

Curriculum Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023
Approved by Governors: July 2023
Next Review Due: July 2024

Aims

Our curriculum aims for pupils to make rapid progress and achieve academic excellence. It has high expectations and aspirations for every pupil. It is based on our unwavering belief in the limitless capacity for everyone to achieve great things. It is rooted in our understanding that what we become and achieve comes from great teaching, hard work and fantastic support.

Our curriculum is broad and balanced. It equips pupils with the knowledge and skills to achieve top grades at GCSE and A-level and it allows pupils to acquire this knowledge and remember it. It equips our pupils with the character and learning power to lead successful lives. Our curriculum is a through-school curriculum which systematically and sequentially develops content and skills as pupils journey from age 3 to age 19.

The curriculum embraces and meets all requirements of the National Curriculum and Curriculum for Wales and is specifically designed to meet the needs of our community. It provides access to the best that has been thought and said. It promotes the spiritual, moral, social and cultural development of all pupils and allows them to appreciate human creativity and achievement. There is a real focus on spoken language, reading, writing and vocabulary integral to all aspects of learning.

Our curriculum ensures pupils read a wide range of texts because of the profound impact on educational outcomes. Our curriculum represents, celebrates, and values the rich diversity and inclusivity within our school community. It fully caters for the needs of pupils for which English is not their first language and for pupils with additional learning needs. The important skills in speaking, listening, literacy and numeracy are promoted throughout the curriculum at all key stages.

Phases of Learning

Pupils are organised into Phases of Learning. This helps ensure a successfully joined up curriculum throughout the through school. The Lower Phase contains Years Nursery-Year 4. The Middle Phase contains Years 5-8. The Upper Phase contains Years 9-11. The Senior Phase contains Years 12-13. The Middle Phase has been strategically designed to ensure a progressive and developmental curriculum between the traditional primary and secondary sections.

Four Purposes

The four purposes are at the forefront of the formal and informal curriculum offer. Skills and subject content chosen by Areas of Learning and Experience (AoLE) is decided based on the promotion and embedding of these purposes and underpinning integral skills.

All pupils at King Henry VIII 3-19 school are challenged to become: Ambitious, capable learners, ready to learn throughout their lives; Enterprising, creative contributors; Ethical,

informed citizens of Wales and the world; Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Statements of What Matters

The 'Curriculum for Wales' guidance sets out the twenty seven statements of what matters across the six areas of learning and experience. At King Henry VIII 3-19 school the 'What Matters' statements link with the four purposes to decide, organise, and develop learning, so pupils have the appropriate skills, experience, and disciplinary knowledge. Together they span the breadth of each AoLE, articulating the fundamental key concepts of what matters most. The 'What Matters' statements act as the basis of organising learning progression and progress. They, in conjunction with the principles of progression, are used to decide and develop the skill areas that shape learning in each AoLE.

Curriculum Implementation

Each AoLE uses the descriptions of learning (progression steps), to design how the AoLE skills develop across the through-school. AoLEs plan the sequential and systematic development of these skills across the phases and year groups to fulfil the What Matters Statements and achieve the Four Purposes. This developmental mapping also serves to identify what is 'on track' at various points in the school. These descriptions of learning, in conjunction with the What Matters Statements and Curriculum for Wales mandatory and suggested content, are also used to design developmental content coverage for each AoLE.

This skill and content development is also designed holistically to develop the integral skills identified in the Curriculum for Wales. This methodology ensures a coherent holistic curriculum approach.

Cross-curricular responsibilities

The new curriculum has three cross-curricular responsibilities: Literacy, Numeracy, and Digital Competency. Our curriculum brings subjects together so pupils can learn and develop these skills in authentic contexts. Cross-curricular rich tasks are planned and delivered to develop these skills.

The school's curriculum also strategically designs what success in these cross-curricular responsibilities looks like in each phase and year group to provide clear and consistent teaching across all AoLEs and subject areas. This allows every AoLE and department to teach these as integrated skills in their specific teaching. Clear training is provided for staff to ensure the necessary joined up approach.

