



Milford Haven School

Curriculum

Policy *March 2019*



1988

..... (Signed by Chair)

.....*Date*

This policy will be reviewed on or before the following date:..

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 6 areas of learning and experience;

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 Studies.

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.

2.3 The Governing Body will state those values and attitudes it wishes to promote through the curriculum

Aims of the School:

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

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

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

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

3.5 Milford Haven School will continue to strengthen the links that have been developed with the community which it serves, and of which its pupils are a part.

3.6 The school community will ensure that pupils develop:

- (i) enthusiastic, enquiring minds;
- (ii) the ability to question and argue rationally;
- (iii) the ability to apply themselves to tasks and physical skills;

3.7 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 ensure that pupils achieve their potential through teaching and learning strategies that challenge and support pupils.

Milford Haven School will seek to develop successful learners who enjoy learning, are resilient, make progress and achieve. It will seek to develop confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

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 students 11-18. The curriculum will be inclusive and offer equality of opportunity for all.

The school will group students appropriately to ensure that work is adequately differentiated and delivered at a level suitable to students' 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:

Science and Technology

Communication - including: English, Welsh and Modern Foreign Languages

Mathematics and Numeracy

Expressive Arts - including: PE, Sport, Teamwork, Art, Music and Drama

Humanities - including: History, Geography and Religious Education

Health and Well-Being – including: ICT, Welsh Bacc, DCF, PSE and DACW

5.2 Students will have access to the following elements of learning:

- Careers, guidance and advice;
- Personal and social education;
- Global citizenship and the environment;
- Health education;
- Sex and relationship education.

These themes are integrated within the teaching programmes of many subjects.

4.2 Skills:

The ability to use a range of skills effectively is crucial to every learner from early years through statutory education and into life-long learning. [Skills Across the Curriculum ACCAC 2002]

The following key competences will be developed throughout the curriculum:

- Communication (including literacy and oracy);
- Information and communication technology, including digital competency skills;
- Numeracy and application of number;
- Problem solving;
- Thinking and creative skills;
- Working with others;
- Self-evaluation and improving own learning and performance.

In addition, each pupil in Key Stages 3 and 4 will develop the following skills:

- Self-assessment and review;
- Target setting and action planning;
- Effective personal presentation.

4.3 Dimensions

The school is committed to “promoting a culture in which diversity is valued and equality of opportunity is a reality”. [Equal Opportunities & Diversity in the School Curriculum ACCAC 2001]

4.4 The School curriculum will include:

- (i) the promotion of positive approaches to difference and the fostering of respect for people of all cultural backgrounds in order to challenge stereotypes and misconceptions;
- (ii) the provision of “equal opportunities” for all pupils, irrespective of gender, ability or cultural or ethnic background;
- (iii) opportunities to include positive images and role models irrespective of gender, race or disability;
- (iv) cater for the individual needs of pupils in ways which will make the curriculum accessible to all pupils.

4.5 Bilingualism:

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

- (i) Pupils’ bilingual skills will be enhanced, developed and applied across the curriculum;
- (ii) Bilingualism and the Cwricwlwm Cymreig will also be experienced by pupils through subject disciplines and events;
- (iii) Bilingualism is signposted in Schemes of Learning and has featured in lesson observations as a matter of routine for a number of years;
- (iv) 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;
- (v) The school will stage an annual Eisteddfod;
- (vi) The school will invest in Welsh Signage;

- (vii) The Welsh Department will develop its links to the Urdd and its programme of visits to cultural and sporting events.

4.6. Religious Studies

Religious Studies is a compulsory subject with special status under the Education Reform Act of 1988. It must be provided for all pupils although parents have a right of withdrawal.

- (i) The governing body will ensure that Religious Studies is provided for all pupils except for those withdrawn by parents, in accordance with the locally agreed syllabus as drawn up by the Standing Advisory Council on Religious Education (SACRE).
- (ii) 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 schools ARR policy in developing strategies for assessment of and feedback on pupil work

Options/Learning Pathways

6.1 Pupils at the end of Key Stage 3 and 4 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.

Curriculum Leaders

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 QA folder is also kept up-to-date, including:

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

Additional Documentation:

Curriculum Model

KS3 Overview Pupil Grouping

KS4 Overview Pupil Grouping

LNF document

ALN policy

MAT Policy