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.

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SLT Lead	KDA

1. Introduction

At Connah's Quay High School, our curriculum embodies our motto, *"Creating Success,"* by promoting a caring and ambitious community where learners can thrive. Rooted in our core values—Aspire, Responsibility, and Care—our curriculum ensures that each learner reaches their full potential, builds a broad set of skills, and leaves school as a confident young adult, well-prepared for a bright future.

2. Legislation and Guidance

This policy has been developed in accordance with the requirements and principles of the **Curriculum for Wales** and reflects the statutory duties placed upon schools in Wales.

The curriculum at Connah's Quay High School is informed by:

- The **Curriculum and Assessment (Wales) Act 2021**;
- The **Curriculum for Wales Framework**;
- The **Four Purposes** of the Curriculum for Wales;
- The **Principles of Progression**;
- The **What Matters Statements**;
- The **Additional Learning Needs and Education Tribunal (Wales) Act 2018**;
- **The Additional Learning Needs Code for Wales 2021** (statutory guidance)
- Welsh Government statutory guidance relating to **Relationships and Sexuality Education (RSE)** and **Religion, Values and Ethics (RVE)**;
- National expectations for literacy, numeracy and digital competence;
- Welsh Government guidance relating to safeguarding, equity, inclusion and learner wellbeing.

The policy also reflects current educational research and evidence-informed practice, including guidance from the **Education Endowment Foundation (EEF)** and Estyn's expectations for high-quality curriculum design, teaching and assessment.

The curriculum is reviewed regularly to ensure it remains responsive to:

- learner needs and aspirations;
- local community priorities;
- national policy developments;

- qualification reform;
- labour market needs;
- emerging educational research and best practice.

3. Aims

Connah's Quay High School aims to provide a broad, balanced and ambitious curriculum that enables all learners to achieve success and realise their full potential. Our curriculum is designed to ensure equity of access, appropriate challenge and support, and meaningful progression for every learner.

Our curriculum aims to:

- Promote and strengthen our core values of **Aspire, Responsibility and Care**
- Foster positive attitudes towards learning, encouraging resilience, curiosity, independence and ambition
- Enable learners to develop and apply relevant knowledge, deepen conceptual understanding and acquire the skills needed for lifelong learning, employment and future pathways
- Ensure all learners have access to appropriate qualifications, experiences and opportunities that support progression into further education, training and employment
- Provide a broad range of academic and vocational pathways which meet the needs, interests and aspirations of learners and fulfil the requirements of the Learning and Skills (Wales) Measure
- Develop learners' literacy, numeracy, digital and integral skills across all areas of the curriculum
- Provide engaging, authentic and challenging learning experiences that connect learning to local, national and global contexts
- Support learners' spiritual, moral, social and cultural development, enabling them to become respectful, compassionate and active members of society
- Promote physical, emotional and mental wellbeing, encouraging healthy lifestyles and positive relationships
- Equip learners with the knowledge, skills and understanding required to keep themselves safe, make informed decisions and contribute positively as ethical and informed citizens
- Ensure all learners, including those with Additional Learning Needs (ALN), learners eligible for Free School Meals (FSM), learners with English as an Additional Language (EAL), disadvantaged learners and those at risk of disengagement, can access an inclusive and aspirational curriculum which removes barriers to learning and promotes belonging and achievement
- Fulfil the Four Purposes of the Curriculum for Wales, supporting learners to become:

Ambitious, Capable Learners
Developing independence, resilience, deep knowledge and a lifelong love of learning.

Enterprising, Creative Contributors
Encouraged to innovate, solve problems creatively and contribute meaningfully to

society.

Ethical, Informed Citizens

Becoming globally aware, socially responsible and informed about the world around them.

Healthy, Confident Individuals

Building self-esteem, wellbeing and confidence to thrive in school and beyond.

4. Vision and Values

Our curriculum reflects the following core values:

- **Aspire:** Nurturing ambition, we encourage learners to set and achieve meaningful goals.
- **Responsibility:** We emphasise a sense of moral duty, respect, and integrity toward others.
- **Care:** Our community provides for the health, welfare, and personal growth of each learner.

