



CURRICULUM POLICY

Responsibility:	D L Davies
Review:	September 2023

OVERVIEW

At Llantwit Major School we firmly believe every learner has talents and skills which we aim to identify and nurture. All pupils, irrespective of race, gender or ability have the right to access to a curriculum which is broad, balanced, relevant and coherent, and meets statutory requirements. We aim to deliver effective teaching and learning so that every learner reaches their potential.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum at this time for yrs8 and 9, pending a fuller introduction of our revised curriculum in light of the Donaldson Review. In Year 7 departments are using the new Curriculum with new SOL – this has developed from a programme of trial in review undertaken during academic year 2021-22. Llantwit Major 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.

Our Yr7 Curriculum vision is as follows

Our school celebrates the success of individual children and who they are. We aim to nurture well rounded young people, and to develop their skills and confidence to make their way in the world. We want to inspire learners to reach their potential and to challenge learners to grow in independence. But this statement could easily be applied to all pupils

The curriculum at Llantwit Major 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 develops pupils learning skills, 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 CURRICULUM

In addition to supporting the aims, ethos and values of our school, our curriculum works towards meeting 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, along with morning tutor time, give 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 Llantwit Major 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 actively contribute 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 Llantwit Major should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Llantwit Major 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:

Period	Time
<i>Period 1</i>	<i>8.30 - 9.30am</i>
<i>Period 2</i>	<i>9.30 - 10.30am</i>
<i>Break or Form*</i>	<i>10.30 – 10.45am</i>
<i>Break or Form*</i>	<i>10.45 – 11.00am</i>
<i>Period 3</i>	<i>11.00 -12.00pm</i>
<i>Period 4*</i>	<i>12.00 - 1.00pm</i>
<i>Lunch*</i>	<i>1.00 – 2.00pm</i>
<i>Period 5</i>	<i>2.00 – 3.00pm</i>

**Morning break and form is split. Yr7, 8, 12 and 13 have first break, form for these year groups is in the second session. Yrs9, 10, 11 have form after period 2 of the school day and then go on break.*

**The timing of Period 4 depends on the timing of the students' lunch break which is 12.10pm - 1.00pm for Yr7/Yr8 or as illustrated in the table for all other year groups.*

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. Since 2021 the school has established a Nurture Class targeting students from yr7 and 8 who would benefit from an alternative curriculum with a focus on developing basic literacy and numeracy skills.

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 ALNCO or wellbeing dept. Staff are encouraged to use this information plan for individual student needs and where identified to use individual education plans to support individual pupil learning styles.

KEY STAGE 3

The curriculum for Yrs 7&8 is as follows (with a scheduled programme for drop down days such as PHSE events across the year for all year groups, and tutor time to cover PHSE and wellbeing issues) it is based on a 50 lesson fortnight. We aim to prepare students for study at Key Stage 4 through an emphasis on the acquisition of effective skills and knowledge required for success in Years 9, 10 and 11. The school elected to offer a 3yr Ks4 programme, this started Sept 2015 to increase the breadth of curriculum provision in Ks4.

Subject	Yr 7 (hours)						Yr 8 (hours)						Yr 9 (hours)						
	17	18	19	20	21	2022	17	18	19	20	21	2022	17	18	19	20	21	2022	
English	8	8	8	8	8	7	8	8	8	8	8	8	8	8	8	8	8	8	8
English Lit.																			
Mathematics	8	8	8	8	8	7	8	8	8	8	8	8	8	8	8	8	8	8	8
Maths Num.																			
Science	6	6	6	6	6	6	6	6	6	6	6	6	9	9	9	9	9	9	9
Welsh	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4
French	3	3	3	3	3	2	3	3	3	3	3	2							
Geography	3	3	3	3	3	3	3	3	3	3	3	3							
History	3	3	3	3	3	3	3	3	3	3	3	3							
RS	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4
ICT	2	2	2	2	2	2	2	2	2	2	2	3							
Art	2	2	2	2	2	3	2	2	2	2	2	2							
Drama	1	1	1	1	1	1													
Music	2	2	2	2	2	2	2	2	2	2	2	2							
PE	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2
Design & Tech	3	3	3	3	3	3	3	3	3	3	3	3							
Careers							1	1	1	1	1								
Health & Wellbeing						2						1							1
Welsh Bacc													4	3	3	3	3	3	2
Option A													3	4	4	4	4	4	4
Option B													3	4	4	4	4	4	4
Option C													3	4	4	4	4	4	4
Option D													3						
Total	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

