



Milford Haven School

Curriculum Policy

Approved by Policy Committee: 08/04/25

Date to be reviewed: Autumn 2026

Policy created and reviewed by: Timetable and Curriculum Leader & Senior Deputy Headteacher

Teaching, Learning and the Curriculum

Aims

1.1 To develop the four purposes of the curriculum which underpin all learning experiences, creating:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens, ready to be citizens of Wales and the world;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

1.2 To enhance learners' cross-curricular skills, including literacy, numeracy and digital competence through a learning continuum across the six AOEs;

1.3 To develop independent, resilient learners, with high aspirations and who are equipped with a wide range of cross-curricular skills;

1.4 To provide equal opportunities for all pupils to learn in order to reach their full potential.

Governors

2.1 The Governors of Milford Haven School recognise their responsibility to provide a curriculum that accommodates the requirements of the National Curriculum and Religious Education.

2.2 They will take all reasonable steps, within their power, to implement the requirements specified for the "core" and "foundation" subjects that comprise the National Curriculum, within the context of the whole school curriculum.

Aims of the School

3.1 That Milford Haven School is a happy and caring community where there is encouragement and opportunity for all pupils to maximise potential, where they feel safe, valued as individuals and learn to cooperate with one another;

3.2 That Milford Haven pupils will receive the guidance and support they need as they continue to develop as lifelong learners;

3.3 That the school community recognises all the intellectual, spiritual, social and physical needs of the pupils and endeavours to meet those needs in every individual;

3.4 That the school community and support processes ensure that pupils are recognised as individuals and are cared for as individuals;

3.5 That Milford Haven School will continue to strengthen the links that have been developed with the community and its pupils.

3.6 That the school community will ensure that pupils develop:

- a. enthusiastic, enquiring minds;
- b. the ability to question and argue rationally;
- c. the ability to apply themselves to tasks and physical skills.

3.7 To promote respect for religious and moral values and tolerance of other races, religions and ways of life;

Milford Haven School will:

3.8 enable pupils to acquire knowledge and skills relevant to adult life and employment in a fast-changing world;

3.9 develop the pupils' effective use of language and number in their lives;

3.10 help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations;

3.11 help pupils to achieve their potential through teaching and learning strategies that challenge and support pupils.

3.12 aim for the whole school community to achieve our 'Curriculum Vision' and 'Curriculum Hook':
Vision:

Vision: Milford Haven School's vision is to provide a curriculum to help our learning community achieve the four purposes and achieve our ASPIRE values. Our vision is to create a responsive and engaging curriculum that is theory and practically based, is relevant, inclusive, challenging and establishes a shared sense of RESPONSIBILITY and equity: to ourselves, others, our community and our environment. We will develop collaboration, ensuring our pupils and staff are proud to work together with a strong sense of shared purpose, and proud to participate for their house and school, giving maximum EFFORT to achieve their best.

Our vision is to create a curriculum that will motivate our pupils to be AMBITIOUS, committed, excited and engaged with their learning. We want to instil in our pupils a feeling of SELF BELIEF that will develop their personal skills, such as being INDEPENDENT, empathetic, PERSISTENT, kind and honest, remembering we are here to learn.

We will aspire to ensure that our dedicated staff will be dynamic and ambitious, as well as compassionate and supportive with the learning community. This will ensure we all feel confident, safe and highly valued, so we can achieve our cultural norms.

Hook: Milford Haven School is an 11-16 comprehensive, set on the outskirts of Milford Haven town serving a wide catchment area ranging from Neyland, through Milford Haven to as far west as Dale. Our New Curriculum is designed and created to serve the needs and raise the aspirations of the whole learning community, so we all feel valued, trusted and respected. Our curriculum will empower and inspire us with the confidence, knowledge and skills to flourish locally, within Wales and the wider world, preparing us for a successful future. Milford Haven School's curriculum is learner- focused, dedicated to achieving the four core purposes of the New Curriculum, creating ambitious, capable, enterprising, creative, ethically informed, healthy and confident learners. The

curriculum has been designed to engage, enthuse, motivate and inspire our learning community by creating memorable, authentic, meaningful learning experiences, which are inclusive and accessible for all. Through collaboration and innovation within and across our AOLEs, our key themes are centred around *identity, inspiration, exploration* and *investigation*; all of which will aim to inspire a love of learning and enable every student to achieve their full potential. Our curriculum is designed to enable us to achieve our school mission - ‘to achieve excellence together’.

The Curriculum

The school will deliver the statutory subjects of the National Curriculum for pupils between the ages of 11 and 16.

The school will provide a broad and balanced curriculum for all pupils aged 11-16. The curriculum will be inclusive and offer equality of opportunity for all.

