

Introduction

At Ysgol John Bright we aim to be clear about **what** our curriculum is trying to achieve, **how** we propose to achieve it, and by **what means** we shall assess and record progress.

Aims

- ❖ To treat each student as an individual and ensure equal rights of access to the whole curriculum.
- ❖ To provide all students with a broad and balanced education developing the knowledge, understanding, skills, personal aptitudes and interests necessary for their present and future life by means of diverse courses, activities and experiences at appropriate levels for each student across the range of ability.
- ❖ To structure students' learning experiences to provide appropriate challenge, motivation and a sense of inclusion for pupils with different interests and abilities, including students with additional learning needs, the less able and the more able or talented.
- ❖ To nurture in each student a sense of personal worth and responsibility and to develop a sensitivity to and respect for others.
- ❖ To recognise the entitlement of each student to be involved in the learning process, providing support and guidance for each pupil to set individual targets for further progress.
- ❖ To establish a partnership between home and school and develop links with the local community for the mutual benefit of all.
- ❖ To ensure that students acquire the ability to use both Welsh and English effectively and value the past and present contribution of Wales to our inclusive and multi-ethnic democracy.
- ❖ To promote the mental, physical and emotional health of our students and a positive attitude towards independent lifelong learning so that they will be able to participate effectively as adults in a changing world.
- ❖ To reinforce and develop important attitudes and values which promote community life in the school and which will prepare pupils for the opportunities and responsibilities of life as a citizen in local, national and international communities.
- ❖ To develop a respect for and awareness of the local environment and world-wide issues.

Student Entitlement

All students are entitled to a curriculum characterised by breadth, balance, relevance and differentiation. The school attaches the following meanings to these terms.

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 literary, mathematical, moral, physical, scientific, spiritual and technological). Essential skills, especially those of literacy, numeracy and ICT, will feature in the learning experience of every student.

A **balanced** curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

A **relevant** curriculum will take account of the previous learning of students, their readiness for new experience and the school's cultural, community and employment contexts. Relevance will be strengthened by the prominence given to skills, vocational and work-related education.

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 students, whatever their capabilities. On the other hand it has to allow for differences between children, even of the same age and within the same class. **Differentiation** involves matching tasks to students, balancing challenge with likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches, classroom organisation and resource provision.

The Whole Curriculum

The curriculum contains four major components:

- The Subject Curriculum (incl. Statutory Requirements)
- Cross Curricular Elements (incl. Statutory Requirements)
- Organisational Values
- Extra Curricular Activities

The Subject Curriculum

Key Stage 3

In Years 7 & 8 all students follow the National Curriculum although some pupils with additional learning needs may be exempt from French. The 50 periods per fortnight are divided as follows:

Subject	Year 7	Year 8
English	8	7
Mathematics	6	6
Science	5	5
Welsh	4	4
PE	4	4
Humanities	6	7
French	4	4
Art, Music and Drama	6	6
PSE	1	1
Design & Technology	4	4
ICT	2	2

Students are regularly assessed throughout this Key Stage. On entry to year 7, pupils are placed in mixed-ability forms based on Key Stage 2 data, During Key Stage 3, setting is introduced in most subjects based on assessment data.

Key Stage 4

During Years 9, 10 and 11, all pupils continue with the core subjects but have the opportunity to choose other courses both academic and vocational to suit their individual needs. Some pupils have the option of studying vocational courses at Llandrillo College or elsewhere during years 10 and 11. Students opt for subjects in 4 different columns.

	Year 9	Year 10	Year 11
English (Language for all, Lit for most)	8	8	7
Mathematics (Maths & Numeracy for all)	8	8	7
Science (Double Award)	8	9	9

Welsh (Second Language)	5	4	4
PE (Core)	4	2	2
Core RE & PSE	1	0	2
Option A	4	4	5
Option B	4	4	5
Option C	4	4	5
Option D	4	4	5
Welsh Bac	0	3	4

The intention is that all students will be entered for GCSE examinations in these courses although a small number will be dual-entered entered for a variety of Entry-Level examinations as well as the GCSE course. Some pupils will also be entered for vocational qualifications at level 2 or possibly level 1. All students are guided and encouraged to maintain breadth and balance in their education to ensure that the widest career choices remain open to them although at the same time pupils are

Key Stage 5

Post 16 courses are planned with to ensure progression in the 14-19 continuum. The courses on offer cover a broad range of subjects, skills, study methods and levels of attainment so that a variety of needs and aspirations may be met. All courses are allocated 9 hours of teaching per fortnight.