These values underpin our commitment to creating an environment that supports each learner in:

- Achieving their full potential academically, morally, and socially.
- Developing skills essential for success in an ever-changing world.
- Growing into confident individuals, equipped with experiences and knowledge for a bright future.

5. Principles of Progression

Our curriculum aligns with the Curriculum for Wales and is designed to support learners in making meaningful progress in their knowledge, skills, understanding and experiences over time. Curriculum planning is guided by the Principles of Progression, ensuring that learning is carefully sequenced and builds coherently on prior learning to deepen understanding and increase learner independence.

We recognise that learners progress at different rates and from different starting points. As a result, learning experiences are designed to provide appropriate challenge and support, enabling all learners to make progress in line with their individual needs, strengths and aspirations.

Progression within the curriculum is characterised by learners:

- developing increasingly sophisticated knowledge and understanding
- refining and applying skills with greater independence and accuracy
- making connections across areas of learning and experiences
- transferring learning to authentic and unfamiliar contexts
- developing resilience, confidence and learner agency
- becoming increasingly reflective and effective learners

Assessment is an integral part of the learning process and supports learners in understanding:

- where they are in their learning
- what progress they are making
- what their next steps are

A range of assessment approaches are used to support progression and inform teaching and learning:

- **Formative Assessment** – Ongoing assessment, feedback, questioning and learner reflection support learners in identifying strengths, areas for improvement and next steps in learning.
- **Summative Assessment** – Planned assessment opportunities provide information on learner progress and attainment, informing future curriculum planning, intervention and support.
- **Learner Reflection and Metacognition** – Learners are encouraged to reflect on their learning, set goals and develop strategies to become increasingly independent and effective learners.

Progress is communicated regularly with learners and parents/carers to support shared understanding of achievement, wellbeing and next steps for development.

Curriculum Design

Curriculum design at Connah's Quay High School is informed by our commitment to *Creating Success* for every learner and is underpinned by the vision and principles of the Curriculum for Wales. Our curriculum has been carefully designed to ensure that all learners experience a broad, balanced and ambitious education which supports academic achievement, wellbeing, personal growth and future readiness.

Our curriculum design is informed by:

- **The Four Purposes** – ensuring that all learners develop as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals who are ready to play a full part in life and work.
- **Progression in knowledge, skills and experiences** – curriculum planning is sequenced carefully in line with the Principles of Progression to ensure learners build secure understanding over time. Learning experiences are designed to revisit, deepen and connect prior learning, enabling learners to make meaningful progress at an appropriate pace.
- **Disciplinary and interdisciplinary learning** – learners develop subject-specific knowledge and skills through rigorous disciplinary approaches, while also engaging in interdisciplinary learning where authentic opportunities exist to make meaningful connections across Areas of Learning and Experience and subjects.

- **Authentic local, national and global contexts** – learning is designed to be relevant, purposeful and connected to the world beyond the classroom. Curriculum experiences reflect the local community, Welsh identity and culture, national priorities and global issues, enabling learners to understand their role as informed and responsible citizens.
- **Learner voice and learner agency** – learners contribute to curriculum evaluation and development through feedback, reflection and leadership opportunities. Learner experiences, interests and perspectives help shape aspects of curriculum planning and enrichment to ensure learning remains engaging and responsive.
- **Equity, inclusion and belonging** – we are committed to ensuring that all learners can access a suitable, ambitious and inclusive curriculum, regardless of background, ability or personal circumstance. Curriculum planning reflects adaptive teaching, inclusive practice and targeted support to remove barriers to learning and enable all learners to participate, progress and achieve success. Particular consideration is given to learners with Additional Learning Needs (ALN), learners eligible for Free School Meals (FSM), learners with English as an Additional Language (EAL), disadvantaged learners, more able and talented learners, learners at risk of disengagement or persistent absence, and those requiring wellbeing or alternative provision support. Our curriculum and wider provision are designed to promote a strong sense of belonging, engagement and aspiration for every learner. Through flexible support systems, including our alternate provision model, we ensure learners remain connected to education, continue to access purposeful learning experiences and are supported to achieve positive outcomes aligned to their individual needs, strengths and future pathways.

  The curriculum is designed to support high aspirations for all learners whilst recognising that learners progress in different ways and at different rates. Through carefully planned learning experiences, we aim to develop confident, resilient and reflective learners who are prepared successfully for further education, employment and life beyond school.

