



CURRICULUM POLICY 2021

Responsibility:	
Review:	

The Whitmore High School approach to the new Curriculum for Wales

As schools look to implement the four purposes of the new Curriculum for Wales, it can be tempting to have a narrow view of the changes required. Superficial alterations, including changing the names of departments, adding #NewCurriculum to Twitter posts or developing school mascots based on the four purposes, may appear to be an evolution towards a new curriculum, but there is likely to be very little impact on the outcomes for pupils. We believe that a deeper review of the school is required for the broad aims detailed in the Successful Futures (Donaldson) report to be achieved.

“The school curriculum in Wales should be defined as including all of the learning experiences and assessment activities planned in pursuit of agreed purposes of education.” (*Successful Futures, 2015*)

“The 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.” (*Curriculum for Wales Guidance*)

Using the above definitions, we have developed four pillars that are required to be in place before the final act of adjusting the content of courses to reflect the four core purposes and areas of learning and experience (AOLEs).

Pillar 1 - Developing the school into a learning organisation

One of the key principles of the new curriculum is for it to be evidence based, drawing on the best existing practice and on sound research. Becoming a lead school for initial teacher training with Cardiff Metropolitan University has provided a basis for the school as a learning organisation with a high number of staff using their skills to develop the students’ teaching. All practice within the school is research based, using the latest in educational research. Staff carry out action research as part of their performance management, with a number of staff undertaking Masters in Education, focusing on developing a research-based approach to whole school projects. Additionally, a small cohort of staff will be undertaking doctorates with specific whole school research projects. This research-led approach to all aspects of the new curriculum will ensure we tailor our curriculum to the needs of our learners. (School as a learning organisation file)

Pillar 2 – The Whitmore High School teaching and learning model

An evidence-based approach was used to create the school’s vision for learning and teaching. (Teaching and Learning file) This model has been created to support staff in their journey preparing for the new curriculum. The outcome of the model is a confident and capable learner who has moved from dependence on the teacher to complete independence. The approach to teaching and learning at Whitmore High School, grounded in research (Teaching and Learning file) and co-created with staff, (Teaching and Learning file) has a vision to produce independent and confident learners. It is a way of learning that promotes high expectations and high challenge, providing individuals with a gateway to their future success. In addition, it provides a blueprint of what is required of teachers to be successful in the classroom. This clarity empowers teachers to deliver lessons which meet the high expectations of the school. (Teaching and Learning file)

Pillar 3 – Developing a strong ethos for learning

It was vital that we developed values that reflect the aims of the new curriculum, yet felt authentic. Our ‘Culture for Learning’, co-constructed by the staff and pupils at Whitmore, has had a profound effect on the attitudes to learning within the school. By creating a clear model for high expectations, followed consistently by all staff and understood by pupils, a positive learning culture has been developed within the school, allowing pupils and staff to be ready for the required changes in curriculum.

Pillar 4 – Developing an assessment framework for the new Curriculum for Wales

In developing our school curriculum, we cannot ignore the final external assessments that our children will be undertaking in Key Stage 4 and 5. The innovations being implemented in assessment are based on three key principles, that: robust assessment and tracking data should be reliable, accurate and valid; tracking and assessment should be purposefully and meaningfully used to monitor progress of all learners and drive improvements in standards; fewer tracking points will allow for more purposeful assessment and feedback, leading to an increase in quality and effectiveness of assessments and decreased teacher workload. These principles align with the assessment goals detailed in the Successful Futures report, whilst ensuring our pupils have the best possible opportunity to achieve the outcomes which they are capable of.

Current Position

By September 2021, we believe that we had developed the four areas above to such an extent, that the content of course could be developed to start to reflect the core purposes.

Curriculum Design

In designing our curriculum for learners to reflect the key principles of the Curriculum for Wales and responding to the impact of Covid on learners, we began with three key aphorisms that we know to be true based on academic research as well as our experience and knowledge of our learners: providing learners with access to appropriate academic groupings, provision and support improves attitudes to learning and improves wellbeing; weak literacy skills prevent learners accessing the curriculum and can have a detrimental impact on engagement, self-esteem and behaviour; knowing our learners is essential if we are to meet their needs.

From September 2021 we therefore introduced a new curriculum structure in years 7 and 8, which will be rolled out into year 9 from September 2022, in order to ensure that all learners receive a broad and balanced curriculum whilst also accessing the appropriate level of challenge and support. This structure is based on using adaptive teaching strategies within a mixed-ability teaching model, with the following research-based rationale:

1. Mixed ability teaching creates equity, has a positive impact on behaviour and improves performance for the majority of learners; however, without functional literacy skills, pupils cannot access the curriculum, particularly in literacy-rich subjects and languages.
2. All learners are entitled to additional provision to ensure they reach their potential but some learners require more intensive support than others.
3. No learner should be withdrawn from timetabled lessons for intervention as this is counter-productive and causes them to fall further behind.