Typically, over 20 AS and A2 courses are offered at Ysgol John Bright including both academic and vocational subjects. In addition, we offer resit English and Mathematics courses, recreational Physical Education. All Post 16 students follow the Welsh Baccalaureate at Advanced level. Ysgol John Bright is also part of the LINC Conwy Schools/College Consortium where additional AS & A2 courses are on offer at mutually agreed common timetable sessions.

Cross Curricular Elements

In order to provide a broad experience for all students the school pays attention to the elements of the curriculum which cut across curriculum boundaries, and in particular to oracy, literacy, numeracy, Health and Sex Education, Careers, IT and the Cwricwlwm Cymreig. Some of these elements, such as Careers and Health and Sex Education will be mainly dealt with by means of special provision in the PSE and pastoral programmes: others, like ICT, will have a diet, in varying proportions, of separate lessons and delivery through subjects. Cwricwlwm Cymreig is an example of an element delivered almost wholly through subjects. The essential skills of ICT, literacy and numeracy will receive increased attention across the curriculum. Awareness and exploitation of the international dimension to the curriculum will be encouraged by the use of ICT and other more traditional means.

Organisational Values

Ysgol John Bright believes that school policy, management and organisation all help to form the ethos of the school. So we shall work to ensure that the values held by the school community are reinforced in the everyday life of the school through, for example, care and concern for others, the embedding of the Behaviour for Learning principles, and the ways in which student successes are rewarded and celebrated.

Ysgol John Bright places emphasis on the **learning** process as the most significant factor in determining student progress and achievement. To this end we shall endeavour to promote the

view that learning should be an active experience which is enjoyable, encouraging, rewarding and confidence building. and we shall clearly regard assessment, including self- and peer-assessment, as an integral element of the learning process in order to diagnose difficulties, to chart progress and to foster greater achievement.

The school will undertake the formal **assessment** of each student's achievement, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance. For more details, see the School Assessment, Recording and Reporting Policy.

Ysgol John Bright will adhere to policy and practices in **curriculum management** which will ensure coherence in:

- ❖ the detailed objectives and guidance set down in schemes of work and lesson plans as they affect the learning needs of individual students to include:
 - clear, shared learning targets
 - consistent marking procedures
 - standardised assessment
 - external examinations and assessments.
- ❖ faculties and subjects in their processes and practices concerning the application of additional learning needs policy and other relevant policies;
- ❖ different schools and phases - particularly between our primary partner schools, special schools, further education or training, higher education;
- ❖ home and school perceptions of student progress, including annual reports to parents, annual parents' evening, rewards and sanctions, contact with parents via letter or interview as part of guidance and counselling procedures;
- ❖ the mutual expectations of school and prospective employers, particularly through Careers Wales, provision for enterprise and employability, and prospective employers.
- ❖ a continuing professional development programme in support of the Curriculum and School Development Plan and the implications of the annual staff training and development needs review and of performance management;
- ❖ arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum;
- ❖ arrangements for providing parents, prospective parents, governors, and others with information about the curriculum of the school and students' achievements in accordance with national requirements and opportunities provided by new technology.

Extra-Curricular Activities

The school will encourage students to participate in a wide range of extra-curricular activities. Ysgol John Bright believes that by such encouragement and participation the school assists the students' whole development as human beings towards mature adulthood. Typical activities include :

- ❖ The annual school production
- ❖ Urdd and School Eisteddfod competitions;
- ❖ Enterprise projects;
- ❖ Sporting competitions and fixtures;
- ❖ School choirs and band.

- ❖ The Duke of Edinburgh Award scheme;
- ❖ Visits in France, America and other countries.
- ❖ Conferences and meetings;
- ❖ Clubs and societies, Theatre visits and field trips;
- ❖ YJB Senedd;
- ❖ Voluntary Work (e.g Community challenge in the Welsh Bac).
- ❖ Out-of-school-hours (OOSH) activities.

Ratified by Policy Committee May 2018

Review Date-June 2020