Appendix 6

Enrichment:

Opportunities and experiences beyond the classroom are an important aspect of the curriculum at Lewis School Pengam. There is a range of lunchtime and after-school clubs for students to join and take part in.

School trips, both day visits, and longer residential trips, are also a feature of our curriculum. These provide students with the experience of learning in a completely new environment, whilst developing their skills and their relationships with peers and teachers alike.

In addition, there are opportunities built into the calendar for some/all learners to participate in workshops, complementing and extending upon the breadth of the taught curriculum.