

# LLISWERRY HIGH SCHOOL



## CURRICULUM POLICY

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# LLISWERRY HIGH SCHOOL CURRICULUM POLICY

## THE UNDERPINNING PRINCIPLES

In the planning, delivery and evaluation of the curriculum of Lliswerry High School we:

- seek to take full account of and adhere to all relevant legislation and statutory requirements
- continue to recognise the definition of the school curriculum as contained in the original Education Reform Act of 1988 namely,

*“to promote the spiritual, moral, cultural, mental and physical development of pupils and society and to prepare pupils for the opportunities, responsibilities and experiences of adult life.”*

In addition, the curriculum is central to the achievement of the aims of the school which are summarised in our mission statement of "Learning for Life"...

*"to ensure that pupils achieve their full potential and develop into active and responsible citizens able to take full advantage of the opportunities open to them in a diverse and ever changing world".*

It should also be noted that we regard the curriculum as extending beyond the various taught subjects to include cross curricular strands and a full range of extra-curricular activities.

## THE AIMS OF THE CURRICULUM

At Lliswerry High School, we seek to ensure that our curriculum:

- has breadth and balance in order that pupils may apply and develop their skills and competencies in a wide range of curriculum contexts - linguistic, aesthetic, creative, mathematical, scientific, technological, physical, spiritual and moral;
- has relevance and prepares pupils for life in our diverse and every changing world. Links with the community and the world of work are important in this respect;
- meets fully the requirements of the revised National Curriculum with its emphasis on skills development and progression, while at the same time, the efficient use of resources permitting, providing a range of additional 'subjects', activities and experiences appropriate to the needs, abilities and interests of the pupils;
- meets fully the 14 to 19 requirements in terms of the Learning Core, Support and Guidance, and through collaboration with other providers, the offering of a wide choice of courses and 'pathways' leading to a range of recognised qualification outcomes;
- provides for the development of and confidence in the use/application of the full range of Key and Basic Skills. These are important not only in terms of pupils developing their abilities to acquire knowledge and information, analyse critically, interpret and debate but also for life long learning. Responsibility for the development of such skills is not confined to particular subjects, but extends across all subjects and activities of the school;
- promotes the personal, social, spiritual, cultural and moral development of pupils. While these can and are sometimes delivered as distinct entities – tutorial programme, special projects and PSHE and Careers Education lessons – it is important that they occupy an integral part in all subjects and activities offered by the school in order to support pupils to become active and responsible citizens, leading healthy and sustainable lifestyles and making positive contributions to society;

- allows for the inclusion of all pupils regardless of race, religion, gender, sexual orientation, ability, disability and social class into the life and work of the school;
- has continuity and progression. It is recognised that Education is a life-long process and therefore, continuity and progression are needed to ensure that pupils' previous learning experiences and achievements are used as the basis of present and future learning. This not only requires careful curriculum planning within the school, but also strong links with our feeder primary schools and partners in the provision of 14-19 education;
- shows an awareness that we live and work in Wales and of our links to and interdependence with Europe and the Wider World. Pupils should gain a knowledge and understanding of the Welsh language, culture and heritage and the contemporary issues affecting Wales, Europe and the Wider World;
- shows an awareness of and addresses the many aspects of equal opportunities in order that pupils are prepared for life in our diverse society. It is important that stereotypes and misconceptions are challenged and discussed, positive attitudes promoted, diversity valued and pupils' knowledge and understanding of different cultures, heritages, traditions and faiths extended.

## **TEACHING AND LEARNING**

To deliver and meet the aims of the curriculum effectively we shall seek to ensure that:

- carefully planned, detailed, *differentiated* and structured schemes of work are in place and followed by all classes;
- a full, varied and up to date range of teaching and learning methods and resources is used appropriate to the needs and abilities of pupils;
- additional support is provided to those pupils identified as having additional educational needs and reasonable adjustments are made for pupils with disabilities;
- lessons are appropriately differentiated in terms of content, teaching/learning methods and resources in order to meet the needs and abilities of pupils;
- teaching and learning is stimulating, enjoyable, purposeful, meaningful and challenging;
- pupils are supported and encouraged to acquire, interpret, debate and apply knowledge and information and to think critically;
- progression is clear, structured and appropriately supported;
- pupils are encouraged to work both independently and collaboratively/co-operatively;
- pupils become confident and competent in the use and application of Key Skills and Basic Skills;
- resources and class sizes permitting, pupils are taught in groups/classes appropriate to their ability – ability bands/sets;
- pupils are encouraged to have high standards and expectations for themselves and learn to value achievement;
- staff have high expectations for pupils and regularly recognise and reward success;
- pupils' work is regularly assessed and marked in accordance with school policies/guidelines, including the use of peer and self assessment. The outcome of Assessment influences the planning and delivery of future teaching/learning and the setting of appropriate improvement targets;
- meaningful and relevant homework is set and marked;
- all curricular/extra-curricular areas and activities actively contribute to the social, personal, spiritual, moral and cultural development of pupils and promote the values of equal opportunities.

## **REVIEW AND EVALUATION**

At the whole school level, teaching and learning is reviewed/evaluated by the senior management team through a programme of lesson visits, book sampling, data analysis, and year group/department reviews. Heads of Department are also expected to review/evaluate the teaching and learning within their departments.

Responsibility for the planning, delivery and review/evaluation of the curriculum and teaching and learning at the department level rests with Heads of Department. At the whole school level and on a day to day basis, this responsibility lies with the Curriculum Manager. An annual curriculum review is undertaken by the school's Strategic Planning and Development Group and the Curriculum Manager in the Autumn Term of each year with any resulting changes being implemented at the start of the following academic year. The review takes account of changes at both the national and local levels and identified needs/issues within the school.

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