

CARDIFF HIGH SCHOOL



Curriculum

Policy 2.1

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CURRICULUM

Rationale

Cardiff High School provides a curriculum which is balanced and broadly based. The curriculum includes timetabled activities and extracurricular experiences and activities which promote the spiritual, moral, cultural, mental and physical development of all its learners and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims

- Cater for the needs of individual children from all ethnic and social groups, including those with additional learning needs
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain exciting and stimulating learning experiences that have at its core the Four Purposes for education in Wales
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the experiences that she/he is asked to engage with

Key Stage 3

The Key Stage 3 curriculum complies with the requirements of the National Curriculum (2008) and Literacy and Numeracy Framework

At Key Stage 3 (KS3) the school curriculum consists of:

- Core subjects – English, Mathematics, Science
- Foundation subjects – Art, Design and Technology, Geography, History, ICT, Modern Foreign Language, Music, Physical Education and Welsh Second Language
- Religious Education
- Personal & Social Education which includes sex education and Careers and the World of Work

Pupils in Year 8 and 9 will study either French or German depending upon their preference or form of entry.

14-19 Curriculum

The school complies with the requirements of the Learning and Skills (Wales) Measure 2009 for learners aged 14-19 years, in addition to the National Curriculum (2008) at Key Stage 4.

Key Stage 4

At KS4 the school curriculum consists of:

- Mandatory subjects – English, Mathematics, Science, Religion and Philosophy, Physical Education and Welsh second language,
- PSE (including sex education), Careers and the World of Work and Wales, Europe and the World.
- A broad range of optional subjects leading to external qualifications.
- All pupils follow the Welsh Baccalaureate, which includes the Skills Challenge Certificate at either Foundation or National level

Sixth Form

The Sixth Form curriculum consists of:

- A broad range of courses leading to external qualifications.
- The Welsh Baccalaureate Advanced Skills Challenge Certificate

In line with the increased flexibility, introduced by Learning Pathways, pupils are given a 'free' option choice although considerable impartial advice and guidance is provided to help pupils choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen pathway and career aspirations

Personal tutor

All learners in KS4 have access to the support of a Personal Tutor who can facilitate regular sessions to remove barriers to learning.

Literacy and Numeracy Framework (LNF)

(Welsh Government 2013, National Literacy and Numeracy Framework)

The LNF is a statutory framework for planning that ensures that literacy and numeracy is embedded within the curriculum. Progression through the LNF and performance in the national reading and numeracy tests demonstrate how learners are achieving against the expectations for literacy and numeracy at the end of each school year at Key Stage 3.

The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Links with Policies

The Curriculum Policy takes account of, and should be read in conjunction with, the following policies:

- Religious Education
- Sex Education
- PSE
- Careers and the World of Work

The Principles on which the Curriculum should be designed

a) It is a basic and fundamental principle that the curriculum of a school, in both its content and delivery, should reject discrimination against pupils on grounds of sex, race, religion, ethnicity or culture.

b) The Governing Body believes that the purposes of learning at school are: to help pupils to develop lively, enquiring minds, the ability to question and argue rationally, and to apply themselves to tasks and physical skills;

- to help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- to help pupils to use language and number effectively;
- to instil respect for religious and moral values and tolerance of other races, religions and ways of life;
- to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
- to help pupils to appreciate human achievements and aspirations.

c) The Governing Body expects that in the delivery of the curriculum, opportunities will be given to every pupil to be involved in each of the following main areas of learning and experience:

- | | |
|---------------------------|-----------------|
| • aesthetic and creative | • physical |
| • human and social | • spiritual |
| • linguistic and literary | • scientific |
| • mathematical | • technological |
| • moral | |

These are not to be seen as discrete elements to be taught separately in isolation one from the other. They provide, rather, a check-list for curriculum planners against which individual syllabuses, cross-curricular and cross-modular activities, informal activities and the learning ethos can be judged.

d) The Governing Body endorses the fundamental principles which must be applied to the curriculum. In this context the curriculum must have the following qualities:

- The curriculum must be **broad**. It must introduce the pupils to a wide range of knowledge and experience and develop a range of important skills - intellectual, practical and personal.
- The curriculum should be **balanced**. Each area of the curriculum should be allocated sufficient time to make its specific contribution but not so much that it affects other essential areas. Time allocation and management is a crucial matter for success in curriculum design.
- The curriculum should be **relevant**. It must be linked with the pupils' own experience. Within this experience there is a need for a practical dimension to learning, to prepare pupils for a society in which new technology is commonplace. The relevance of the curriculum should be enhanced by links with those outside formal education circles - in particular those making a significant contribution to the community.
- The curriculum should be **differentiated**. What is taught and how it is taught must be matched with a pupil's age, ability and aptitudes and should allow for progression at all stages.

It is the policy of the Governing Body that these four principles will apply to the formal education of every child. Every effort must be made to enable children with special educational needs to follow a curriculum based on these four principles.

Delivery of the Curriculum

The Governing Body believes that a curricular policy based upon the principles and content outlined should provide that range of learning experiences which will develop knowledge, skills, concepts and attitudes and which will prepare our pupils for the life skills necessary for a society in which they are to take their place.

The school must produce detailed Schemes of Work related to the National Curriculum Programmes of Study and Attainment Targets.

The management of the curriculum should be seen as a priority and support should be given to less experienced teachers in order that they may ensure its adequate delivery.