In Ks3 pupils follow a common curriculum. Students follow the majority of the curriculum in a grouping developed from pupil prior performance in English, Maths and Science.

PE is delivered as a separate block in yr7 and 8 to facilitate the opportunities for staff to swap student groupings depending on the activity being undertaken in the scheme of work.

The Technology timetable is also scheduled as separate block scheduled to work on a carousel in Yrs7-8 allowing specialist teachers to deliver differing material areas.

Yr8 have access to Careers advice as part of the Health and Wellbeing lessons to help prepare for Ks4 Options choices

There is also a discrete provision in yr7 and 8 for those students identified as having significant ALN needs. Students have a more constrained provision to allow for the development of basic literacy and numeracy skills in place of subjects like French, Drama, Geography and History.

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 and “Enrichment Days” (in June/ July) which includes blocked sessions which develop skills in enterprise, sport, IT, RE and life-skills as well as 5x60 opportunities brought in to further enhance the student experiences through sport.

Ks3 2022-2023 Curriculum Models

Yr7

Band 60 7: k 100	? Tutor Grp 44		* PE 3		* Tech 3				
	L 34	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
	A 33	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
	N 33	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
Band 60 7: m 100	? Tutor Grp 44		* PE 3		* Tech 3				
	U 34	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	34	Pe ₃	3	25	Te ₃	3
	D 33	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	33	Pe ₃	3	25	Te ₃	3
	F 33	Ar ₃ Dr ₁ En ₇ Fr ₂ Gg ₃ Hi ₃ Hw ₂ It ₂ Ma ₇ Mu ₂ Rs ₃ Sc ₆ We ₃	44	33	Pe ₃	3	25	Te ₃	3

Yr8

Band 60 8: k 100	? Tutor Grp 44		* PE 3		* Tech 3				
	L 34	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
	A 33	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
	N 33	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	25	Pe ₃	3	25	Te ₃	3
Band 60 8: m 100	? Tutor Grp 44		* PE 3		* Tech 3				
	U 34	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	34	Pe ₃	3	25	Te ₃	3
	D 33	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	33	Pe ₃	3	25	Te ₃	3
	F 33	Ar ₂ En ₈ Fr ₂ Gg ₃ Hi ₃ Hw ₁ It ₃ Ma ₈ Mu ₂ Rs ₃ Sc ₆ We ₃	44	33	Pe ₃	3	25	Te ₃	3

KEY STAGE 4

The curriculum in Years 9, 10 and 11 gives students choices for KS4 studies but within an overall framework that ensures they access a broad and balanced education including the Welsh Baccalaureate, RS and Welsh second language. 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 Yr9, 10 & 11 students follow a core curriculum of GCSEs (or equivalent) in English Literature and Language, Mathematics and Numeracy, Science, RS, 2nd language Welsh, Wbacc. along with core PE (non-examined). A programme in Careers is accessed through Curriculum Enrichment events.

The 3Yr Ks4 resultant curricular provision.

KS4 Curriculum	2017			2018			2019			2020			2021			2022		
	Y9	Y10	Y11	Y9	Y10	Y11	Y9	Y10	Y11	Y9	Y10	Y11	Y9	Y10	Y11	Y9	Y10	Y11
English	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Maths	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Science	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Option A	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Option B	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Option C	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Option D	3	4	4		4	4			4									
Info Tech.																		
RS	4	2	3	4	2	3	4	4	3	4	4	4	4	4	4	4	4	4
Welsh	4	3	2	4	3	2	4	4	2	4	4	4	4	4	4	4	4	4
PE	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Careers																		
Wbac	3	2	2	3	2	2	3	3	2	3	3	3	3	3	3	2	3	3
Health & Wellbeing																1		
Total	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

Pathway 2/3- The significant majority of students study via pathways 2 and 3 and remain on the school site for all lessons.

