



*If you can dream it...*  
Ysgol Bae Baglan

# Ysgol Bae Baglan Curriculum Policy

## MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Oct 18<sup>th</sup> 2023

Chairman ..... *F.V. Latham* .....

## Definition

The curriculum at Ysgol Bae Baglan consists of everything we provide that promotes pupils' spiritual, moral, cultural, mental, intellectual, personal, social and physical development. As well as formal lessons and extracurricular activities, it includes our approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

**Literacy and numeracy are fundamental to the curriculum and to everyday life. All departments promote the development of Literacy and Numeracy in accordance with the statutory framework. Pupils are also expected to acquire the skills of Developing ICT and Developing Thinking. As a result, fulfilling the skills framework and the enhancement of pupils essential skills. The curriculum will also provide pupils with the opportunity to develop the wider key skills of Improving Own Performance, Working with Others and Problem Solving.**

## Aim

All learners of the school, irrespective of race, gender, religion or ability are entitled to access a curriculum which is broad, balanced, relevant, differentiated, coherent, and meets all statutory requirements.

The curriculum at YBB therefore seeks to develop the knowledge, understanding, skills, values and attitudes which are necessary for pupils' development as active and responsible citizens at each stage of their education.

The curriculum prepares learners for further study, employment and adult life.

## Objectives

The curriculum should:

- Enable pupils to become successful life long learners who enjoy learning, make progress and achieve
- Develop confident individuals who are able to live safe, healthy and fulfilling lives
- Produce responsible citizens who make a positive contribution to society
- Challenge all learners to achieve and fulfil their potential.
- Raise aspirations and set appropriate challenges
- Allow personalisation for individual interventions, including catch-up and one-to-one tuition
- Make sense to learners so they can see the connections between different subjects, skills, cross-curricular dimensions

- Give the whole planned learning experience a clear sense of purpose relating to and building on learners' knowledge and experiences of the world in which they live
- Foster good learning relationships between teachers and pupils and between pupils and their peers
- Provide opportunities for pupils to learn in a variety of ways and settings
- Include global, national, local and personal dimensions
- Provide opportunities for learners to draw upon the Welsh Language and Culture
- Make certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of context
- Provide appropriate 14-19 Learning Pathways
- Be balanced, relevant and differentiated
- Meet statutory requirements.

## Curriculum Implementation

The curriculum at YBB takes account of WAG statutory orders and the guidance offered by:

- The Learning Country: Vision into Action/Extending Entitlement
- The revised National Curriculum Subject Orders and Frameworks
- The Non Statutory Skills Framework for 3 to 19 year olds in Wales
- Making the Most of Learning and Implementing the Revised Curriculum publication
- Learning Pathways 14-19
- Learning Skills Measure 2009.
- Literacy and Numeracy Framework

## Sex Education

The school provides sex education in the basic curriculum for all pupils, in which they are encouraged and guided by moral principles and taught to recognise the value of family life.

## Curriculum Organisation

Three fundamental principles provide the basis for the academic organisation of the school.

- The need to make all aspects of the curriculum accessible to all learners.
- The need to provide a system which will allow all learners to reach their full potential in each individual subject.
- The desire to meet individual needs.

## Lower School

The lower school is organised into 10 full time classes with the addition of daily morning and afternoon nursery sessions.

Children from age 3-7 are taught within year the groups Nursery, Reception and Year 1 and Year 2, known as the Foundation Phase. The Foundation Phase has 7 areas of learning:

- Personal and Social Development , Wellbeing and Cultural Diversity
- Language, Literacy and Communication Skills
- Welsh Language Development
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The children will be given opportunities to develop their skills across the curriculum, building on their previous learning experiences, knowledge and skills. Children will learn through first-hand experimental activities using indoor and outdoor environments that are fun, exciting, stimulating and safe places for them to learn. Children in Year 1 and Year 2 are also taught Religious Education.

Children from age 7-11 are taught mainly within year groups Year 3, Year 4, Year 5 and Year 6, and study the National Curriculum.

The National Curriculum consists of subjects:

English, Mathematics, Science, Information Communication Technology (ICT), Welsh, Design and Technology (DT), Physical Development (PE), Religious Education (RE), Music, Art, History and Geography.

### KS3 – Years 7 – 9

There are two broad bands in the school. These are referred to as Band a and Band b. Pupils are allocated to these predominantly on ability, however, social and “other” issues can influence placement if it is in the best interest of the pupil.

