



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: 3/12/25

Chairman *F.V. Latrean*

Vision

Our curriculum will reflect our values and beliefs. Those of Respect, Resilience, Equality and Fairness, Ambition and the Value of Education.

Our learners will have respect for themselves and others, be adaptable and have the confidence to overcome difficulties, they will understand the needs of others and value our differences. They will have a desire to succeed and ambition to better themselves and our community, to make decisions and value skills and knowledge that will support them to be creative, ethical, capable and informed citizens of their communities and the wider world

Our community will be one which is engaged with learning and recognises the value of education to enable us all to prepare for the future and challenge issues faced by today's society.

What

Our curriculum will promote our values and tackle the challenges that society faces and have a worldwide outlook which adapts and prepares children for the future. It will be broad and balanced encompassing all aspects of the statements of what matters and underpinned by the twelve pedagogical principles, employing a range of teaching approaches. Our curriculum is everything a learner experiences in pursuit of the four purposes. It is about what we teach, how we teach and more importantly why we teach it.

How

We will develop high quality teaching and learning that is relevant and engaging. Students will be encouraged to use complex ways to think about what they are learning. Staff will be supported to provide the best possible learning experiences within the classroom and will take risks, collaborate and engage in meaningful professional learning. They will be supported to be the best that they can be to allow pupils to thrive, achieve and be successful.

We strive to create a learning environment where all pupils feel that they are an integral part of the school community, who contribute confidently to their own learning and that of others. In order to embrace learning successfully, we need to our pupils to be Ready, Respectful, and Safe. Ready, Respectful, and Safe underpins the school's values with the expectation that:

- **Ready**- we are ready to learn and ready to help each other learn;
- **Respectful** – we respect ourselves, each other and our school;
- **Safe** – we keep ourselves and each other safe.

Our curriculum focusses on understanding what it means to make progress in a given area of discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities and attributes and dispositions and is informed by the progression code. This in turn supports our approach to assessment, the purpose of which is to inform planning for future learning. High quality teaching and learning experiences along with assessment will enable our learners to move forward in their learning and is at the heart of our curriculum.

Why

We want to create ambitious, capable, informed and enterprising individuals who care for themselves and others and make a lifelong commitment to improving themselves and their community.

What is our curriculum about?

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

Our curriculum follows statutory requirements and the Curriculum for Wales. The curriculum will be broad and balanced to allow pupils to progress in each of the four purposes. Areas will ensure that it encompasses all of the "What Matters" statements and be delivered using a variety of teaching approaches underpinned by the 12 pedagogical principles. The curriculum will prepare learners to make valued contributions to our future society and will be based within the local context while embracing the global dimension we are part of.

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. Our curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

The four purposes are the shared vision and aspiration for every child and young person at Ysgol Bae Baglan. In fulfilling these, we set high expectations for all, promote individual and national wellbeing, tackle ignorance and misinformation, and encourage critical and civic engagement. All students at YBB will be challenged to become: Ambitious, capable learners, ready to learn throughout their lives; Enterprising, creative contributors; Ethical, informed citizens of Wales and the world; Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. The four purposes are at the forefront of the formal and informal curriculum offer. The development of integral and cross curricular skills is embedded in our approach.



Statements of What Matters

The 'Curriculum for Wales 2022' guidance sets out the 27 statements of what matters across the six areas of learning and experience supporting learners to ask questions about the world around us. At YBB the 'What Matters' statements link with the four purposes and help organise learning, so learners have the appropriate skills, experience and disciplinary knowledge. Together they span the breadth of the each AoLE, articulating the fundamental key concepts of what matters most. The 'What Matters' statements act as the basis of organising learning progression and progress.

Primary Phase

At Ysgol Bae Baglan we have developed a rich and purposeful curriculum that places the child at the centre of all that we do. Offering a broad and balanced curriculum that encompasses the six areas of learning, lessons and experiences focus on developing pupils knowledge and understanding of the world around them; the acquisition and application of cross curricular and integral skills; whilst nurturing pupils values and attitudes in order to be respectful and responsible members of our community.

We place a strong focus on promoting pupil independence and developing effective collaboration skills, enabling our pupils to become active citizens who are capable of overcoming challenges both independently and with their peers.

