# ST. MARTIN'S SCHOOL

## Curriculum Policy

### Curriculum Aims

- Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.
- Every learner will have a challenging personalised curriculum designed around prior attainment data, student aspirations and future targets.
- All learners will develop skills for life (underpinned by the Personal and Social Education Framework), including literacy, numeracy & digital competency. St Martin's School is at the heart of the community and engages with local services and employers to meet local,national and international needs within the the Careers and the World of Work framework.
- We will provide a wide range of teaching and learning experiences along with extra curricular activities in order to develop all learners individual pathways.
- We will support all Government policy, in particular, bilingualism and Cwricwlwm Cymreig/Wales.

### Curriculum Development

There have been a wave of recent changes for Years 10 - 13, where the vast majority of subjects at GCSE and A-Level have come under the Welsh Joint Education Committee.
In terms of curriculum developments nationally, the Donaldson Report, Successful Futures (2015) has spearheaded developmental work in Wales to create a very distinct school curriculum for implementation in 2020. The key tenets of which are
- Six areas of learning
    - Expressive arts, Health and wellbeing, Humanities, Maths and numeracy, Science and technology, Languages, literacy and communication
- "Seamless learning"
    - Replacing key stages, Closer working between primary and secondary schools
- "Digital competency"
    - Embedded in school life, Ability to code and programme computers

The School annually reviews the curriculum with the Governing body to reflects the changes of a developing national picture, local needs and the changing needs of the learners. The areas of learning mirror our curriculum structure. In the previous academic year; development of performing arts in Year 7 and 8, the flexibility to offer an additional language for the more able in KS3, building PSE into ethics and core skills along a level 2 course for sixth former learners are strong improvements.

The School has taken a three year approach to Key Stage Four studying IVQs and GCSEs and this process has seen improvements in the depth of knowledge and student understanding in their chosen area, stronger attitudes to learner and pathways tailored to their choices and needs.

## Curriculum Organisation

The curriculum runs on a two week timetable containing 50 teaching periods and 10 core skills sessions which focus on student wellbeing, assemblies, literacy, numeracy, digital competency and Pixl Edge or Sweet.

The Curriculum Policy outlines how the National Curriculum at Key Stage Three and GCSE/ A-Level Specifications are delivered at St. Martin's School. Curriculum time is assigned to 50 hours of teaching time over a two week timetable

### Key Stage Three/ Four

| Key Stage Three Subjects | Hrs |
|---|---|
| Maths | 7 |
| English | 7 |
| Science | 7 |
| History | 3 |
| Geography | 3 |
| Ethics | 3 |
| Art | 3 |
| Drama | 1 |
| Performing Arts | 1 |
| Spanish | 3 |
| Welsh | 4 |
| ICT | 2 |
| PE | 3 |
| Design & Technology | 3 |

| Key Stage Four Subjects | Hrs |
|---|---|
| Maths | 8 |
| English | 8 |
| Science | 9 |
| Ethics | 1 |
| Welsh | 3 |
| PE | 3 |
| Welsh Baccalaureate | 3 |
| Option A | 5 |
| Option B | 5 |
| Option C | 5 |

### Post 16 Education

| Level 3 - A Level | Hrs |
|---|---|
| Option A | 8 |
| Option B | 8 |
| Option C | 8 |
| Option D | 8 |
| Option E | 8 |

Students select 3 options and WBQ

| Level 2 - GCSEs | Hrs |
|---|---|
| Maths | 4 |
| English | 4 |
| Science | 4 |
| Geography | 8 |
| RE | 4 |
| Wellbeing Qualification | 2 |
| Community Support | 2 |

**Careers Support Development**

A Careers Wales advisor provides specialist advice to students through core skills sessions and individual careers interviews. CWW is concerned with the relationships between young people, their learning and the world of work.

Student are given options advice in Year 8 for choices in Year 9 and again in Year 11 for sixth form progression. Assemblies, electronic communication, open evenings and informal and formal support as individuals and groups ensure students are informed about the ways forwards for their chosen pathway. Student have a free choice survey and option draft to ensure the curriculum enables most choice for learners which occurs in the spring term.

For those student who wish to pursue work experience in a career related field in support of higher education the School can liaise with a range employers and services to ensure skills and knowledge are enhanced for future pathways.

**Banding and Setting**

In 2018/19 Year 8 students are placed within bands as in previous years, where the Heads of Maths and English will determine if the student will be in the upper band (Classes S, M or A) or lower band (Classes R, T or N) based on National Curriculum Level performance attained in Year 7. A range of data is used to determine the sets within the bands.

Subjects are divided into two blocks within each band, this enables students to be set by the Head of faculty for Mathematics and English for the following subjects:
**English** – Drama, Art, Geography, History, IT, RE & Science
**Maths** – Welsh, Spanish and Music.

At Key Stage Four banding largely mirrors the Key Stage Three model. Maths, English and Science with Welsh, Ethics, PE and Welsh Bac setting independently in Years 11. In Year 10 and 9 English with Science are linked to meet the curriculum demands and create stable groupings for learners.

Setting arrangements are reviewed half termly; however moves can be made more frequently if the performance of students indicates further progress has been made in assessed work by the learner.

**New Starters to the school part way through an academic year**

There is an increasing number of students transferring to the school mid term. In order to manage this, a student who enters the school will be placed in the most appropriate set based upon transfer data. This may be affected by some classes being full.

At the nearest half term review the new starter may move sets in line with all other learners if academic performance indicates this need.