

Being the best we can be

Standards, Respect, Achievement, Care



Ysgol Clywedog

Curriculum Policy

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	Autumn 2018
Review Date(s):	Autumn 2019
Issue No:	2
Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	R
Is this a new or a revised policy	Reviewed
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

Member of staff responsible: Deputy Headteacher

Introduction

At Ysgol Clywedog we need to be clear what our curriculum is trying to achieve, how we propose to achieve it, and by what means we will assess and record progress.

The Education Reform Act 1988 places upon us a statutory duty to ensure that students follow the National Curriculum. We do not believe that the National Curriculum represents the whole of the curriculum which should be available to each student.

This curriculum statement acknowledges curriculum statements that may be made by the County Borough and its predecessor authority.

Student Entitlement

Ysgol Clywedog recognises that students are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. The school attaches the following meanings to these terms;

Breadth

A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological).

Coherence

A coherent curriculum will be planned as a whole. It will embrace the different areas of learning and experiences so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will take account of the previous experience of students as a basis for future learning.

Differentiation

The curriculum has to satisfy two seemingly contrary requirements. On the one hand it has to reflect the broad aims of education which hold good for all children, whatever their capabilities and whatever the schools they attend. On the other hand it has to allow the differences between children, even of the same age and within the same class. Differentiation involves matching tasks to students and balancing challenge with likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and:

- to have a basis from which to make informed and realistic choices and decisions at all stages;
- to have an informed perspective about the role of the individual in the community, society and the world of work;
- to have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns;
- to exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships;
- to have an appreciation of the spiritual dimension of human existence;
- to appreciate the need to advocate the basic rights of others, particularly those who are not well placed to promote their own needs;
- to appreciate and value the plural, multi-cultural and multi-faith nature of society;
- to understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class of disability and the need to remove such discrimination;
- to have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.

Teaching and Learning

Ysgol Clywedog places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement. To this end we seek to develop shared experience, between teachers and learners. We also recognise the importance of shared experience between learners themselves and the value of non-formal learning situations.

Ysgol Clywedog will endeavour to:

- promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building;
- regard assessment as an integral and valuable element of the learning process, in order to diagnose difficulties and chart progress.

Assessment, Progression and Recording Achievement

Ysgol Clywedog will undertake the formal assessment of each student's achievement in relation to the subjects of the National Curriculum, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance.

Ysgol Clywedog will adhere to policy and practices which will ensure coherence within:

- the detailed objectives and guidance set down in schemes of work and teacher's lesson plans as they affect the learning needs of individual students to include:
 - clear learning targets;
 - consistent marking procedures;
 - standardised testing (where necessary);
 - internal tests;
 - external tests.

- departments in the process and practices concerning the application of special education needs, language, numeracy and marking policies;
- different schools and phases – particularly between our primary partner schools, special schools, further education or training;
- home and school perceptions of student progress, including reports to parents, effort review, annual parents' evening, reward and sanctions, contact with parents via letter, interview or home visiting as part of guidance and counselling procedures;
- the mutual expectations of school and prospective employers, particularly through the Careers Service, Education/Industry links, work experience and teacher placements in industry;
- in association with the Authority, as appropriate, a staff development programme in support of the curriculum development plan;
- arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum;
- arrangements for promoting the involvement of parents in the school and supporting them in their parenting role;
- arrangements for providing parents, prospective parents, governors and others with information about the curriculum of the school and students' achievements in accordance with the national requirements.