



BRYN CELYNNOG

Comprehensive School

Nurturing Success

CURRICULUM POLICY

**LAST APPROVED BY GOVERNORS:
NOVEMBER 2020**

DATE FOR REVIEW: NOVEMBER 2021

BRYN CELYNNOG COMPREHENSIVE SCHOOL

CURRICULUM POLICY

PHILOSOPHY

The school aims to:

- instil in students a passion for learning which will last a lifetime
- foster students' creativity and curiosity;
- develop students' learning skills and discipline for learning;
- promote a healthy and active lifestyle;
- promote outstanding teaching.

PRINCIPLES

The school's curriculum follows statutory requirements and the requirements of the National Curriculum.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life.

We expect students to acquire skills in speaking and listening, literacy, numeracy, and ICT, as well as thinking skills, the ability to work with others, problem solving and improving own performance.

The curriculum includes:

- personal, social, health education, reflecting the school's aims and ethos;
- religious education;
- appropriate careers guidance;
- physical education.

Equal opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan and an Equality Policy, which is available to parents on request.

Differentiation

A variety of teaching and learning methods and materials are used in all courses to suit students' different needs.

Class sizes

Class sizes are generally no larger than 30, with the exception of the accelerated groups which may be slightly larger. SEN classes usually contain no more than 15-18 students. Most practical subjects are taught with class sizes 20 or below.

PROCEDURES

Key Stage 3

The Key Stage 3 curriculum is broad and balanced; it includes all the statutory components. ICT is taught in discrete lessons throughout Year 7 and Year 8.

At KS3, students study:

- English / literacy
- Maths / numeracy
- Science
- LINKS
- Spanish (and French in Years 8 & 9 with the accelerated groups)
- Welsh
- Art
- Geography
- History
- Music
- Technology
- PE
- RE
- PSE

Key Stage 4

The school gives students opportunities for accreditation by various bodies in a number of subjects, including GCSEs, BTEC Firsts, NVQs and NOCN awards. This caters well for the full spread of ability. Access to the Learning Core ensures that students acquire key skills, knowledge and understanding, attitudes and values, and a range of common experiences.

At Key Stage 4, a range of pathways are available for all students, with carefully structured guidance to ensure that students opt for the most appropriate personalised pathway.

Students study the following

- GCSE English Language plus English Literature or Film Studies
- GCSE Mathematics plus Numeracy (plus Additional Mathematics for the more able)
- GCSE Science as Double Award or GCSE Biology/Chemistry/Physics
- GCSE Full Course Welsh
- GCSE Short Course Religious Education
- Personal & Social Education / Work Related Education / Sex Education
- Physical Development
- WBQ

In addition, students are able to select from the following courses:

Level 2

- GCSE Art
- GCSE Business Studies
- GCSE Computer Science
- GCSE French
- GCSE Geography
- GCSE History
- GCSE ICT
- GCSE Music
- BTEC Performing Arts
- GCSE Physical Education
- GCSE Design Technology
- GCSE Spanish
- BTEC Sport

Level 1 / 2 Awards

- Engineering
- Hospitality & Catering
- Retail Business
- Princes Trust
- Horticulture

Robust transition arrangements are in place at KS3-4, including opportunities for one-to-one interviews between senior staff and students and their parents at a special Year 9 Options Evening; interviews with the Careers Advisor; and informal opportunities to discuss appropriate individual choices with the Head of Learning.

Post 16

The Sixth Form operates as part of a successful consortium with the neighbouring comprehensive school, Y Pant.

The school operates an open Sixth Form and welcomes students of all abilities. However, there are strict entry requirements for certain courses. Students wishing to pursue A level courses must achieve at least a grade B in their chosen subjects. (C grade pupils are accepted on trial.)

The range of post-16 courses available to students is extensive, with five common option columns to ensure breadth of choice to students from both schools. A common Sixth Form prospectus is published annually. Common transport arrangements are in place. Due to consortium arrangements, class sizes are, in general, viable. Psychology is taught on both sites by a teacher who is employed jointly by both schools.

All pupils at KS5 will follow WBQ.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or dis-applying the National Curriculum for the duration of Key Stage 4, to:

- allow a student to participate in extended work-related learning;
- allow a student with individual strengths to emphasise a particular curriculum area; and
- allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parent.

Religious Education

Religious Education is available to all students. Parents have the right to withdraw their children from religious education.

Collective Worship

All students up to Year 11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving year group assemblies, house assemblies and tutor group assemblies.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head Teacher in writing if they wish to withdraw their child from collective worship.

Sex Education

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's Sex & Relationships Education Policy is available to parents. It takes into account the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Physical Development

All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-curricular activities & YEPS

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme.

Homework

The school expects homework to be set as appropriate.

Special Educational Needs

The school has a special educational needs policy for statemented and non-statemented students. The school will determine the appropriate courses in consultation with parents and the Local Authority.

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Head of Learning.

If the issue is not resolved parents should make an official complaint in writing to the Headteacher.

PERFORMANCE

This policy will be monitored by the Deputy Headteacher in charge of the Curriculum, who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the Governing Body's Curriculum Committee on the progress of the policy and will recommend any changes.