



CEFN SAESON SCHOOL

CURRICULUM POLICY

Introduction

This curriculum policy supports the guiding principles of Cefn Saeson School as being founded on the comprehensive ideal – a belief that all children are of equal value and that it is our task to help develop the abilities and talents that all undoubtedly have. It actively promotes the principles of ‘individual human worth, achievement, equal value, co-operation, openness and respecting differences’. This policy expresses a key way in which the school can fulfill its role as ‘an inclusive school where every child matters’.

The aims of the school can be summarised as follows:-

- To provide a high quality educational experience that recognises the unique personality of each pupil.
- To enable each individual to reach his/her full potential within a culture of high expectations.
- To ensure that every pupil receives a broad, balanced, and relevant curriculum, which meets the requirements of the National Curriculum and the Learning Country.
- To establish a caring, productive and disciplined learning environment that is both supportive to children’s needs and pleasant to work in.
- To enable pupils to function effectively as citizens in a rapidly changing society, adapting to its demands by acquiring the social and emotional intelligence required to succeed.
- To encourage pupils to develop lively, enquiring minds and to promote the growth of independence, self-confidence and self-motivation
- To promote understanding, harmony, equality of status and opportunity between every member of the school community.
- To use education and learning for the enrichment of the lives of the whole school community and to promote values and standards of behaviour and achievement that will enable pupils to develop the social skills essential to take up their place in society.
- To encourage a supportive community involvement that includes parents and local industry
- To encourage pupils to participate in a variety of enhanced learning experiences

Statement of Principles

The following principles underpin the provision of education in the school:-

- All learners are of equal value and should have equal access to a wide range of high quality learning experiences.
- The development of positive self-esteem, self-confidence and self-worth is central to the school’s academic targets and each pupil’s individual development.
- The education of pupils is a partnership between the pupils, their parents, the school and the local community. All have a significant role to play in the development of a culture of success within the school community.
- The educational experience available to all pupils should be broad, balanced, coherent, differentiated and relevant.
- There should be a strong framework of moral values that promotes effective citizenship and academic success.

- Learning is a life-long process. We should develop effective progression routes as well as promoting the value of life-long learning.
- Children learn in a variety of ways and our teaching reflects the different needs of the learners. We want pupils to know where they are in their learning, where they are going and how best to get there.
- In making the curriculum accessible to pupils we should also recognize the need for pace, differentiation and challenge to ensure that all our pupils are stretched but that they also gain a sense of success as a result of their efforts.

A Guide to the Curriculum

The curriculum is based on the above principles. It consists of all those activities designed or encouraged within the organisational framework to promote the intellectual, personal, social and physical development of all pupils. This includes not only the formal programme of lessons, but also the "informal" programme of enhanced learning opportunities as well as those features which produce the school's ethos.

The curriculum is designed to ensure that all pupils are given appropriate opportunities to fulfil their potential. The greatest compliment and one we should frequently use is: "they did their best"; the school motto celebrates this compliment. Positive attitudes are cultivated and encouraged so that pupils with diverse abilities and aptitudes can take pride in their achievements.

No two children are alike. The organisation of the school is intended to enable pupils, supported by their teachers, to make informed judgements about their lives.

Pupils are provided with a curriculum that seeks to develop them academically, practically, socially and culturally. The content of the curriculum is determined primarily by the requirements of the National Curriculum and Religious Education. In Years 10 and 11 pupils have the opportunity to study other subjects in addition to the National Curriculum. We make our curriculum appropriate to the needs of the pupils using a variety of teaching styles that encourage a positive attitude to learning, the understanding of concepts and values, and the acquisition of knowledge and skills.

Through our curriculum, the school sets out to develop the following skills:

- Communicational
- Numerical
- Observational and visual
- Imaginative
- Organisational and study
- Physical and practical
- Social
- Problem-solving and thinking
- Creative

These skills are considered when we prepare the curriculum.

Expectations of members of staff

Putting principles into practice. Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:-

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

Curriculum structure

The school operates a fortnightly timetable (Week 1 will be timetabled differently to Week 2) with 60 lessons in total in the two week period. There are 6 periods per day (4 in the morning, 2 in the afternoon), each of which lasts for 50 minutes. Registration period takes place every morning for 20 minutes during which form tutorials and year group assemblies take place. This means that teaching time is 25 hours a week, in line with government recommendations for key stage 4, and in excess of those for key stage 3.

Key Stage 3: Years 7, 8 and 9

Pupils follow a common curriculum comprising:-

Subjects	Number of lessons per fortnight		
English	8	8	8
Mathematics	8	8	8
Science	7	6 (+2 ICT in Sci)	6
Art	3	3	3
Drama*	1	1	1
French	4	4	4
Geography	4	4	4
Guidance (PSE)	2	2	2
History	4	4	4
ICT	2	2	2
Music	3	3	3
PE	4	4	4

RE	2	3	3
Technology	4	4	4
Welsh	4	4	4

THE KEY STAGE 4 CURRICULUM – YEARS 10 AND 11

All pupils will study the core subjects of English, Mathematics, Science, Welsh, Religious Studies, Physical Education and PSE. Most children will study English Literature, a separate GCSE subject, under the ‘umbrella’ of English. Pupils will be able to study *one*, *two* or *three* science subjects. If pupils wish to study Welsh, Religious Studies or PE as full course GCSE subjects, they can usually do so by selecting the subject from the options menu. The following table indicates the subjects available for study, the qualifications to be attained and the number of periods allocated per fortnight.