1. Literacy

Literacy is a priority skill; all pupils need an understanding of written and spoken language to interpret the world around them. The school utilises many methodologies in addition to

discreet Literacy and English lessons, and cross-curricular rich tasks and approaches. These include form time reading programmes, library lessons and numerous opportunities to read for pleasure. Class teachers and form tutors read carefully chosen texts to the pupils.

Additional interventions are offered to identified pupils who are not making the required progress. These are planned with clear targets and success criteria and designed in full conjunction with class teachers.

2. Numeracy

At King Henry VIII 3-19 school pupils are taught the numerical skills needed to tackle real-world problems by applying numerical reasoning and mathematical procedures. In addition to discreet Numeracy and Mathematics lessons, additional interventions are offered to identified pupils who are not making the required progress.

3. Digital Competency

At King Henry VIII 3-19 school all pupils study Computing and ICT in every year group. This provides them with the hardware and software skills that enable the confident, creative, and critical use of technologies and systems.

We believe it is a skill for life to be able to use the internet safely and be able to communicate responsibly. E-Safety this is planned through our assembly and wellbeing programme.

Opportunities for pupils to develop their digital skills are planned across the curriculum to enhance this learning. This cross-curricular approach allows the development of the following Digital Competency skills:

- Critical thinking and problem-solving – Marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- Planning and organisation – Implementing solutions, executing ideas, and monitoring and reflecting on results.
- Creativity and innovation – Generating ideas, openness, and courage to explore ideas and express opinions.
- Personal effectiveness – Reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Progression Step 1

The value of the period of learning in Nursery and Reception, and then afterwards in Years 1 and 2, cannot be underestimated. It provides the gateway for all statements of what matters in the six areas of learning and experience and provides the crucial firm foundations for pupil lives. The school fully recognises the three enablers necessary to ensure high quality provision for pupils at the start of their learning journey in these year groups. These are Enabling Adults, Engaging Experiences and Effective Environments.

1. Enabling adults

Our adults create emotionally safe environments that support pupils as they begin to express and regulate their feelings and behaviours in positive ways. They provide consistency and model compassion and kindness in line with our school values. They support pupils to cope with uncertainty and change and prepare them to manage transitions and changes in their daily routines. They respond to their likes, dislikes, preferences, and choices and support them to make decisions. They adapt their plans to meet the needs and interests of all pupils. They model a joyful approach to learning and build and develop on their curiosity.

The adults deepen their understanding of the developmental needs of learners by observing, noticing, and responding sensitively. They decide when to intervene to support learners to construct meaning and encourage pupil collaboration to solve problems.

They create an environment which is communication rich and model multiple ways of expression together with the appropriate use of context-specific language.

2. Engaging experiences

Engaging experiences are provided to promote independence and challenge during deep-level involvement and un-interrupted active learning in real-life authentic situations. These experiences result from pupil choices and interests and the culture in the local area. These experiences are carefully planned to develop attention and listening skills in a variety of contexts.

Pupils experiment with a range of mark-making instruments and materials and begin to attribute meaning to these. They are provided with experiences and vocabulary to explore quantity, number, shape, and pattern. This includes opportunities for comparing, sorting, and classifying. They have experiences that promote enjoyment in physical activity using tools and equipment with increasing control.

The engaging experiences support learners to find out about the environment, the world around them and how it works, with a particular focus on causality.

3. Effective environments

Exploration of an effective environment is a key driver for development. It creates a sense of belonging and an appreciation of the world around them. Our environments provide wide and varied experiences with consideration of the physical and emotional climate.

Our environments value diversity, demonstrate inclusivity and promote a sense of belonging. They provide access to a broad range of vocabulary, mathematical concepts, and digital media.

They allow pupils to experience a sense of awe and wonder and ignite curiosity. The environments support mastery by allowing frequent and extended opportunities to practise, rehearse and embed new skills.

At this stage of learning, we focus on five developmental pathways. These are Belonging,

Communication, Exploration, Physical development, and wellbeing.

