



CONNAH'S QUAY HIGH SCHOOL

Creu Llwyddiant | Creating Success

Curriculum Policy

This Policy has been written in accordance with the most recent Government guidance. This Policy will be rewritten as necessary to reflect the changing emphasis of the school and the changes in Government legislation and reviewed biannually.

Policy Title	Safeguarding Policy
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SLT Lead	GBR

1. Aims

Connah's Quay High School aims to offer a broad and balanced curriculum to all learners, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Support and enhance our core values of kindness, respect and excellence
- Promote a positive attitude towards learning
- Enable all learners to develop relevant knowledge, understand concepts and acquire the range of skills needed for life, further study or careers
- Enable all learners to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all learners including Vocational courses and therefore meet the requirements of the Learning and Skills measure for Wales
- Provide in-depth, challenging learning that support:
 1. Learners' spiritual, moral, social and cultural development
 2. Support and encourage healthy lifestyles
 3. Provide learners with the knowledge and skills required to keep themselves safe at school and become knowledgeable citizens in the wider world
 4. The future vision of the Four Core Purposes of the new curriculum

2. Legislation and guidance

This policy reflects the vision of the new curriculum in Wales and the Four Core Purposes.

It also reflects requirements of The Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the subsequent reform of ALN provision in Wales.

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and challenging targets
- Enough teaching time is provided for learners to cover the National Curriculum and other statutory requirements, for example RS
- Proper provision is made for learners with different abilities and needs, including children with additional learning needs (ALN)
- All courses provided for learners below the age of 19 that lead to qualifications, such as GCSEs, are approved by QiW or other registered body
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply learners from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Learners are provided with independent, impartial careers guidance, and that this is appropriately resourced

These responsibilities are delegated by the Governing Body to the Curriculum and Standards Committee.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some learners are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate and only with parental consent
- The school's procedures for assessment meet all statutory requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for learners with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's Leadership Team, and in particular the Deputy Headteacher with responsibility for curriculum is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the aims of the school and indicate how the needs of individual learners will be met
- Curriculum Leaders are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare learners appropriately for examinations as required. They must set out the knowledge and skills that learners will gain at each stage.

4. Curriculum Organisation

The curriculum is subject based, with all learners studying the full range of subjects in each year group.

Key Stage 3

- At Key Stage 3 (Years 7 to 9) learners study the following subjects: English, mathematics, science, Welsh, expressive arts, geography, history, health & wellbeing, information technology, modern foreign language, performing arts, physical education, religious studies and technology.
- During KS3 we will be delivering an accredited qualification through Agored Cymru which allows learners to gain either one or two GCSE grade B's at Level 2. Learners are taught a range of topics within their health & wellbeing lessons initially starting at a Level 1 responses and moving to Level 2 when their literacy allows.
- A small number of learners will replace Welsh and Languages with additional numeracy or literacy support.

- All learners decide on pathways at the end of Year 9 with the support of staff, parents and Careers advice.

Key Stage 4

- At Key Stage 4 all learners study the core curriculum of English, Mathematics, Science (double or triple GCSE), Welsh, Skills Challenge Cymru, Citizenship (to incorporate RS) and Financial Literacy
- Learners have three additional choices to make from a wide range of qualifications. All learners have access to the full range of choices, and there is no restriction on which subjects individual learners may choose.
- Most learners will go to gain 9 or 10 GCSEs. Some learners will study fewer and will be given support through our support groups to sit other qualifications, for example ASDAN

Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the science curriculum and in aspects of health and well-being – as well as via external provision from outside speakers

Careers Guidance

- Careers education, information, advice and guidance is provided through the pathways process and through external support from careers advisors

Welsh identity

- The school teaches the fundamental values of Welsh identity through the full range of lessons and in our pastoral time

Safeguarding and Equality and Diversity

- The school teaches learners these aspects through the curriculum, as part of Citizenship and Health and Well-Being, and through special events, how to keep themselves safe within school and in the wider world.

5. Inclusion and Diversity awareness

Teachers set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with ALN
- Learners with English as an additional language (EAL)

Teachers will plan lessons so that learners with ALN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every learner achieving.

Teachers will also take account of the needs of learners whose first language is not English. Lessons will be planned so that teaching opportunities help learners to develop their English, and to support learners to take part in all subjects. We also have specific teacher support for these learners to ensure they can access the wider curriculum.

6. Curriculum Documentation

The following documentation is published each year:

- The curriculum policy
- Curriculum booklets for KS4 with specific subject-by-subject information for parents on what is taught and when
- The assessment frameworks which detail how each subject assesses progress against their curriculum aims

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory

requirements through:

- Meetings of the Curriculum and Standards Committee
 - Link visits to departments or covering specific areas of the School Development Plan
- Heads of Department monitor the way their subject is taught throughout the school by:
- School QA events

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment Policy
- Exam Arrangements Policy
- ALN Policy

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