Pathway 1 -Some students elect to follow a more vocationally orientated route, pathway 1 caters for this. Students attend courses that are taught away from the school itself. These offsite courses are made available from the listing below. Course availability is dependent on funding/ course interest.

- Military Preparation- Delivered by MPCT in Bridgend
- Construction -CAVC
- Hair and Beauty -CAVC
- Motor Vehicle Mechanics -CAVC

These courses involve students going to Barry College, or other locations, from school on a weekly basis through Years9, 10 and 11. The teaching will be provided by outside specialists, and the courses can all lead to nationally recognised vocational qualifications at Level 2 (equivalent to GCSE). For selective students, who for a variety of reasons cannot/ fail to engage with the school curriculum, we work with the VOG and other partnerships to work towards delivering alternate curriculum provision should the need be curriculum eg Academy 21.

All Ks4 Students study the core subjects of Maths, Maths Numeracy, English Language, English Literature, Double Award Science, Welsh Second Language, RS (or the SWEET

Qualification), Welsh Bacc plus a non-exam core PE. Students then have the opportunity to choose from a range of subject studies (dependant on availability / validity via QIW) and are guided in year 8 to select options from the following:

GCSE Art & Design	GCSE Health & Social Care
GCSE Art Photography	GCSE Drama
GCSE Art Textiles	GCSE French
GCSE Business Eduqas	GCSE Geography
Level 1/2 WJEC Sport	GCSE History
GCSE Food & Nutrition	GCSE IT
L1/2 Hospitality & Catering	GCSE Music
GCSE Art Graphic Communication	GCSE PE
GCSE Art Three Dimensional Design	GCSE Sociology
	GCSE Triple Science (Pathway 3) Bi/ Ch/ Phy

Option blocks are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course. Students are given a choice of subjects (within the limits of option choice columns) but guidance is given to ensure that courses are appropriate. Prior to choosing their options students undertake a guidance programme in Yr8 which includes and initial free choice, taster sessions, parents' evenings and an individual interview with a senior member of staff before making their final choice. Courses are studied until the end of Year 11.

In addition, careers guidance, enterprise and citizenship are taught within the guidance programme, through subjects and/or as part of specific days and enrichment week throughout the year.

All of our Key Stage 4 students have the opportunity to have experience of the world of work through our work related programmes with Careers Wales co-ordinated by our Key Stage 4 Careers co-ordinator and Wellbeing Dept.