1. Belonging

This includes how pupils develop a sense of how they fit into the many groups and communities to which they belong and their sense of importance within them. We foster strong and secure relationships to create this strong sense of belonging.

2. Communication

This is fundamental to pupil development and involves developing attention, listening, and understanding skills, alongside vocabulary and expressive skills. Pupils are provided with considerable rich language experiences and adults use these to support pupils to understand and make themselves understood. The adults model active listening and speaking for different purposes.

3. Exploration

Teachers provide experiences that extend and enhance curiosity. They provide opportunities for pupils to explore, investigate and share their delight in their new knowledge and skills. Teachers provide the time and opportunity to explore, play and investigate to rehearse skills and test theories.

4. Physical development

Pupils are provided with numerous opportunities to engage in physical activity to enhance wellbeing and support concentration, motivation, memory, and healthy bone and muscle development. Plenty of opportunities for movement are provided. This develops gross motor and fine motor skills. The correct balance between repetition and variety is struck.

5. Wellbeing

Pupils are provided with opportunities to develop their emotional, social, and physical health in emotionally safe environments that support pupils to manage their feelings and behaviours in positive ways. It develops an understanding that actions have consequences. There is a focus on pupils developing secure attachments and relationships, so they feel confident, take risks, show resilience, and participate positively.

We believe that pupils learn best through a hands-on play-based approach. Through play children can access the curriculum using their preferred methodologies. Active, well-planned play helps children to think, make sense of the world, interact with others, to be reactive, to investigate and explore different materials, to experiment and predict:

- Play allows learning to be fun and stimulating.
- Play develops skills and concepts.
- Play helps to develop communication skills.
- Play helps to develop positive attitudes.

- Play helps to develop independence.
- Play is about children learning through perseverance, concentration, and attention to detail – characteristics usually associated with work.
- Play is not only crucial to how children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.
- Play is a child's way of learning about their world and processing events in their life.

Outdoor Learning

The development and use of the outdoors as a learning environment is very important for the development of all children. We provide numerous opportunities for pupils to learn outdoors, and they reflect a balance of child initiated and adult directed activities.

Our outdoor learning provision:

- Ensures pupils benefit from exercise outside and using outdoor equipment.
- Provides first-hand experience of nature.
- Links problem solving to outdoor experiences.
- Provides first-hand experience of conservation and sustainability.
- Develops a love of nature.
- Provides opportunities for messy play and large-scale activities that they may not otherwise experience.

Nursery, Reception, Year 1, Year 2 and Year 3 pupils have designated outdoor classroom areas that are used daily. Safe use of equipment is taught and the idea of a safe environment is promoted. All available space is being used. All staff are committed to providing a safe, secure, and stimulating environment.

Areas of Learning and Experience, and subjects

The school's curriculum follows statutory requirements and the requirements of Curriculum for Wales (up to Year 8) and the National Curriculum (Year 9 upwards).

Every morning pupils in Years 1-6 will have lessons in Literacy, Spelling and Handwriting, Numeracy, Guided Reading, and Welsh. The afternoon sessions will provide opportunities for learning in the other Areas for Learning and Experience. Each week there will be lessons in Humanities, Science and Design Technology, Expressive Arts, PSE, and Computing (ICT). Year 5 and Year 6 pupils have a weekly French lesson. Every pupil has two hours of Physical Education each week. Every day finishes with teachers and adults sharing stories with the pupils. Year 5 and Year 6 pupils have lessons from secondary phase staff in Maths, French, Science, and Music. This aids transition and fully utilises subject specialists.

In Years 7,8 and 9 there is a fortnightly timetable of fifty one hour lessons. The pupils have lessons in Art, Drama, English, French, Geography, History, ICT, Mathematics, Music, PE, PSE, RE, Science, Technology and Welsh.

The curriculum is fully integrated to provide the necessary holistic approach within and across AoLEs. This includes in lesson design (chosen skills and content) and by providing cross-curricular rich tasks that link to various topics and themes.