In implementing the curriculum, purposeful and accurate assessment of learners is an integral element in order to identify groups of learners who require additional support or challenge. For those learners requiring significant additional support, especially in literacy, we have introduced the humanities pathway. Pupils are taught in smaller groups of 15 and study the core elements of geography and history within a bespoke curriculum for 9 hours per fortnight, delivered by English specialists, with targeted and proven literacy interventions embedded into their schemes of learning. They also receive an immersion project in international languages in the summer term, ensuring that when they graduate from the humanities classes they are able to reintegrate into the main curriculum pathway and, equally, other learners who are identified as struggling can be moved into the humanities pathway. For learners requiring additional support who are not selected for the humanities pathway, after school literacy 'booster clubs' are provided and pupils are rotated on a 6-weekly basis.

For those learners identified as more able and talented, additional challenge is provided through our Aspire group. Pupils attend additional sessions five times per fortnight before school where their learning is extended by being taught different subjects in rotation, with a focus on building the skills and knowledge required for accessing A*/A grades at GCSE and beyond.

Extra-Curricular at Whitmore High School

An initial area that we are passionate about is developing extracurricular opportunities to provide authentic opportunities to engage in the four purposes and AOLES. The approach to extra-curricular is a strong feature of the school. Pupils have access to outstanding extra-curricular opportunities within the curriculum, as well as before and after school. (Appendix)

Subject areas working collaboratively

Staff CPD and middle level leader meetings over the last two years have focused on embedding our ethos and values system and the Whitmore High School teaching and learning model, ensuring that there is a consistent pedagogical approach across the curriculum. Teachers and support staff are placed in cross-curricular or AOLE groupings to ensure they have the opportunity to work collaboratively and share best practice. AOLES are in the process of developing explicit links in the skills and knowledge required within their areas. An example of this is the joint summer-term assessment project being taught across the Humanities AOLE, covering the themes of 'The Middle East', 'Our Planet' and '9/11' and closely linked to the four purposes. A further example is the agreed approach to cross-curricular learning through a focus on improved grammar understanding and vocabulary building in Languages, Literacy & Communication. Currently, the LLC are trialling a Triple Literacy starter (English, French and Spanish) to encourage pupils to begin to make connections between languages, supporting the What Matters statements of 'languages connect us' and 'expressing ourselves through languages is key to communication'. The purpose of the starter is to improve Tier 2 vocabulary in both oracy and writing, as well as deepening pupils' knowledge of prefixes, suffixes and root words. International Languages has been trialling the starter since January, with the English Department due to begin in March once both the Head of Department and the Literacy Co-ordinator have observed best practice to share with their department. If successful, this starter will be rolled out to include Welsh to ensure a translingual approach to the AOLE. As the content of future qualifications is clarified, more similar opportunities for cross-curricular links will be developed within and between the AOLES.

Next Steps

We await confirmation from Qualifications Wales about the proposed changes to GCSEs. We must ensure that the schema our pupils develop of their time at Whitmore High School provides them with the knowledge required to be successful in these final assessments. Christine Counsel makes a very useful [analogy](#) of curriculum as a novel, and 'progression in learning' as our understanding of that novel. The further we get into the novel, the more sophisticated our understanding of it becomes. Understanding of earlier chapters feeds our understanding of later chapters. Themes emerge that connect what we've read. Characters develop. Narrative grows. Our understanding of the novel grows. There's no shortcut to developing this understanding. Due to this uncertainty over the final requirements for pupils, we aim to adapt out curriculum content in September 2023.

LEGACY CURRICULUM OVERVIEW

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. Whitmore High School endeavours to ensure that a broad and balanced curriculum is provided to its students. We seek to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare our pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum at Whitmore High School supports the aims, ethos and values of the school by:

- promoting each student's intellectual, aesthetic, moral, physical and social development
- ensuring that equality of opportunity in access to the curriculum is an entitlement
- providing students with opportunities to be happy and successful learners
- Setting high expectations, to ensure students become independent learners, and attain the knowledge, skills (including learning skills), understanding and qualifications for success in the 21st Century.
- creating an ethos which demands high regard for self and others, and ensures that each student makes a positive contribution to the community and wider society
- providing a stimulating, challenging and supportive curriculum which meets the needs and interests of all learners and celebrates success for all
- developing dynamic and meaningful partnerships between the School and the wider community which have, at the core, the aim to raise attainment and promote learning as a lifelong activity. ICT plays a crucial role in all aspects of the School life and the achievement of all of our objectives
- promoting the need to live a healthy lifestyle

THE NATIONAL CURRICULUM

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

The curriculum at KS3 and KS4 follows the National Curriculum. PHSE or wider curriculum days, along with morning tutor time, give ample opportunity to cover a planned and co-ordinated programme of personal, social and health education, along with careers advice and guidance.