	Periods per fortnight	Subjects (all GCSE single awards, unless indicated)	GCSEs (or equivalent)
Compulsory	8	English and English Literature/Media Studies	2
	8	Mathematics	1
	6	Science (core)	1
	3	PE	N/A
	2	Welsh	GCSE short course
	2	RE	GCSE short course
	1	PSE	N/A
Options	6	Art and design	1
	6	Certificate in Personal Effectiveness/ Key Skills level 1	2
	6	Design – Resistant Materials	1
	6	Design – Food Technology	1
	6	Design - Textiles	1
	6	Child Care	1
	6	BTEC Extended Certificate in Performing Arts	2
	6	French	1
	6	Geography	1
	6	History	1
	6	OCR Information Technology Level 2	2
	6	Music	1
	6	BTEC Extended Certificate in Music	2
	6	Physical Education	1
	6	Religious Studies	1
	12	Core and Additional Science	2
	12	BTEC Science Double Award	2
	6	BTEC Science (Single)	1
	18	Triple Science: GCSEs in Biology, Chemistry and Physics	3
	6	Spanish	1

	6	BTEC First Diploma in Sport Recreation and Allied Occupations	2
	6	Welsh	1
	2	WJEC Level 2 Project (Short Course)	0.5
		College Courses (in local curriculum)*	
	6	BTEC First Certificate in Construction	2
	6	BTEC First Diploma Health and Social Care	2
	6	BTEC First Certificate in Hairdressing	2
	6	BTEC First Certificate in Animal Care *	2
	6	BTEC First Certificate in Engineering	2
	6	BTEC First Certificate in Business	2
	6	BTEC First Certificate in Retail	2
	6	BTEC Introductory Diploma in Vocational Studies	4 (at level 1)

*These subjects are offered at Neath Port Talbot College. These are courses that may be on offer but we are unable to guarantee that all of them will be available.

In addition to the timetabled provision other experiences may be planned into the calendar to enhance RE, Guidance and ESDGC at various times.

Curriculum matters

Mixed ability teaching, setting and differentiation for 2010/2011

In Year 7 pupils are organized into 6 teaching groups, where a 'banding' arrangement places them into 2 upper ability classes, 2 middle ability classes and 2 lower ability classes. For 2010/2011 Maths will set pupils within these bands. Other classes will teach pupils as they are allocated to the teaching sets.

In year 8 pupils are more tightly set by ability into 6 teaching groups. Placement of pupils here is determined by pupils' overall performances during the previous academic year. Maths and English set pupils from within an 'upper' and 'lower' band (8.1 – 8.3, and 8.4 – 8.6) French also are given the opportunity to set within 3 narrower bands.

Year 9 pupils are placed into 7 teaching sets, again by overall ability as a result of scrutiny of performance during the pervious academic year. Maths, English, Science, Geog, Hist, Welsh, French, all have the opportunity to use some 'setting' from within a banding arrangement. (see the Curriculum Plan at the end of this document for details).

In each year group those pupils who require the greatest amount of support with their Maths and English are placed into smaller groups where their learning needs may be more appropriately met.

Termly reviews take place to monitor progress and pupils' groups may be changed based upon the outcome of the review. Teachers' programmes of work are carefully prepared to suit the particular needs of the various ability groups, providing sufficient common ground to enable movement between groups. To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of

all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

Pupils are expected to acquire the skills of Developing Communication, Developing Number, Developing ICT and Developing Thinking. 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.

The curriculum will develop knowledge and understanding of the cross-curricular themes of Personal and Social Education, Careers and the World of Work and Cwricwlwm Cymreig.

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. The school has an Accessibility Plan which is available to parents on request.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

DISAPPLICATION

Nearly all pupils will follow the full curriculum but and after full consultation with parents the school may dis-apply a pupil from an element of the curriculum.

RELIGIOUS EDUCATION

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

COLLECTIVE WORSHIP

All pupils are expected to take part in an act of daily collective worship. The school has a programme of collective worship involving whole-school, year and form assemblies.

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 sex education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

PE AND GAMES

All pupils 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, or other reasons agreed with the school.

EXTRA-CURRICULAR ACTIVITIES

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

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 respective Head of Year.

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

ASSESSMENT, PROGRESSION and RECORDING ACHIEVEMENT

Pupils and parents have a right to know what levels of achievement have been obtained. This will be gauged by day to day assessment, tests and school examinations.

Please see the School Assessment Policy document for more detailed information.

MONITORING AND REVIEW

This policy will be monitored by the Headteacher.