Our holistic approach to learning enables learners to experience all Areas of Learning through authentic, engaging and challenging contexts; designed to provoke a deep level of understanding and provide opportunities for children to apply, transfer and manipulate their skills across a range of different experiences.

Secondary Phase

At YBB using national guidance, working collaboratively across our cluster and listening to feedback from staff and students we have created our new curriculum. We have made sure this curriculum secures a broad and balanced learning and teaching experience for each student.

Through our curriculum, we will enable and expect students to be challenged to become:

- ambitious, capable learner, ready to learn throughout their life
- enterprising, creative contributor, ready to play a full part in life and work
- ethical, informed citizen, ready to take part in Wales and the world, and
- healthy, confident individuals, ready to lead a fulfilling life as a valued member of society.

Learning at YBB, Secondary Phase, will be taught in subject disciplines within the six Areas of Learning Experience (AoLE).

Expressive Arts – Art, Drama and Music.

Humanities – Geography, History and RE

Health and Wellbeing – PE and PSE

Languages, Literacy and Communication - English, International Languages (French and Spanish) and Welsh

Mathematics and Numeracy – Mathematics

Science and Technology – Science, Design Technology and ICT

The Curriculum in the Secondary Phase at YBB is designed with a strong foundation in knowledge rich subject disciplines. We aim to develop learners' acquisition of subject knowledge while also ensuring that cross-curricular skills are taught to complement and support this knowledge. Integral skills will be developed and reinforced through the lens of subject disciplines. Additionally, cross cutting themes will be integrated within subject disciplines to further reinforce subject knowledge.

In Year 10 and 11, pupils follow a compulsory curriculum of English, Mathematics, Science, Health and Fitness, RE and Welsh. Pupils then choose from a variety of subjects via an initial free choice. These choices are then analysed, from which option blocks are created based on a best fit scenario. Pupils can choose from GCSE, IVET's and BTEC courses which are offered either at school or collaboratively with local providers.

The school actively monitors and targets pupils to identify underachievement and provide support.

Cross Curricular Skills

Across the school pupils will experience and develop cross curricular skills. The curriculum brings together subjects that share both skill and content to allow application of skills across the curriculum, providing rich authentic contexts for pupils' skills to be reinforced:

- **Literacy**

Literacy is a priority skill; all students need an understanding of written and spoken language to interpret the world around them. Universal strategies are planned through the English curriculum to support students to develop their literacy skills in line with their needs. Additional interventions are offered to a minority of students who are not making the required progress. Opportunities for students to develop their literacy skills across the curriculum are planned where appropriate.

- **Numeracy**

At YBB students are taught the numerical skills needed to tackle real-world problems by applying numerical reasoning and mathematical procedures. Universal strategies are planned through the mathematics curriculum to support students to develop their numeracy skills in line with their needs. Additional interventions are offered to a minority of students who are not making the required progress and to help improve outcomes at GCSE. Opportunities for students to develop their numeracy skills across the curriculum are planned where appropriate.

- **Digital competence**

At YBB pupils are provided with the hardware and software skills that enable the confident, creative and critical use of technologies and systems. We believe it is a skill for life to be able to use the Internet safely and be able to communicate responsibly. Opportunities for students to develop their digital skills across the curriculum are planned where appropriate.

Integral Skills

The curriculum will also provide students with the opportunity to develop the integral skills:

- Critical thinking and problem-solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- Planning and organisation – implementing solutions, executing ideas, and monitoring and reflecting on results

- Creativity and innovation – generating ideas, openness and courage to explore ideas and express opinions.
- Personal effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Cross Cutting Themes

When designing our curriculum, we have been mindful to include, where appropriate, opportunities for learning and consideration of cross-cutting elements. These should allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

Careers and Work-Related Education

The school has a well-established Careers and Work-Related Experiences provision that supports students to gain experiences related to work and careers. It works closely with a range of external partners including the local college, universities, and careers Wales to develop impartial advice and guidance to students. YBB works closely with Careers Wales to source work placements, visits and guest speakers to support the curriculum and motivate learners.