Ks4 2022-2023 Curriculum Models

Yr9

Band 60 9: k	<table border="1"> <tr><td>?</td><td>Welsh Bac</td><td>11</td></tr> <tr><td>L</td><td>Hw₁ Rs₂ Wb₃ We₄</td><td>11</td></tr> <tr><td>A</td><td>Hw₁ Rs₂ Wb₃ We₄</td><td>11</td></tr> <tr><td>N</td><td>Hw₁ Rs₂ Wb₃ We₄</td><td>11</td></tr> <tr><td>T</td><td>Hw₁ Rs₂ Wb₃ We₄</td><td>11</td></tr> </table>	?	Welsh Bac	11	L	Hw ₁ Rs ₂ Wb ₃ We ₄	11	A	Hw ₁ Rs ₂ Wb ₃ We ₄	11	N	Hw ₁ Rs ₂ Wb ₃ We ₄	11	T	Hw ₁ Rs ₂ Wb ₃ We ₄	11	<table border="1"> <tr><td>25</td><td>Sc₃</td><td>9</td></tr> <tr><td>25</td><td>Sc₃</td><td>9</td></tr> <tr><td>25</td><td>Sc₃</td><td>9</td></tr> <tr><td>25</td><td>Sc₃</td><td>9</td></tr> </table>	25	Sc ₃	9	25	Sc ₃	9	25	Sc ₃	9	25	Sc ₃	9	<table border="1"> <tr><td>25</td><td>En₃</td><td>8</td></tr> <tr><td>25</td><td>En₃</td><td>8</td></tr> <tr><td>25</td><td>En₃</td><td>8</td></tr> <tr><td>25</td><td>En₃</td><td>8</td></tr> </table>	25	En ₃	8	25	En ₃	8	25	En ₃	8	25	En ₃	8	<table border="1"> <tr><td>25</td><td>Ma₃</td><td>8</td></tr> <tr><td>25</td><td>Ma₃</td><td>8</td></tr> <tr><td>25</td><td>Ma₃</td><td>8</td></tr> <tr><td>25</td><td>Ma₃</td><td>8</td></tr> </table>	25	Ma ₃	8	25	Ma ₃	8	25	Ma ₃	8	25	Ma ₃	8	<table border="1"> <tr><td>25</td><td>Ar₄</td><td>4</td></tr> <tr><td>25</td><td>Ar₄</td><td>4</td></tr> <tr><td>25</td><td>Hc₄</td><td>4</td></tr> <tr><td>25</td><td>Sc₄</td><td>4</td></tr> <tr><td>25</td><td>Pr₄</td><td>4</td></tr> <tr><td>25</td><td>Vu₄</td><td>4</td></tr> <tr><td>25</td><td>Gg₄</td><td>4</td></tr> <tr><td>25</td><td>Pr₄</td><td>4</td></tr> </table>	25	Ar ₄	4	25	Ar ₄	4	25	Hc ₄	4	25	Sc ₄	4	25	Pr ₄	4	25	Vu ₄	4	25	Gg ₄	4	25	Pr ₄	4	<table border="1"> <tr><td>23</td><td>Fo₄</td><td>4</td></tr> <tr><td>23</td><td>Fo₄</td><td>4</td></tr> <tr><td>22</td><td>Fi₄</td><td>4</td></tr> <tr><td>22</td><td>Di₄</td><td>4</td></tr> <tr><td>22</td><td>Hi₄</td><td>4</td></tr> <tr><td>22</td><td>Hi₄</td><td>4</td></tr> <tr><td>22</td><td>Gr₄</td><td>4</td></tr> <tr><td>22</td><td>Bs₄</td><td>4</td></tr> <tr><td>22</td><td>Fo₄</td><td>4</td></tr> </table>	23	Fo ₄	4	23	Fo ₄	4	22	Fi ₄	4	22	Di ₄	4	22	Hi ₄	4	22	Hi ₄	4	22	Gr ₄	4	22	Bs ₄	4	22	Fo ₄	4	<table border="1"> <tr><td>23</td><td>Aa₄</td><td>4</td></tr> <tr><td>23</td><td>Mu₄</td><td>4</td></tr> <tr><td>22</td><td>Tx₄</td><td>4</td></tr> <tr><td>22</td><td>It₄</td><td>4</td></tr> <tr><td>22</td><td>It₄</td><td>4</td></tr> <tr><td>22</td><td>So₄</td><td>4</td></tr> <tr><td>22</td><td>Pe₄</td><td>4</td></tr> <tr><td>22</td><td>Pe₄</td><td>4</td></tr> <tr><td>22</td><td>Gg₄</td><td>4</td></tr> </table>	23	Aa ₄	4	23	Mu ₄	4	22	Tx ₄	4	22	It ₄	4	22	It ₄	4	22	So ₄	4	22	Pe ₄	4	22	Pe ₄	4	22	Gg ₄	4	<table border="1"> <tr><td>25</td><td>PE</td><td>2</td></tr> <tr><td>25</td><td>Pm₂</td><td>2</td></tr> <tr><td>25</td><td>Pm₂</td><td>2</td></tr> <tr><td>25</td><td>Pf₂</td><td>2</td></tr> <tr><td>25</td><td>Pf₂</td><td>2</td></tr> </table>	25	PE	2	25	Pm ₂	2	25	Pm ₂	2	25	Pf ₂	2	25	Pf ₂	2
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Post 16 (Key Stage 5)