Band a consists of the academic groups 1A, 1B, 2A, 2B, 3A and 3C. This band is made up of the more able pupils within the cohort.

Band b consists of the remaining pupils and in Year 8 is organized in the academic groups 4A, 4B, 5A 5B and 5C and in Year 7 4A, 4B, 5A, 5B, 5ASH and 5SFL . The size of these groups are smaller than those in band a. The size of the year group determines the number of academic groups

In year 7, teacher assessments or end of Key Stage Teacher Assessment National Test results are used to allocate pupils to classes. An important feature is the dialogue that occurs between feeder school staff and YBB staff in this process, as data alone does not give the full picture of an individual pupil. There after the pupils` achievements reflected in the schools own formative data process and the professional judgement of the teachers informs grouping structures.

### KS4 – Year 10 and 11

There is no banding for option blocks and all pupils have a free choice of subjects that they would like to study at KS4. Pupils are taught in similar way to that at KS3 although there is the

facility for pupils to be set by ability in English, Maths and Science. . A flexible curriculum menu is also being developed for those pupils who would find the more traditional route to qualifications difficult. In all instances the "Inclusion" agenda is a high priority, along with progression within the national framework.

## Pastoral groups .

Children from age 3-7 are taught within year the groups Nursery, Reception and Year 1 and Year 2, known as the Foundation Phase. The Foundation Phase has 7 areas of learning:

On entry to the school pupils are placed in mixed Year 7 / 8 registration groups or "forms". A lot of thought goes into the make up of the forms and we will ensure that every child has friends within these groups.

In Year 9 pupils will be reorganised into dynamic year group forms. It is envisaged that the vast majority of pupils will continue to be taught in the streams to which they were placed during Years 7 and 8.

In Years 10 and 11 pupils will be placed into mixed ability form groups and will continue in the same academic classes as Year 9. In order to provide additional support for pupils the Year 10 form tutors are predominately English specialists with the Year 11 team being made up of predominantly maths specialists

## Curriculum Content

At Key Stage 3 nearly all pupils study all ten subjects of the National Curriculum together with religious education, drama and personal and social education ( which includes careers, health and sex education and an understanding of the effects of drug misuse). The curriculum promotes transition from Key Stage 2 through to Key Stage 4 and beyond.

At Key Stage 4 pupils study a compulsory programme that includes English, Mathematics and Numeracy, Science, Welsh, Physical Education, Religious Studies, PSE and the Welsh Baccalaureate. Pupils are encouraged to study a balanced selection of subjects.

## The Learning and Skills (Wales) Measure 2009

Pupils in KS4 access a local curriculum consisting of courses of study from each of the learning domains (a: mathematics, science and technology; b: business, administration and law; c: services for people; d: arts, media, culture and languages and e: humanities, social sciences and preparation for life and work). For 2010 we will meet the measure and will offer a minimum of 30 courses at Level 2 with 11 vocational qualifications from 4 of the 5 domains. This is achieved through our own provision and by collaboration with NPTC College.

## Skills Development

The curriculum allows for the development of transferable generic skills for learners. Learning in any subject can provide opportunities to develop:

- Thinking

- Communication
- ICT
- Number.
- Problem solving
- Working with others
- Improving one's own learning

Literacy and numeracy are fundamental to the curriculum and to everyday life. All departments promote the development of Literacy and Numeracy in accordance with the statutory framework. Pupils are also expected to acquire the skills of Developing ICT and Developing Thinking. As a result, fulfilling the skills framework and the enhancement of pupils essential skills. The curriculum will also provide pupils with the opportunity to develop the wider key skills of Improving Own Performance, Working with Others and Problem Solving.

## Cross Curricular Themes

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners.

Extensive opportunities are provided within the curriculum across the range of subjects to promote:

- Cwricwlwm Cymreig
- Wales, Europe and the World
- Equal Opportunities, Equality and Diversity
- Food and Fitness
- Education for Sustainable Development and Global Citizenship
- The World of Work and Entrepreneurship.

These are highlighted in Schemes of Work.

## Curriculum Delivery

All teachers within the school are expected to create an environment to enable high quality teaching to take place. Assessment for Learning is an integral part of the curriculum delivery. Assessment of Learning is used to record attainment and monitor progress.

