



St Brigid's School

Curriculum Policy

Report Author	LVC
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Rationale

The governors and staff at St. Brigid's value and respect children and young people, they support them in developing their full potential and celebrate their success as learners. A high quality, relevant curriculum helps us to achieve these aims and comprises all the learning and other experiences that schools plan for children and young people. The educational vision and curriculum design for St Brigid's recognises that:

- The world of tomorrow will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Children and young people progress and achieve according to their individual ability.
- As a school in Wales, the Welsh language and culture are an important feature of our curriculum design.

The curriculum embodies our principles of 'respect, love, faith, truth, and excellence' and as such, the curriculum is based on the needs of the learner, the drive to promote inclusive practice and the effective and efficient organisation of the learning experience, so that all learners experience 'excellence'.

Aims:

We want to ensure that, in delivering the curriculum in partnership with the parents and carers, the school's core professional purpose, which is 'to inspire and be inspired', is at the centre. As a school with a Catholic ethos it is imperative that the Christian faith is embodied within the curriculum in both teaching and learning.

An effective curriculum will help us achieve these aims, especially when it:

- Increases participation and raises achievement, creating opportunity and success for all
- promotes high quality lifelong learning
- is inclusive and values and rewards the contribution of all children and young people
- is based on collaboration with a range of stakeholders including parents/carers, the wider community and other schools including consortium partners
- supports economic regeneration, the Welsh agenda, and contributes to the provision of cultural and spiritual opportunities and to the improvement of health, well-being and the quality of life
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils for the opportunities, responsibilities and experiences of later life.

The Head teacher and Governing Body are responsible for ensuring that the curriculum is broad and balanced.

The Head teacher will ensure that:

- all statutory elements of the Welsh curriculum, and those subjects which the school chooses to offer, have aims and objectives and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Governing Body annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- 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 statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- it considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum based on the needs of St Brigid's pupils.

We are committed to providing a coherent, high-quality experience for all pupils in all phases of the school:

The Primary curriculum includes provision for all the areas of learning in the Foundation Phase so the youngest children have the opportunity to develop enquiring minds, curiosity and a love of learning and an understanding of their faith, thus ensuring they have the best possible start. At Key Stage 2 the Welsh Government Programmes of Study will be followed to ensure that all of the skills and range are covered over the four year period, including cross curricular Literacy, Numeracy and Digital Competency skills from Reception to Year 6. A balanced Primary curriculum, whilst securing a firm foundation in Literacy and Numeracy as keys to a wider world of learning, will also make learning vivid, real and meaningful.

The Secondary curriculum continues the good foundations from primary school. At Key Stage 3 the Welsh Government Programmes of Study will be followed to ensure that all of the skills and range are covered over the three year period including cross curricular Literacy, Numeracy and Digital Competency skills.

A unified and broad qualifications framework with varied learning activities will be available for all 14-19 year olds, in line with the 14-19 Measure. It encompasses vocational options, and the opportunity for successful work related and enterprise learning. Within this framework for 14-16 year olds, GCSEs in English Language, Mathematics and Numeracy, Science, Welsh and the Welsh Baccalaureate will remain compulsory for all pupils in Wales. In addition a GCSE in Religious Education is compulsory in our school. All learners will be entitled to study a modern foreign language, a humanities subject, an arts subject and technology subjects. All pupils will continue to be taught citizenship, sex education, physical education and careers education, but using the potential for cross-curriculum delivery. Pupils will receive integrated and timely guidance to make informed and relevant choices.

Post 16 learning (in collaboration with the Dyffryn Clwyd Dinbych consortium) offers pupils the chance to study A-level courses as well as the Welsh Baccalaureate and vocational courses. The provision of the consortium allows pupils the flexibility to study a range of courses which each individual provider could not do alone.

Educational trips and visits

The school curriculum is supported and enriched by educational trips and visits which may be local, within the UK or overseas. Examples of this are field trips in Humanities subjects which may form part of controlled assessments, visits to museums and galleries for the Arts subjects, visits to places of worship to complement the Religious Education curriculum and a range of experiences to enhance the primary curriculum. There are also opportunities for pupils to go on residential trips as part of the PE programmes of study from Foundation Phase to Key Stage 4.