In Year 10 and Year 11 pupils follow the compulsory core subjects of English, Mathematics and Science and selected courses from the option choices available. The option box choices are designed to ensure that all pupils undertake a broad and relevant curriculum, which does not restrict future choices. Statutory lessons in Welsh, Religious Education, Physical Education and PSE are also provided. Pupils work towards accredited courses, for most pupils this will be GCSE or BTEC.

Year 10 and Year 11 subject offer

Core:

English, Mathematics, Science, PSE, RE, PE, Welsh. Equality and Diversity BTEC is offered to most groups.

Options:

Art, ASDAN, Business Studies, Construction, Drama, Engineering, French, Food and Nutrition, Geography, German, Health & Social Care, History, Information Technology, Music, PE, Product Design, Public Services, Religious Studies, Sociology, Spanish, Sports.

Senior Phase

The Senior Phase comprises Year 12 and Year 13. Our aims are to:

- Provide a stimulating learning environment
- Provide pupils with high levels of challenge
- Provide excellent standards of education, both vocational and academic
- Provide enrichment activities which stimulate social and cultural awareness
- Encourage pupils to take responsibility for their own learning
- Provide objective, informed and evaluative advice and material to pupils to enable them to develop their career potential
- Meet all statutory requirements for KS5 learning pathways

Enrichment activities take many forms and include charity work, Duke of Edinburgh Award, PALs, Sixth Form Council and Work Experience.

Pupils are provided with opportunities to manage their own learning through private study time, target setting, a bespoke Resource Centre and access to ICT.

Careers information is available through several resources including Careers interviews, outside speakers, taster days, Careers Resource Centre, open days and careers visits.

Years 12 and 13 subject offer

Pupils can choose from several Level 3 qualifications:

Business Studies, Health & Social Care, Art, Biology, Chemistry, English Literature, French, Further Maths, Geography, German, History, Information Technology, Law, Mathematics, Media Studies, Music, Physics, Politics and Government, Product Design, Psychology, Religious Studies, Spanish, Sports, Welsh, Welsh Baccalaureate.

The number of classes and hours will be dependent on the numbers of pupils choosing these subjects. In some cases, hours will be supplemented with drop down days. The allocation of hours will be decided through discussions with the Subject Leader and the Headteacher. Entry to all programmes of study is based on academic suitability and appropriateness.

Pupils can also retake GCSE Maths and GCSE English. This may be compulsory depending on the subjects chosen.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. Religious Education is available to all pupils. Parents and carers do not have the right to withdraw their children from this subject.

Collective Worship

All pupils are expected to take part in daily collective worship. The school has a programme of collective worship involving Phase assemblies, Year assemblies, and Form assemblies. Parents and carers have the right to withdraw their child from acts of collective worship and do so by contacting the school.

Relationships and Sex Education (RSE)

The Relationships and Sex Education (RSE) code means it is mandatory for all pupils to have developmentally appropriate Relationships and Sex Education. Parents and carers do not have the right to withdraw their child from RSE. Further information can be found in our RSE Policy.

Careers and Work-Related Education

The school provides Careers and Work-Related Experience provision to support pupils in

gaining experiences related to work and careers. It works closely with a range of external partners including Morgan Sindall and Careers Wales to develop impartial advice and guidance for pupils. King Henry VIII 3-19 school works closely with Careers Wales to source visits and guest speakers to support the curriculum and discuss pathways and next steps.

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 several courses and are presented in a balanced manner.

Physical Education

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

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils have equal access to the programme.

Additional Learning Needs

The school has an Additional Learning Needs Policy for pupils with Additional Learning Needs. The school will determine the appropriate programme to be followed in consultation with parents.

Stretch and Challenge

The school has key identified staff whose role is to identify and offer opportunities for pupils to extend their learning in relation to their aspirations. This offers further support to those pupils with higher starting points. These key staff work closely with AoLEs and departments to ensure everyone is provided with appropriate curriculum experiences.