## Curriculum Support

Curriculum support for pupils is delivered through the Learner Support Policy. It is provided in a number of ways:

- Form tutors acts as a Learner Support for the pupils in their forms
- Curriculum advice is provided at appropriate times as part of the PSE / careers programme

- Identified pupils in Year 10 & 11 will have their own personal mentor and mentoring programme
- The deputy headteacher is able to design individual curriculum packages to meet the needs of individual pupils making use of the Pupil Support Provision.

## PSE & Wellbeing

All learners follow a programme of PSE that meets the requirements of the Personal and Social Education Framework for 7 to 19-year-olds in Wales. The programme prepares pupils to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

The programme relates to issues including sex and relationships, body image, drug, alcohol and tobacco use. Education for health seeks to encourage pupils to eat sensibly, stay physically active and maintain good levels of personal wellbeing.

To help understand the characteristics of a healthy lifestyle and make informed decisions learners have opportunities across the curriculum to:

- Meet, talk and work with a range of people, including professionals from the health and emergency services
- Develop positive relationships with a wide range of people
- Consider social and moral dilemmas, including the varied attitudes and values underpinning some of the healthy lifestyle issues they experience in their communities
- Prepare for change, for example by anticipating the challenges of new and widening social groups as they get older, and by considering the choices they may have to make
- Feel positive about themselves, for example by giving and receiving positive feedback, and keeping a record of progress and achievements
- Carry out a period of work experience during Year 10.

## Enriching the Curriculum

YBB will provide its learners with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing learners with opportunities not available during the school day. They are very much valued by both pupils and their parents, as can be seen by the large numbers attending.

Sport is a strength of the school, with all the major sporting activities catered for. This is supplemented by an extensive programme of physical activities provided by the 5x60 officer.

The quality of the music department has long been recognised. As well as peripatetic instrumental tuition being available to all pupils, there are regular practices and concerts for the various bands, ensembles and choirs. Major musical productions are staged regularly.

## Enrichment.

There is an extensive range of clubs and societies. The school also enters many local and national competitions and quizzes.

As well as clubs, a wide range of trips and visits provide further opportunities for pupils and students to enhance their learning.

## Monitoring & Evaluation of the Policy

The Curriculum Policy will be reviewed at least annually by the leadership team to ensure that it remains appropriate for learners, can be adequately staffed and meets statutory requirements.

The quality of curriculum provision will also be evaluated by the Curriculum and Improvement Committee of the governing body. This committee will be responsible for amending and developing the Curriculum Policy on behalf of the governing body.



## Appendix 1

Key Stage 3 2021-22

Pupils follow a common curriculum comprising

KS3 Provision	
Subjects	Number of lessons per fortnight
Art	2
Drama	2
English	7
French	3
Geog	3
Hist	3
ICT	2
Maths	7
Music	1
PE	4
RE	2
Science	6
Tech	4
Welsh	3
Skills	1 in Y9
PSE	1 / 2 lessons in 7 and 8 and 2 in Year 9
Total	50

Key Stage 4 Year 10 2021-22

	Lessons per fortnight	Subjects
Compulsory Subjects	4	GCSE Cymraeg
	7	GCSE English Language and Literature
	7	GCSE Numeracy and Mathematics
	3	GCSE Religious Studies
	9	GCSE Science
	3	Skills Challenge Certificate
Optional Subjects	5	GCSE Further Additional Mathematics
	5	GCSE Art and Design
	5	GCSE Art – Photography
	5	GCSE Art – Textiles
	5	Level 1/2 Business and Enterprise
	5	GCSE in Digital Technology
	5	Pathways Certificate for IT Users
	5	Level 1/2 Award in I&CT
	5	Level 1/2 Award in Constructing the Built Environment
	5	GCSE Drama
	5	Level 1/2 in Engineering
	5	GCSE French
	5	GCSE Geography
	5	Level 1/2 Certificate in Hair Services
	5	GCSE Health & Social Care & Childcare
	5	GCSE History
	5	Level 1/2 Award in Hospitality and Catering
	5	GCSE Music
	5	GCSE Physical Education
	5	GCSE Product Design
	5	GCSE Science - Triple Award
	5	GCSE Spanish
	5	Level 1/2 Award in Sport and Coaching Principles
	5	Level 2 Vehicle Technology
	5	Level 1/2 CoPE
	5	Life Skills / Basic Skills