6. Skills Development

Our curriculum prioritises the development of the knowledge, skills and dispositions learners need to thrive personally, academically and professionally in an ever-changing world. Skills are developed progressively across all Areas of Learning and Experience and subject disciplines, enabling learners to apply their learning confidently in authentic contexts.

The curriculum supports the development of:

- **Integral Skills** – Including creativity, problem-solving, critical thinking, resilience, collaboration, communication, leadership and adaptability. Learners are encouraged to become reflective, independent and enterprising individuals who can respond positively to challenge and change.

- **Cross-Curricular Skills** – Literacy, numeracy and digital competency are embedded consistently across the curriculum to support learners in accessing, communicating and applying knowledge effectively in a range of contexts.
- **Subject-Specific Skills** – Each subject develops disciplinary knowledge and specialist skills, enabling learners to deepen understanding, think critically within disciplines and make meaningful progress over time.

Learners are provided with opportunities to apply and transfer skills across disciplines through authentic learning experiences, interdisciplinary projects and real-world problem solving. This supports learners in making connections across their learning and understanding the relevance of their education beyond the classroom.

Metacognitive approaches are embedded across the curriculum to support learners in reflecting on their learning, setting goals, developing effective study strategies and becoming increasingly self-regulated learners.

To ensure our curriculum reflects the needs of the wider world, we engage with local businesses, employers and external agencies to identify the skills, qualities and attributes required for future employment and lifelong success. This informs our approach to developing integral and employability skills across all year groups.

Our curriculum also builds upon the foundational skills and experiences developed in primary school through close collaboration with feeder schools, supporting continuity and progression in learning.

7. Cross-Curricular Integration and Community Focus

Our curriculum promotes meaningful connections across subjects and Areas of Learning and Experience, enabling learners to apply knowledge, skills and understanding in a range of authentic contexts. Through carefully planned interdisciplinary learning opportunities, learners develop the ability to transfer and apply their learning creatively, collaboratively and independently.
Cross-curricular and integral skills are embedded throughout the curriculum to support learners in becoming effective communicators, problem-solvers and reflective learners. Learning experiences are designed to encourage curiosity, critical thinking and real-world application, helping learners understand the relevance of their learning beyond individual subjects.

Our curriculum is responsive to the needs and priorities of our local, national and global communities. Learners are provided with opportunities to engage with issues that promote wellbeing, citizenship, sustainability, cultural understanding and social responsibility. Through learner leadership, community engagement and authentic experiences, we aim to develop informed, ethical and active citizens who are prepared to contribute positively to society.

A strong feature of our curriculum is the close collaboration across the *Teulu Bro Afon* family of schools, which includes Connah's Quay High School and its feeder

primary schools. Through shared planning, curriculum development and transition work, we aim to ensure continuity, coherence and progression in learning from primary through to secondary education.

We also work closely with local partnerships, including industry, retail, employers, community organisations and post-16 providers, to ensure that learning remains relevant, aspirational and responsive to the needs of the wider world. These partnerships enrich curriculum experiences, support the development of employability and integral skills, and help learners understand future education, training and career pathways.

8. Commitment to Welsh Language and National Priorities

Connah's Quay High School is committed to supporting the Welsh Government's national ambition of reaching one million Welsh speakers by 2050 and recognises the important role education plays in developing confident Welsh speakers and promoting Welsh culture, identity and heritage. We actively promote the use of Welsh across school life and curriculum experiences, encouraging learners to develop their Welsh language skills in meaningful and authentic contexts.
The curriculum supports the development of bilingualism and provides opportunities for learners to appreciate and engage with Welsh culture, history and contemporary Wales as part of their holistic education and identity as citizens of Wales and the wider world.
In line with Curriculum for Wales requirements, the school also integrates Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) within the curriculum, ensuring learners develop understanding, respect, empathy and the knowledge required to navigate an increasingly diverse and interconnected society.
Through our curriculum, we also respond to wider national priorities, including wellbeing, equity, inclusion, sustainability and citizenship, preparing learners to become ethical, informed and responsible contributors to their communities and future Wales.

