

CURRICULUM POLICY



Learning Together, Achieving Forever
Dysgu Ynghyd, Cyflawni o Hyd

St Martin's School Approved by Governors June 2022

Review Date: June 2023

Introduction

The curriculum at St Martin's school provides a broad and balanced provision for all learners and prepares them for their future and the responsibilities and opportunities that come with becoming active, fulfilled citizens of the World.

Our curriculum focuses on the holistic development of all of our learners and enables them to flourish in their spiritual, moral, cultural, mental, intellectual, personal, social and physical development.

The curriculum is taught using the 12 pedagogical principles as outlined in the teaching and learning policy and in preparation for new curriculum for Wales. Learners are given opportunities to explore a wide range of knowledge and skills and are encouraged to apply these to wide ranging enrichment opportunities and through authentic activities. High quality learning experiences are underpinned by healthy relationships which are embodied through the values and ethos of the school. We aim to provide rich and purposeful learning experiences throughout our curriculum which are interconnected and coherent.

At St Martin's the curriculum is underpinned by the principles of the UN convention on 'Rights of the Child' which state that:

Article 28: 'You have the right to an education'

Article 29: 'You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.'

1. Curriculum Aims

- To provide a broad, balanced and inclusive education
- To foster positive attitudes to learning which develop ambition, tolerance and leadership
- To ensure that the curriculum is interconnected and allows pupils to make connections between concepts, content and can apply it to develop essential life skills in literacy, numeracy and digital competency. To include wider skill development of communication, organisation, resilience and empathy
- To support pupils' spiritual, moral, social and cultural development
- To be underpinned by the four purposes in readiness for the new curriculum as set out in successful futures so that learners develop as:
 - 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
- To ensure there is equity which enables every learner to access a curriculum that is challenging and personalised and is designed around prior attainment data, student aspirations and future targets
- To ensure the curriculum encompasses the mandatory elements of RSE framework and provides opportunities for learners to develop: *relationships and identity sexual health and well-being empowerment, safety and respect*

- To ensure the curriculum fulfils the statutory requirement for the RVE (religion, values and ethics) and is taught primarily through the Humanities area of learning of experience
- To provide subject choices in line with pupils' interests (that fall within the new areas of learning) and that support them to achieve their future aspirations and career decisions
- To develop more Welsh speakers confident in their ability to use their language in as many contexts as possible as outlined in the Cymraeg 2050 mission statement
- To provide for appropriate levels of progression for all learners so that they are appropriately challenged

1.2 Curriculum Development

The School annually reviews the curriculum with the Governing body to reflect the changes of a developing international landscape, local needs and the changing interests of the learners.

2. Curriculum Organisation

The curriculum runs on a two week timetable containing 50 teaching periods and 10 registration periods which focus on student wellbeing, assemblies, literacy, numeracy, digital competency and Sweet.

2.1 Key Stage Three (year 7 and 8)

At Key Stage 3 (KS3) the school curriculum consists of:

- **Core subjects** – English Language and Literature, Welsh, Mathematics, Numeracy Science;
- **Non-core subjects** – Spanish, Digital Technology, Design Technology, ICT, History, Geography, Religious Education, Psychology, Art, Music, Physical Education, Drama, Music, Construction, Hairdressing, Catering, Health and Social care, Business Studies, media and
- PSE (including RSE education)

2.1a Assessing the New Curriculum (year 7)

In readiness for the full implementation in 2023 practitioners will plan frequent and high quality assessment for learning methods. Summative attitudes to learning values will feature on termly Interim reports to pupils and parents. The progression steps will be trialled within lessons and on marking rubrics and will indicate individual levels of progression.

2.2 Key Stage 4 - Year 10 & 11

At KS4 the school curriculum consists of:

- Compulsory subjects – English, Welsh second language, mathematics, science, religious studies and Physical Education;
- A broad range of academic and vocational courses leading to external qualifications

2.3 Alternative Provision

Pupils who require additional support outside of the mainstream education are offered a bespoke suite of support and qualifications to aid their personal progression and development through the KS3 and KS4 hub facility.

2.4 Post 16 Education

The thriving 6th form at St. Martin's School offers a suite of 29 qualifications at KS5 and both academic routes through A Level and vocational pathways are offered to support the needs of all of our learners. Learners usually select up to 4 options at KS5. The study of the Welsh Baccalaureate is optional and will depend on the needs and aspirations of individual students.

3. 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.

Students 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 forward for their chosen pathway. Students 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 students who wish to pursue work experience in a career related field in support of higher education the School can liaise with a range of employers and services to ensure skills and knowledge are enhanced for future pathways.

4. Setting

In years 7 and 8 pupils are taught in mixed tutorial groups. At the end of year 8 pupils are placed into sets in maths due to the three tiered qualification which remains in place for this qualification. All other subjects are taught in mixed ability tutor groups to allow for social diversity and integration. Support and challenge is provided to all students using quality first teaching approaches and by adopting the 12 pedagogical principles of the curriculum.

Setting arrangements for maths are reviewed half termly.

5. Enhanced Curriculum Days

In order to enhance our formal curriculum pupils engage in 6 alternative timetable days across the academic year. During these days pupils engage in quality intervention sessions, work to develop their understanding of Welsh culture, undertake essential charity work, deepen their understanding of the arts and other cultures, work within the local community, develop their understanding of personal health and wellbeing and generally complete work of an authentic nature linked to real life experiences.

Due to the nature of the new curriculum, this policy and arrangements for assessment will be kept under review. We welcome any feedback to the implementation of our curriculum so that we may adapt and refine accordingly over the course of the next academic year when this will be fully implemented.