Relationship and Sexuality Education (RSE)

All students at YBB School, will receive a holistic and inclusive RSE education. This will be delivered across a range of subject disciplines, in authentic contexts. This will be underpinned by the whole school approach to support students' emotional, mental and physical wellbeing which offers a universal, targeted and specific provision.

Religion, Values and Ethics

Religion, Values and Ethics (RVE) is compulsory for all students at YBB. Over the course of their time at YBB, all students will engage with and explore a range of different religions in line with the locally agreed syllabus.

Inclusivity

Our Curriculum is built upon our philosophy of "Access for All" students, irrespective of their starting point. WE are an inclusive community and as such our ongoing curriculum design will secure a sense of belonging for all. Our excellent mainstream and specialist provision means that our ALN students are supported to make progress in their learning, relative to their starting point.

Curriculum Delivery

By developing excellent, high quality teaching learners will find the curriculum relevant and engaging. Our ethos and vision will ensure that all learners are challenged and supported to do the very best that they can, making the most of the learning opportunities provided. Staff will be supported to provide a curriculum that meets local context of our learners and can be delivered through a range of approaches based on individual needs. Staff will continue to access quality professional learning opportunities with collaboration central to this.

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, to record attainment and monitor progress with clear and transparent tracking systems in place.

HoD are responsible for shaping the curriculum to meet the needs of our learners while meeting statutory requirements. Line management systems are in place to support this.

Curriculum planning sheets ensure coverage of the Principles of Progression, the What Matters Statements, Cross-Curricular Skills and Integral skills are in place and developed.

Our Curriculum will provide learners with high quality experiences that will allow them to grow as individuals and together to prepare them for the next stage of their lives. It will allow them to access further qualifications and enter the world of work. As individuals they will become ambitious, capable, enterprising and well-informed citizens.

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.

Primary Phase

The Primary Phase is organised into 8 full time classes with the addition of daily morning and afternoon nursery sessions.

All pupils from Nursery to Year 6 follow the Curriculum for Wales.

Secondary Phase

On entry to the Secondary Phase, pupils are placed in registration groups or "forms and these also act as their teaching groups. Pupils will remain with their Wellbeing Director and their form teacher for their time at the school. All pupils are taught by subject specialist teachers who are delivering the Curriculum for Wales to pupils in Year 7, 8 and 9. In Year 9 there is the ability to set pupils in English, Maths and Science.

Where necessary several smaller classes are created for pupils who require greater support based on their educational need.

In Years 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 in Years 7, 8 and 9 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.

Curriculum Support

Curriculum support for pupils is provided in a number of ways:

- Form tutors act as a Learner Support for the pupils in their forms.
- Curriculum advice is provided at appropriate times as part of the PSE / careers programme.
- Comprehensive support packages including intervention opportunities.
- Identified pupils in Year 10 & 11 will have their own personal mentor.
- Parents are kept informed of progress via parents' evenings, regular informative reports and the use of Satchel1.
- The deputy headteacher can design individual curriculum packages to meet the needs of individual pupils making use of the Pupil Support Provision.
- Heads of School can design individual curriculum packages to meet the needs of individual learners.

PSE & Wellbeing

All learners in Secondary 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.

The quality of the Music and Drama departments have 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

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

YBB has designed a broad and balance curriculum that meets the needs of our pupils, ensuring that all make progress, relative to their starting point. 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

Year 7, 8 and 9 - 2024/25

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	5/6
Tech	4
Welsh	3
PSE	1/2
Total	50

	Lessons per fortnight	Subjects
Compulsory Subjects	4/5	Core Cymraeg Craidd
	7	GCSE English Language and Literature
	7	GCSE Mathematics and Numeracy
	3	GCSE Religious Studies / Entry Pathways Humanities
	9	GCSE The Sciences Double Award / GCSE Integrated Science (Single Award)
	3/2	Skills Challenge Certificate / Careers and Work Related Education
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	Level 2 Extended Certificate in IT User Skills in Open Systems and Enterprise
	5	Level 1/2 Award in Constructing the Built Environment
	5	GCSE Drama
	5	Level 2 in Engineering
	5	Level 1/2 Global Business Communication (French)
	5	GCSE Geography
	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 and Health
	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	Life Skills / Basic Skills