Extra-curricular activities

We recognise the benefits of extra-curricular opportunities which complement and enhance the curriculum offer for pupils. Examples of this include provision from the Combined Cadet Force (CCF) which allows cadets to achieve a qualification in Public Services and to achieve the Duke of Edinburgh awards. In addition to this the CCF organizes climbing, orienteering and skills competitions which allow pupils to gain recognized qualifications or awards. Sports clubs are run both within and after the school day for pupils from Reception to Year 13 and pupils are encouraged to compete locally and nationally in sporting events. Staff also provide extra-curricular sessions for activities such as chess and homework or revision. Speakers and external provider visits to school allow pupils to access a wide range of information on subjects such as Oxbridge application, Science experiences, career pathways, theatre groups and subject specific enrichment. Enrichment activities for the More Able and Talented pupils are also offered when available.

The needs of the learner:

- We will promote the well-being of individual pupils and cater for the interests, aptitudes and particular needs of all pupils so all can achieve success.
- The curriculum will develop enjoyment of and commitment to learning and enable pupils to work independently and collaboratively.
- The curriculum will enable the individual to develop self-confidence, self-esteem and a positive attitude.
- Pupils will be encouraged to think critically and creatively and to appreciate the creativity of others.
- Pupils will develop as citizens in Wales and the world, be able to live in a community, exercise responsibility and challenge discrimination, with a clear understanding of Christian faith and morals.
- We will equip individuals to meet the demands of the rapidly changing world in which they will live and work, particularly in respect of the global economy, the expansion of communication technology, and the need for sustainable development.
- The curriculum will take account of pupils' learning styles so they are engaged in their learning.
- The curriculum will include the overarching strands of the Literacy, Numeracy and Digital Competency Frameworks relevant to each learner's ability level.

Inclusion:

- The curriculum will be inclusive and provide equality of access and opportunity for all pupils so they can learn and achieve.
- The curriculum should provide effectively for those with additional learning needs and/or barriers to learning.
- The needs of pupils who are more able or who have particular gifts and talents should be recognised and provided for so they are suitably challenged.
- The school's curriculum, class groupings and staffing structures aim to ensure that all pupils have the best opportunities for learning.
- We will work collaboratively with each other and with family and community.
- The curriculum will promote a strong knowledge and understanding of the Catholic faith, its teaching, its practice and tradition. Other beliefs and cultures that are part of a modern society are taught with understanding and sensitivity.
- Pupils will develop personally, and value self, family, wider relationships and the diversity of society.
- Every pupil will have the opportunity to experience success in learning and achieve as well as possible.
- The planned curriculum will set high expectations and provide for all pupils to achieve; it will recognise the diversity of experience pupils bring to their learning.

High Quality Curriculum Organisation:

- The curriculum will meet statutory requirements, including provision for religious education and collective worship.
- The curriculum will be responsive to the changing needs of pupils and society and is reviewed and monitored to include new Welsh Government initiatives.
- Literacy and Numeracy skills will be promoted and applied across the curriculum. The use of information technology, the ability to work with others, to use thinking skills and problem solving will also be included.
- Work related learning will form part of a planned experience to enable an understanding of workplace diversity and requirements.
- The curriculum will promote progression and continuity in learning and prepare pupils effectively for subsequent stages of education.
- The curriculum will promote high achievement and be organised imaginatively to provide connected experiences that pupils recognise.
- There will be a rich and varied curriculum so pupils can acquire and apply a broad range of knowledge, understanding and skills, with opportunities for enrichment including learning outside the school day and participation in sport and the arts.
- There will be opportunities to develop physical skills and to recognise the importance of pursuing a healthy life style, including relationships education and attention to alcohol and drug use and misuse.
- The curriculum will encourage an appreciation of human aspiration and achievement in social, aesthetic, scientific and technological fields.

The vision for St. Brigid's is one of high aspiration and spiritual inspiration, and will also promote enjoyment of learning, within an inclusive culture, where all learners have the opportunity to achieve their best.