The school will group pupils appropriately to ensure that work is adequately differentiated and delivered at a level suitable to pupils’ needs and abilities.

4.1 Areas of Learning:

The curriculum will comprise “Areas of Learning” which together describe the full range of experiences to which pupils are entitled.

These areas are:

- SciTech - Science, Technology, ICT, Computer Science and DCF.
- Languages, Literacy and Communication - including English, Welsh and Modern Foreign Languages
- Mathematics and Numeracy
- Health and Well-Being - including PE, Sport, Teamwork, Health & Social Care, PSE and DACW
- Humanities - including History, Geography, Sociology, Business Studies, Retail Business, Religious Education and RVE.
- Expressive Arts – including Art, Music, Drama and Welsh Bacc.

4.2 Bilingualism:

The cultural relevance appropriate to the school’s Welsh setting as laid down by the Curriculum Council for Wales (Cwricwlwm Cymreig). We use a whole school approach:

- a. Pupils’ bilingual skills will be enhanced, developed and applied across the curriculum;
- b. Bilingualism and the Cwricwlwm Cymreig will also be experienced by pupils through subject disciplines and events;
- c. Bilingualism is signposted in Schemes of Learning (where appropriate) and its usage has been tracked in lesson observations as a matter of routine for a number of years;

- d. The school will develop pupils' knowledge and understanding of Welsh history and culture and an appreciation of how Wales has contributed to the economic and technological development of the UK, Europe and the world, as stated in the Curriculum for Wales;
- e. The school will encourage the use of incidental Welsh both in the classroom and beyond. Examples include taking the register in Welsh, the use of Welsh in school assemblies and in the recorded message heard when telephoning the school;
- f. The school will stage an annual Eisteddfod;
- g. The school will invest in Welsh signage;
- h. The Welsh Department will develop its links to the Urdd and its programme of visits to cultural and sporting events.

4.3 Religious Education and RVE - Religion, Values and Ethics:

With the Curriculum for Wales being fully adopted in September 2023, we adopted the Pembrokeshire Agreed syllabus for RVE, written by Pembrokeshire County Council in collaboration with the Standing Advisory Council on Religious Education (SACRVE) (2022).

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. High-quality RVE will play a significant role in realising the four purposes of the Curriculum for Wales and forms part of the Humanities Area of Learning and Experience.

In the Curriculum for Wales, RVE is objective, critical and pluralistic, both in content and pedagogy; it is not about making learners 'religious' or 'non-religious'. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

a. The governing body will ensure that RVE is provided for all pupils, in accordance with the Pembrokeshire Agreed syllabus for RVE, written by Pembrokeshire County Council in collaboration with SACRVE (2022).

b. Pupils will participate in the act of daily worship within assemblies and registration.

Delivery

5.1 All teachers within the school will take account of how pupils learn as well as what they learn.

5.2 Pupils will be challenged, encouraged and supported in order to succeed.

5.3 Teachers will employ a wide range of classroom approaches to help pupils achieve planned objectives

5.4 The curriculum will be differentiated in terms of the level of work or tasks set for pupils and the pace of teaching

5.5 Pupils, including MAT and ALN, will be progressively challenged by the activities provided.

5.6 Teachers and departments will use the school's Assessment Reporting and Recording policy in developing strategies for assessment of, and feedback on, pupil work

Options / Learning Pathways

6.1 Pupils at the end of year 9 will have the opportunity to choose subjects that are relevant to their own future development. Breadth will be maintained, and an element of individual choice will provide pupils with flexible pathways that maintain balance.

6.2 Delivery of a class / subject may be combined with another year group, or withdrawn, should student uptake not be viable.

6.3 Viable numbers for classes will be determined by the nature of the course, groups of learners and the use of any external providers.

Curriculum Leaders

7.1 Each Curriculum Leader will ensure that Quality Assurance procedures are adhered to, primarily focusing on monitoring and evaluating standards in the curriculum area. Curriculum Leaders need to ensure their Quality Assurance folder is also kept up-to-date, including:

- a) Up-to-date records of lesson observations, including any follow-up support and challenge;
- b) Up-to-date records of work scrutiny, including any follow-up support and challenge;
- c) Up-to-date records of Listening to Learners surveys/interviews, including any follow-up support and challenge;
- d) Up-to-date records of Learning Walks, including any follow-up support and challenge;
- e) Details of curriculum target groups and interventions;
- f) Evidence of standardisation and moderation.

8.1 Additional Documentation (to be located on school's Shared Drive)

- a) Curriculum Model
- b) KS3 Overview Pupil Grouping
- c) KS4 Overview Pupil Grouping
- d) LNF policy
- e) ALN policy
- f) MAT Policy