9. Curriculum Organisation

9.1 Curriculum Organisation

At Connah's Quay High School, curriculum organisation is designed to support our vision of **Creating Success** by ensuring that every learner has access to a broad, balanced and ambitious curriculum that promotes high standards, equity and meaningful progression.

Our curriculum is organised to enable all learners to develop the knowledge, skills and experiences required to fulfil the **Four Purposes of the Curriculum for Wales**. Curriculum planning is informed by learners' needs, national priorities and the school's commitment to developing confident, capable and compassionate young people who are well prepared for their future.

The curriculum model (Appendix A) is reviewed annually to ensure that curriculum time, staffing and provision continue to meet the needs of learners, reflect national developments and support continuous school improvement.

9.2 Class Organisation, Grouping and Setting

At Connah's Quay High School, our approach to class organisation reflects our values of **Aspire, Responsibility and Care**. We believe that every learner should experience consistently high expectations and have access to learning which provides the right level of challenge and support to enable them to achieve their full potential.

The school's approach to class organisation and learner grouping is reviewed annually as part of the curriculum review process. Decisions regarding the organisation of teaching groups, including the use of attainment setting, are informed by the needs of the learner cohort, whole-school priorities, curriculum evaluation and the best available evidence, including Welsh Government guidance and current educational research, such as that published by the Education Endowment Foundation (EEF).

The operational arrangements for class sizes, learner grouping and the process for determining attainment sets are detailed in Appendix B and are reviewed annually to ensure they continue to support high-quality teaching, learner progress and the school's vision of Creating Success.

Regardless of class organisation, the quality of teaching remains the most significant factor in improving learner outcomes. Teachers are expected to use adaptive teaching, responsive assessment, effective differentiation and flexible within-class grouping to ensure that all learners experience success and make strong progress. Grouping within lessons should remain purposeful, responsive and informed by ongoing assessment rather than fixed assumptions about learner ability.

Determining Attainment Sets

Attainment sets in English and Mathematics are determined by the relevant Curriculum Leaders and are quality assured by the Senior Leadership Team.

Placement within sets is based on **academic attainment and academic potential** and must not be influenced by behaviour, attendance or pastoral considerations.

Curriculum Leaders will consider a range of evidence when determining placements, including:

- **CAT4 data** as the principal indicator of academic potential;
- Welsh National Personalised Assessment outcomes;
- internal curriculum assessment information;
- teacher assessment and professional judgement;
- other relevant prior attainment information where appropriate.

Set placements are reviewed regularly. Learners may move between sets where evidence indicates that a different level of challenge or support would better enable them to achieve their potential.

9.3 Curriculum Model

The curriculum model at Connah's Quay High School is designed to ensure that all learners experience a **broad, balanced and ambitious curriculum** that promotes progression, wellbeing and success for every learner.

The curriculum model, included as **Appendix A**, sets out the allocation of curriculum time for each subject across Year 7-9 and Year 10 and 11. It has been carefully planned to ensure learners receive an appropriate balance of academic, creative, technological, physical and personal development opportunities, whilst meeting the statutory requirements of the Curriculum for Wales.

Curriculum time is allocated to support the development of disciplinary knowledge, cross-curricular skills and the Four Purposes, ensuring learners are well prepared for further education, employment and life beyond school.

The curriculum model is reviewed **annually** by the Senior Leadership Team in collaboration with Curriculum Leaders. This review considers:

- learner outcomes and progress;
- curriculum evaluation and quality assurance;
- learner voice and stakeholder feedback;
- national policy and qualification developments;
- staffing, resources and curriculum capacity;
- the needs and aspirations of our learners and community.

Any amendments to curriculum time are made to ensure that the curriculum remains broad, balanced, engaging and responsive, while continuing to reflect the school's vision of **Creating Success** and our values of **Aspire, Responsibility and Care**.

The curriculum model is published as **Appendix A** to this policy and is reviewed annually alongside the Curriculum Policy.

9.4 Careers Education and Future Pathways

Careers education, information, advice and guidance form an integral part of the curriculum and support learners in making informed decisions about their future education, training and employment.

Learners are supported throughout the pathways process through impartial careers guidance, employer engagement, partnership working and collaboration with post-16 providers.

The school works closely with local employers, businesses, community organisations and further education providers to ensure that curriculum experiences remain relevant, aspirational and responsive to the needs of the local community and the wider economy.