Objectives relating to the curriculum aims of Whitmore High School are:

1. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential. They are expected to acquire skills in speaking and listening, literacy and numeracy, ICT and thinking.
2. That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
4. That pupils who leave Whitmore High School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Whitmore High School should:
 - be confident in their dealings with adults and peers;
 - be able to develop good working relationships with others;
 - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
 - be able to make good moral judgements;

- have developed a sound appreciation of the need for learning that will last for the rest of their lives;
 - be adaptable enough to react to the needs of a fast changing world.
6. Pupils are provided with personal, social, health and citizenship education reflects the school's aims and ethos.
7. There is effective careers guidance and a programme of enterprise education.
8. There are appropriate programmes of activity for pupils including a commitment to develop and personalise learning in formal and informal contexts.

CURRICULUM ORGANISATION

Our taught curriculum is delivered through a two week timetable with each day divided into 5 teaching periods and form tutor time. The timing of the day is as follows:

Year Group	Period		Start Time	
All	Lesson 1		8:40	
All	Lesson 2		9:40	
7, 8	Break	Tutorial	10:40	10:40
9, 10, 11, Sixth	Tutorial	Break	11:00	11:00
All	Lesson 3		11:20	
7, 8	Lunch	Lesson 4	12:20	12:20
9, 10, 11, Sixth	Lesson 4	Lunch	12:45	1:20
All	Lesson 5		1:45	
All	Buses/Home		2:45	

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion, or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. A variety of student info such as access arrangements/ SEN type/ SEN need/ ethnic origin/ national Literacy and numeracy scores can be obtained via the Data Info sheets for each class on the school MIS and additional info where required may be obtained from the school SENCO or wellbeing dept. Staff are encouraged to use this information plan for individual student needs.

KEY STAGE 3

The curriculum for Yrs 7, 8 and 9 is as follows (with a coordinated programme for PHSE that runs through subject lessons and tutor time). The curriculum is based on a 50 lesson (1 hour) fortnight. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge that will be required in Years 10 and 11.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This will involve field trips, concerts, guidance sessions, citizenship, extra-curricular activities to develop experiences in enterprise, sport, and life-skills.

KEY STAGE 4

The curriculum in Years 10 and 11 gives students choices for KS4 studies but within an overall framework that ensures they enjoy a broad and balanced education including the Welsh Baccalaureate. All students follow a common core of subjects and supplement this with option choices. A structured guidance programme ensures that option choices meet the needs of the individual student as far as possible.

In Yrs 10 & 11 students follow a core curriculum of GCSEs (or equivalent) in English Literature and Language, Mathematics and Numeracy, Science – Double, Applied or Triple, Equality & Diversity, Welsh 2nd Language, Foundation/National Skills Challenge Certificate - along with core PE (non-examined).

This Core Curriculum is supplemented with an Options Curriculum of four additional subjects. Option blocks are formed based upon the student free choices, staffing availability and sufficient numbers to run a particular course. Students are given a choice of options (within the limits of 4 Option choice columns) but guidance is given to ensure that courses are appropriate, and the curriculum is broad and balanced. Prior to choosing their options all Year 9 students undertake a guidance programme in which includes taster sessions, parents' evenings and discussion with the Head of Year and Options Coordinator as to the suitability of their final choices. Courses are studied until the end of Year 11.

Post 16 (Key Stage 5)

Post-16 delivery is done within Barry 6th Form in a joint delivery with our sister school Pencoedre High School. Prior to choosing their options all Year 11 students follow a similar programme to Yr9 pupils and undertake a designed guidance programme which includes taster sessions, parents' evenings and an individual interview with a senior member of staff as part of making their final choice. Our sixth form prospectus provides information about the courses available to students, the entry requirements, and the support available to help students progress through the sixth form and on to their chosen destination.

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment.

