



PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



Curriculum Cwricwlwm

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Review Date: 2021
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Learn to live...
live to learn

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PONTARDDULAIS COMPREHENSIVE SCHOOL

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Learn to live....live to learn

Ensuring pupils maximise their potential

1. AIMS

The National Curriculum has established in law the principle that each pupil should have a broad and balanced curriculum, relevant to his or her particular needs. The curriculum must also help to develop the pupil as an individual, as a member of society and as a future adult member of the community.

It is also important to take into account the guidance provided by WAG who wish the curriculum to:

- a) give emphasis to the attitudes and values which will enrich life;
- b) provide knowledge, understanding and skills for use in later life;
- c) teach the skills needed to promote lifelong learning with an emphasis on literacy and numeracy.

2. GOVERNORS

- 2.1 The Governors of Pontarddulais Comprehensive School recognise their corporate responsibility to provide a curriculum that accommodates the requirements of the National Curriculum, LNF, DCF and Religious Studies.
- 2.2 They will take all reasonable steps within their power, to implement the requirements specified for the "core" and "foundation" subjects that comprise the National Curriculum, within the context of the whole school curriculum.
- 2.3 The Governing Body states in its list of "General Aims", those values and attitudes it wishes to promote through the curriculum.
- 2.4 The more specific "Educational Aims" are listed separately and represent what may be termed as the "entitlement curriculum" or the irreducible minimum range of experiences that every child has the right to receive.

3. GENERAL AIMS OF THE SCHOOL

- 3.1 Pontarddulais is a happy and caring community where there is encouragement and opportunity for all pupils to maximise potential, where they feel safe, valued as individuals and learn to co-operate with one another;
- 3.2 Pontarddulais pupils know that they will find the guidance and support they need as they continue to develop as lifelong learners;
- 3.3 The school community recognises all the intellectual, spiritual, social and physical needs of the pupils and endeavour to meet those needs of every individual;
- 3.4 The school community and support processes ensure that pupils are recognised as individuals and are cared for as individuals;
- 3.5 Pontarddulais continues to strengthen the links that have been developed with the community which it serves, and of which its pupils are a part.



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4. EDUCATIONAL AIMS OF THE SCHOOL

- 4.1 The school community ensures pupils develop:
 - (i) enthusiastic, enquiring minds;
 - (ii) the ability to question and argue rationally;
 - (iii) the ability to apply themselves to tasks and physical skills;
- 4.2 Pontarddulais enables pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- 4.3 Pontarddulais develops the pupils' effective use of literacy, numeracy and ICT in their lives;
- 4.4 The school community instils respect for religious and moral values and tolerance of other races, religions and ways of life;
- 4.5 Pontarddulais helps pupils to understand the world in which they live, and the interdependence of individuals, groups and nations;
- 4.6 Pontarddulais ensures pupils achieve their potential through teaching and learning strategies that challenge and support pupils.

5. THE CURRICULUM

5.1 Areas of Learning

To ensure the delivery of a broad and balanced provision, the curriculum will comprise "Areas of Learning" which together describe the full range of experiences to which pupils are entitled.

These areas are:

- English and Literacy;
- Mathematics and Numeracy;
- Science and Technology;
- Expressive Arts;
- Humanities;
- Health and Wellbeing;
- Welsh Baccalaureate;
- Languages;
- Vocational Pathways

- 5.2 To enable pupils to take an active and informed part in the world at large, they will have access to the following elements of learning:

- Careers, guidance and advice;
- Personal and social education;
- Global citizenship and the environment;
- Health education;
- Sex and relationship education

These themes are integrated within the teaching programmes of many subjects.



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5.3 Skills

The ability to use a range of skills effectively is crucial to every learner. The LNF drives the delivery and assessment at KS3 and is extended into KS4 through GCSE Mathematics – numeracy and GCSE English Language. At KS4 all essential and employability skills that are listed below are delivered and assessed through the Welsh Bacallaureate.

The following key competences will be developed throughout the curriculum:

- Literacy
- Numeracy
- Digital Competence
- Planning and Organisation
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Personal Effectiveness

5.4 Dimensions

The school is committed to “promoting a culture in which diversity is valued and equality of opportunity is a reality”. [Equal Opportunities & Diversity in the School Curriculum ACCAC 2001]

5.5 The School curriculum will include:

- (i) the promotion of positive approaches to difference and the fostering of respect for people of all cultural backgrounds in order to challenge stereotypes and misconceptions.
- (ii) the provision of “equal opportunities” for all pupils, irrespective of gender, ability or cultural or ethnic background;
- (iii) opportunities to include positive images and role models irrespective of gender, race or disability;
- (iv) catering for the individual needs of pupils in ways which will make the curriculum accessible to all pupils;

5.6 Bilingualism

The cultural relevance appropriate to the school’s Welsh setting as laid down by the Curriculum Wales, Siarter Iaith- A whole school approach:

- (i) the Welsh Language will be promoted naturally in the life of the school through bi-lingual labelling of signs contributions in assemblies and school concerts.
- (ii) pupils’ bilingual skills will be enhanced, developed and applied across the curriculum



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- (iii) Pupils take ownership of the Welsh language and understand its relevance to everyday life.

5.7. Religious Studies

Although Religious Studies is not a core or foundation subject, it is a compulsory subject with special status under the Education Reform Act of 1988. It must be provided for all pupils although parents have a right of withdrawal.

- (i) The governing body will ensure that Religious Studies is provided for all pupils except for those withdrawn by parents, in accordance with the locally agreed syllabus as drawn up by the Standing Advisory Council on Religious Education (SACRE).
- (ii) Pupils will participate in the act of daily worship within assemblies and registration.

6. CURRICULUM DELIVERY

- 6.1 All teachers within the school are expected to take account of how pupils learn as well as what they learn.
- 6.2 Pupils will be challenged, encouraged and supported in order to succeed.
- 6.3 Teachers will employ a wide range of classroom approaches to help pupils achieve planned objectives. Thus expository, discursive, enquiry and activity approaches will be selected for individuals, groups or classes in a structured manner.
- 6.4 The curriculum will be differentiated in terms of the level of work or tasks set for pupils and the pace of teaching within and/or between teaching.
- 6.5 Pupils, including MAAT and ALN, will be progressively challenged by the activities provided.

7. PATHWAYS

Pupils at the end of Key Stage 3 have the opportunity to choose subjects that are relevant to their own future development. While breadth is maintained, an element of individual choice exists to provide pupils with flexible pathways that maintain balance. The school works with external providers to ensure that curriculum entitlements are met. The Pathways Coordinator supports pupils who primarily follow Pathways outside of school.

8. IMPLEMENTING THE CURRICULUM

- 8.1 Each Head of Department will produce a scheme of work which will outline the department's aims and objectives, teaching and learning styles, resources and assessment policy.
- 8.2 Each department will be responsible for mapping their curriculum area against relevant progression steps.
- 8.3 Each department will be responsible for mapping and delivering the skills frameworks.



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9. SUPPLEMENTARY DOCUMENTATION

ALN policy and MAAT policy
ARR policy
School Prospectus