These partnerships provide learners with meaningful opportunities to develop employability skills, understand future career pathways and appreciate the relevance of their learning beyond the classroom.

11. Academic Review

At Connah's Quay High School, *Academic Review* is a structured daily session in which learners meet with their tutor group and dedicated tutor. Academic Review forms an integral part of the wider curriculum and supports learners' academic, personal, social and emotional development throughout their educational journey. The programme provides opportunities for learners to engage with key aspects of the wider curriculum, including Personal, Social, Health and Economic (PSHE) education, Religion, Values and Ethics (RVE), wellbeing, citizenship, safeguarding and daily reflection. Through these experiences, learners are supported to develop self-awareness, resilience, positive relationships and an understanding of their role within the school and wider community.

Academic Review also supports learners in developing essential cross-curricular and integral skills, including literacy, numeracy and digital competency, alongside communication, organisation, reflection and goal-setting skills. Learners are encouraged to develop increasing independence, learner agency and effective learning habits through activities linked to self-reflection, attendance, behaviour, wellbeing and personal development.

Learners are provided with regular opportunities to reflect on their behaviour, achievements, attendance and overall progress. This reflective approach supports learners in recognising and developing their individual strengths,

qualities and areas for growth, while encouraging personal responsibility, resilience and positive attitudes towards learning and school life.

The flexible nature of Academic Review enables the programme to respond to the evolving needs and priorities of learners at different stages of their educational journey. This may include the development of metacognitive approaches, study and revision skills, targeted academic intervention, wellbeing support, preparation for assessments and examinations, and additional support programmes where appropriate, including intervention to strengthen progress in core areas at Year 10 and 11.

Academic Review aligns closely with the year group curriculum priorities outlined in Section 10 and provides tailored support and developmental opportunities appropriate to each stage of learners' progression. The programme plays an important role in promoting belonging, aspiration and readiness for learning, while ensuring learners remain connected, supported and engaged within the school community.

12. Curriculum Documentation

The following documentation is published on the school website:

- The curriculum policy
- A curriculum roadmap
- Curriculum schemes of learning
- Learning Journeys
- GCSE Specifications

13. Review and Evaluation

Our curriculum is kept under regular review, aligning with our school vision. Every half term, we assess curriculum plans across all subject areas through a combination of self-evaluation, book reviews, and learner feedback. This regular review process ensures that our curriculum remains responsive to the needs of our learners and community.

14. Monitoring Arrangements

The curriculum is monitored and evaluated regularly to ensure it remains ambitious, inclusive and responsive to the needs of learners and the requirements of the Curriculum for Wales.

Monitoring and evaluation activities support continuous improvement and inform curriculum development, teaching practices and learner outcomes. These processes include:

- quality assurance and self-evaluation activities
- learner voice and stakeholder feedback
- review of learner progress, wellbeing, attendance and engagement
- curriculum and scheme of learning reviews
- assessment analysis and progress tracking
- professional dialogue and departmental review processes

Monitoring activities also evaluate the effectiveness of curriculum provision in supporting progression, equity, inclusion and the development of cross-curricular skills, including literacy, numeracy and digital competency.
The outcomes of monitoring activities are used to inform curriculum refinement, professional learning and school improvement priorities.

15. Roles and Responsibilities

15.1 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.
- Proper provision is made for learners with different abilities and needs, including children with additional learning needs (ALN).
- All qualifications delivered to learners are approved for use in Wales and awarded by recognised awarding organisations regulated by Qualifications Wales (or other relevant UK regulators where appropriate).
- 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.
- The curriculum reflects the principles and requirements of the Curriculum for Wales and supports the Four Purposes.
- Appropriate consideration is given to learner wellbeing, safeguarding, equity and inclusion within curriculum planning and provision.

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

15.2 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 ALN.

• Curriculum design, teaching and assessment support progression in knowledge, skills and experiences for all learners.

• Staff are supported through professional learning to develop high-quality curriculum and teaching practices aligned with Curriculum for Wales.

• Curriculum provision promotes learner wellbeing, engagement, inclusion and future readiness.

15.3 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.