We have a broad Key Stage 5 Curriculum on offer, including BTEC, Cambridge Technicals and GCE subjects. All subjects offered within Barry 6th Form are Level 3. All students within Barry 6th Form also study for the Advanced Skills Challenge Certificate. The subjects on offer include:

GCE Art – Fine Art or Textiles	GCE English Literature	GCE Mathematics	GCE Religious Studies
GCE Photography	GCE French	GCE Further Maths	GCE Sociology
GCE Biology	GCE Spanish	L3 Diploma Food & Nutrition	L3 Diploma Medical Science
L3 BTEC Sport	GCE Geography	L3 BTEC ICT	GCE Theatre Studies
L3 BTEC Business Studies	GCE History	GCE Geology	AS/ A Level Welsh
GCE Health & Social Care	GCE Applied ICT	GCE Physics	<i>L3 BTEC Music Performance</i>
GCE Chemistry	GCE Music	GCE Product Design	L3 BTEC Dance
GCE English Lang/Lit	L3 CamTec Performing Arts	GCE Psychology	<i>Resits in GCSE Maths and English</i>

Typical entry requirements for Yr12: 5 A*- C at GCSE or equivalent. Most subjects insist on a minimum of a C in their subject, although there are exceptions where the Leader of Learning may allow entry to a course with C grades in similar subjects where theirs was not taken as a GCSE.

Entry requirements for Yr13: A minimum of an E grade at AS (with any exception at the discretion of the Leader of Learning).

Students study either three or four AS levels (or equivalencies) normally in year 12. In addition, we also run the Advanced Skills Challenge Certificate as a key component of our sixth form Curriculum- this is a mandatory subject study area for all students.

In year 13 some students will reduce their A levels to three or in some cases 2 (through agreement with the head of Sixth Form). In the sixth form AS and A level options subjects are given 8 hours a fortnight. The Advanced Skills Challenge Certificate is afforded 4 lessons per fortnight – with drop sessions for a two-week cycle at the end of year 12.

Option blocks A-E are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course.

CURRICULUM MODELS

The curriculum models for Yrs 7 through 11 are illustrated overleaf. Subject codes are indicated below

Ac – Extra-Curricular club activities, Ar – Art,

Bs – Business Studies,

Ct – Catering, Cs – Computer Science,

Dt – Design Technology, Dr – Drama,

Eg – Engineering, En – English Language (to include El – English Literature), Eq – Equality & Diversity,

Ge – Geology, Gg – Geography,

Hc – Hospitality & Catering, Hi – History, Hs – Health, Social Care & Childcare, Hu – Humanities,

It – Information Technology,

Ma – Mathematics (to include Nu- Numeracy), MI – Modern Languages (to include Fr – French, Sp – Spanish, Mu – Music,

Pd – Product Design, Pe – Core Physical Education, Pr – Philosophy & Religion, Pt – Photography, Pu – Public Services,

Sc – Science (to include Bi – Biology, Ch – Chemistry, Ph – Physics, As – Applied Science), Sr – Sport,

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ADDITIONAL CURRICULUM INFORMATION

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

RELIGIOUS EDUCATION

Religious Education is available to all pupils in line with statutory requirements. Parents have the right to withdraw their children from religious education.

Collective Worship

All pupils from Yr7 –Yr11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination.

From 2006 Sixth Formers have been enabled by legislation to make their own decisions about attending collective worship but an assembly schedule is planned for.

The school has a programme of collective worship involving whole-school assemblies on a rota, and tutor group assemblies over the 2 week cycle- details of this are available in the school handbook.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head in writing if they wish to withdraw their child from collective worship.

SEX EDUCATION

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

A full statement of the school's relationships and sexual education policy is available to parents. It has regard for the government's guidance in The Curriculum for Wales – Relationships and Sexuality Education Code.

In accordance with the law, RSE will be a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16. This means that all learners must receive this education. There is no right to withdraw from RSE in the new curriculum.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES

All pupils from yr7-11 are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice in the first instance, or other reasons agreed with the school. Prolonged periods of exemption must be supported by a medical certificate from an appropriate practitioner. Where students are excused for short or long periods of time, they are expected to accompany the normal class and undertake appropriate coaching or work related tasks.

EXTRA-CURRICULAR ACTIVITIES

As well as timetabled (1 hour per fortnight) slots for Yrs 7, 8 and 9 activities, the school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum including accessing a 5x60 programme. All pupils have opportunities to take part in the provision.

HOMEWORK

The school expects homework to be set – see Policy

SPECIAL EDUCATIONAL NEEDS

The school has a special educational needs policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Wellbeing Dept.

If the issue is not resolved parents should make an official complaint in writing to the Headteacher.

Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment for their subject areas. Exam board regulations/ specifications and QIW must be reviewed and monitored to ensure subject choices are valid/ permissible. Subject Leaders report back via scheduled line management meetings and from departmental minutes regularly to the SMT. Key Stage Co-ordinators play an important role in managing the options guidance process each year. Annual reports on the curriculum are made to the Pupil and Curriculum Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body.

This policy will be monitored by a member of the SLT who will report to the Head on its implementation on a regular basis.

The head teacher will report to the governing body's Curriculum Committee on the progress of the policy and will recommend any changes.

Signed _____ **Date** _____

Chair of the Governing Body