Prior to choosing their options all Year 11 students follow a similar programme to Yr8 pupils and undertake a designed guidance programme which includes free options choice, taster sessions, parents' evenings and an individual interview with a senior member of staff as part of making their final choice. Our pastoral and personal support for learners at Key Stage 4 enables them to select the appropriate post 16 route for them. Some choose to join a range of local training providers and further education colleges or go into employment.

We have a thriving sixth form which prepares a pupils to go on to higher education. 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.

Typical Level 3 Programme

Subject	Yr12 (Hours)	Yr13 (Hours)
Welsh Bac	5	3
Option column A	8	8
Option column B	8	8
Option column C	8	8
Option column D	8	8
Option column E	8	8
Total	45	43

Our Key Stage 5 Curriculum offer, includes L3 equivalencies, BTEC courses and a variety of A levels. The subjects on offer include:

AS/ A Level Art	AS/ A Level English Literature	AS/ A Level Media Studies	AS/ A Level Religious Studies
WJEC L3 Medical Science	AS/ A Level French	L3 Food Science & Nutrition	AS/ A Level Sociology
AS/ A Level Biology	AS/ A Level Geography	OCR Cambridge Technical ICT Level 3	AS/ A Level Art Textiles
Btec L3 Sport	AS/ A Level History	AS/ A Level PE	AS/ A Level Theatre Studies
AS/ A Level Business	AS/ A Level IT	AS/ A Level Physics	AS/ A Level 2 nd Language Welsh
AS/ A level Health & Social Care	AS/ A Level Maths	AS/ A Level Product Design	<i>Advanced Welsh Baccalaureate</i>

AS/ A Level Chemistry	AS/ A Level Further Maths	AS/ A Level Psychology	
AS/ A Level English Lang/Lit	AS/ A Level Music / Btec L3 Music	Btec L3 Uniformed Protective Services Y12 Btec L3 Public Services yr13	<i>Results in GCSE are offered in 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. Our Option Book clarifies subject requirements.

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

Students study four AS levels (or equivalencies) normally in year 12. In addition we also run the Welsh Baccalaureate as a key component of our sixth form Curriculum- this is a mandatory subject study area for nearly all students (only those students with 5A*-A GCSE's who elect to study 4 A levels can elect to opt out of the Wbac).

In year 13 some students will reduce their A levels to three subjects (through agreement with the head of Sixth Form). In the sixth form AS and A level options subjects are given 8 hours a fortnight unless group sizes are less than 10. These smaller classes are given 7 lessons of contact time.

Option blocks are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course. In recent years for selective students/ subject combinations the school has developed some collaboration with local colleges to devise discrete solutions to facilitate student choices e.g. the study of French, Music, Law and Economics.

Post 16 2022-2023 Curriculum Models

Y12

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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 teacher 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 sex education policy is available to parents. It has regard for the government's guidance in Sex and Relationship Education Guidance.

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.

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

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 and the guidance of the ALNCO.

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 Head teacher.

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 submitted to the SMT line manager. Leaders of progress at each Key Stage play an important role in helping to manage 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 Head teacher's report, to the full Governing Body.

5 annual School assessment reviews recorded in the school MIS ensure regular monitoring of the curriculum by subject leaders and senior leaders. Part of this process involves consultation with pupils from all Key Stages. Many of the changes to the curriculum offer at Key Stages 4 and 5 are in direct response to pupil voice.

Any recommendations about curriculum change are made to the Governing Body. Any curriculum change or plan is incorporated into the School Improvement Plan.

The provision of an effective curriculum which is regularly monitored and reviewed ensures that all learners are challenged and equipped as 21st century learners with the skills and flexibility to function in a rapidly changing society

This policy will be monitored by a member of the SLT who will report to the Head teacher 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.