- Teachers are responsible for delivering inclusive, engaging and appropriately challenging learning experiences which support learner progress, wellbeing and participation.
- Staff contribute to the development of cross-curricular skills, including literacy, numeracy and digital competency, across all areas of learning.
- Staff use assessment and learner feedback effectively to inform planning, support progression and respond to the needs of individual learners.
- All staff share responsibility for safeguarding, promoting positive relationships and fostering an inclusive learning environment in which learners feel safe, supported and valued.

16. Safeguarding, Equality and Diversity

Connah's Quay High School is committed to providing a safe, inclusive and equitable learning environment in which all learners feel valued, respected and supported to achieve their full potential. Safeguarding, equality, diversity and inclusion are embedded throughout the curriculum and wider school experience and reflect our core values of Aspire, Responsibility and Care.

Through the curriculum and wider school experiences, learners develop the knowledge, understanding and skills required to keep themselves safe, build positive relationships, make informed decisions and navigate the challenges of the modern world. These themes are explored through Health and Wellbeing, Relationships and Sexuality Education (RSE), Religion, Values and Ethics (RVE), citizenship, online safety, wellbeing education and wider enrichment opportunities.

The curriculum promotes emotional wellbeing, safeguarding awareness, respectful relationships, diversity, equality and human rights, encouraging learners to develop empathy, resilience, understanding and respect for different cultures, identities, backgrounds and experiences. Learners are also supported to develop confidence in seeking support, expressing concerns and contributing positively to the school and wider community.

Inclusion and Diversity

Teachers maintain high expectations for all learners and use assessment, adaptive teaching and personalised approaches to provide appropriate challenge and support. Curriculum planning is designed to ensure all learners can access an ambitious and meaningful curriculum which supports progress, wellbeing and future aspirations.

Particular consideration is given to the needs of:

- learners with Additional Learning Needs (ALN)

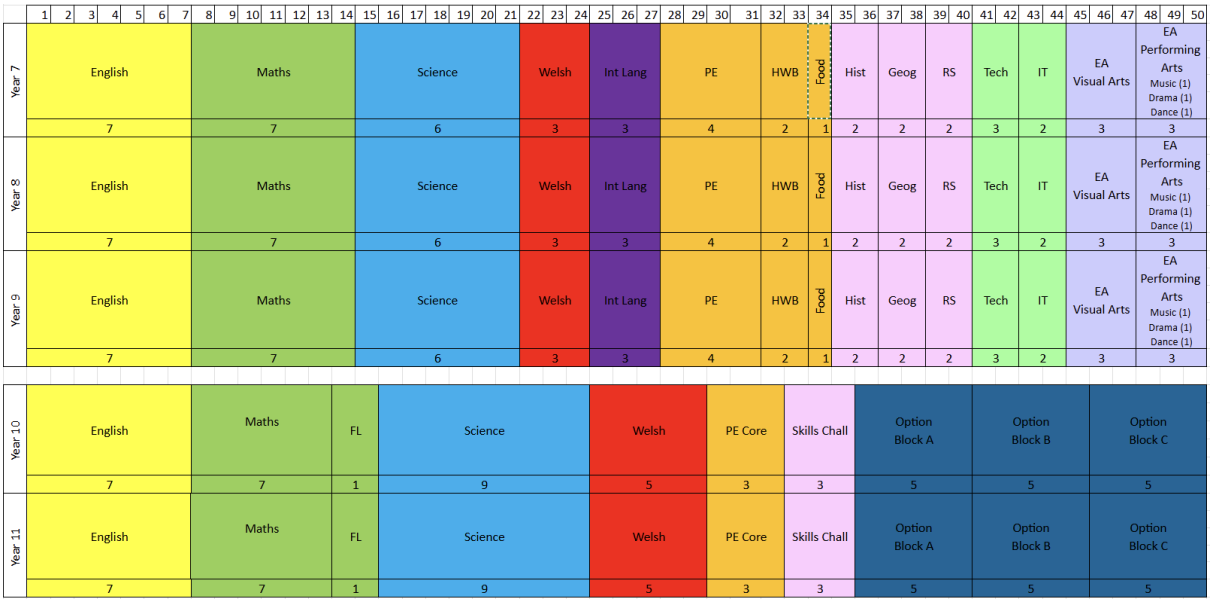
- learners eligible for Free School Meals (FSM)
- disadvantaged learners
- learners with English as an Additional Language (EAL)
- more able and talented learners
- learners with low prior attainment
- learners requiring wellbeing, intervention or alternative provision support

Teaching approaches and curriculum experiences are adapted, where appropriate, to remove barriers to learning and promote engagement, participation and achievement for all learners. The school is committed to fostering a strong sense of belonging and ensuring that learners feel represented, supported and valued within the curriculum and wider school community. Teachers take account of the needs of learners whose first language is not English and provide appropriate support to enable learners to access learning successfully across the curriculum. Collaborative approaches, targeted intervention and inclusive classroom practice help ensure all learners can participate fully in school life and make meaningful progress.

17. Associated Policies

- Teaching and Learning Policy
- Assessment Policy
- ALN Policy
- Alternate Provision Policy
- Attendance policy
- Behaviour Policy
- Homework Policy

Appendix A: Curriculum model



Appendix B: Class Sizes, Grouping and Curriculum Organisation

1. Class Sizes

Class sizes are determined annually through the curriculum planning process and are informed by:

- learner numbers;
- curriculum entitlement;
- staffing and specialist expertise;
- accommodation;
- health and safety requirements;
- financial sustainability.

The school seeks to maximise curriculum opportunities whilst maintaining class sizes that support effective teaching and learning.

The following class sizes are in place for next academic year:

Curriculum Area	Class Size
Technology	25
Food and Nutrition	25
All other subjects	Average 26–32

Technology and Food classes are limited to a maximum of **25 learners** due to the capacity of specialist teaching rooms, equipment availability and health and safety considerations.

2. Grouping Arrangements

The school's curriculum is organised using the following grouping model.

Key Stage 3: 7-9

- Mixed-attainment teaching in all subjects.
- English and Mathematics are taught in attainment sets in **Years 8 and 9**.

Key Stage 4: 10/11

Teaching groups are organised according to:

- learners' option choices;
- attainment and tier of entry for examinations;
- curriculum pathways;
- learner need where appropriate.

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3. Determining Attainment Sets

Attainment sets in English and Mathematics are determined by the relevant Curriculum Leaders and are quality assured by the Senior Leadership Team.

Placement within sets is based upon **academic attainment and academic potential** and **must not** be influenced by:

- behaviour;
- attendance;

- pastoral information;
- personal preference.

Curriculum Leaders use a range of evidence when determining placements, including:

- **CAT4** assessments (principal indicator of academic potential);
- Welsh National Personalised Assessment outcomes;
- internal curriculum assessment data;
- teacher professional judgement;
- prior attainment information from primary school or previous key stages where appropriate.

Professional judgement is applied to ensure learners are placed in the teaching group most likely to support their progress.

4. Reviewing Set Placements

Attainment sets are reviewed periodically throughout the academic year.

Learners may move between sets where evidence demonstrates that a different level of support or challenge would better meet their learning needs.

Reviews are informed by:

- assessment outcomes;
- learner progress;
- teacher professional judgement;
- curriculum leader recommendations.

If a class change is needed, the curriculum or pastoral leader should complete a **class change request form** with all the relevant details. SLT will review and if approval granted then the data manager will make the amendment. Any class changes should be made for the start of the following term and not mid term. This allows time for communication with the child, parents and current/ new teachers.

5. Adaptive Teaching

Regardless of class organisation or attainment grouping, all teachers are expected to:

- maintain high expectations for every learner;

- adapt teaching to meet individual needs;
- use formative assessment to inform planning;
- provide appropriate challenge and support;
- use flexible within-class grouping where appropriate.

Grouping within lessons should remain purposeful and responsive to learning rather than fixed.

6. Annual Review

The curriculum model, class sizes and grouping arrangements are reviewed annually by the Senior Leadership Team in collaboration with Curriculum Leaders as part of the school's curriculum review process.

This review considers:

- learner outcomes;
- curriculum evaluation;
- staffing;
- curriculum capacity;
- health and safety requirements;
- national developments;
- the needs of learners.

Any changes are made to ensure that curriculum provision remains **broad, balanced, engaging and responsive**, while continuing to support the school's vision of **Creating Success** and its values of **Aspire, Responsibility and Care**.