



BUILT WELLS HIGH SCHOOL

CURRICULUM POLICY

Builth Wells High School Curriculum Policy

Overview

Builth Wells High School's curriculum consists of everything that promotes pupils' and students' spiritual, moral, cultural, mental, intellectual, personal, social and physical development. As well as lessons and extracurricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

Aim

The aim of the curriculum at Builth Wells High School is to develop the knowledge, understanding, skills and attitudes which are necessary for each pupil's self-fulfillment and development as an active and responsible citizen at each stage of their education.

The curriculum prepares pupils for further study, employment and adult life. The curriculum aims to enable all pupils and students to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives, and
- responsible citizens who make a positive contribution to society.

Objectives

The curriculum will meet the needs and aspirations of pupils/students and the community in ways that:

- challenges all pupils/students to achieve;
- raises aspirations and sets appropriate challenges;
- allows personalisation for individual interventions, including catch-up and one-to-one tuition;
- makes sense to pupils/students so they can see the connections between different subjects, skills, cross-curricular dimensions, assessments and qualifications ensure;
- the whole planned learning experience has a clear sense of purpose relating to and building on pupils'/students' knowledge and experiences of the world in which they live;
- fosters good learning relationships between teachers and pupils/students, and between pupils/students and their peers;
- provides opportunities for pupils/students to learn on their own, in a team, in a large group and with virtual collaborators;
- provides opportunities for pupils/students to learn in a range of places and to benefit from resources in the local community;
- includes global, national, local and personal dimensions;
- makes certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts;
- is balanced, relevant and differentiated;

- prepares students for the responsibilities and opportunities they will face in adult life;
- provides a seamless pathway;
- provides the opportunities for students to work at a pace best suited to their own needs;
- reflects and makes use of current technology and
- meets statutory requirements.

The school will take every opportunity to ensure all pupils/students, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge gifted and talented young people so that they achieve their full potential and their progress is sustained and enhanced make certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

Element 1: Curriculum aims

The school will deliver the national curriculum at Key Stage 3 and 4 and fulfil the requirements of the Learning and Skills (Wales) Measure 2009. However the aim of Builth Wells High School is to provide more than this; the curriculum will respond to the needs of our students and will relevant to their needs post-16. The curriculum will:

- ensure all learners, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications;
- narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers;
- reflect learners' needs and meet the needs of particular groups at risk of underachievement or who face barriers to learning;
- work with other partners and agencies to help those at risk of dropping out and
- challenge MAT pupils/students so that they achieve their full potential and their progress is sustained and enhanced.

Transition

The Transition Plan describes the procedures that support pupils from primary feeder schools settling into the school.

Setting

KS3

In year 7 pupils are taught in mixed ability groups for the majority of the time, the exception being mathematics.

In Y8 and 9, English, science, Welsh 2nd Language and modern foreign languages are broadly set according to ability.

This is done in order to match the learning experiences to the ability of the pupil so that they reach the highest possible standards of achievements. All other subjects are taught in mixed ability tutor groups.

KS4

In KS4, English, Cymraeg, mathematics, science and Welsh 2nd Language are set. All other subjects are taught in mixed ability groups.

Individual support

The ALNCO works closely with all departments, in order to support students so that they all have access to the curriculum.

(See Equal Opportunities Policy)

Key Skills

The Key Skills of Communication, ICT and Application of Number are taught as discrete subjects in KS3. In Key Stage 4 and 16+, all six Key Skills are delivered through a combination of discrete lessons and integration into Options.

Learning Core

The 14–19 curriculum secures continuity of learning and progression. In KS4, the Learning Core is delivered via the WBQ at Foundation and Intermediate levels and through the Advanced level at 16+.

The Learning and Skills (Wales) Measure 2009

Pupils in KS4 and 16+ students access a local curriculum consisting of courses of study from each of the learning domains (a: mathematics, science and technology; b: business, administration and law; c: services for people; d: arts, media, culture and languages and e: humanities, social sciences and preparation for life and work), including a minimum proportion of vocational courses of study. This is achieved through collaboration with Coleg Powys, Gwernyfed and Llandrindod High Schools and two training providers.

Learning Coach

All Pupils in KS4 and 16+ students can access the support of two learning Coaches.

PSE and Wellbeing

All pupils and students follow a programme of PSE that meets the requirements of the Personal and Social Education Framework for 7 to 19-year-olds in Wales. The programme prepares pupils and students to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

The programme relates to issues including sex and relationships, body image, drug, alcohol and tobacco use. Education for health seeks to encourage pupils and students to eat sensibly, stay physically active and maintain good levels of personal wellbeing.

The programme provides opportunities for pupils and students to understand the consequences of the choices they make in order to develop self-respect and build the confidence to make responsible, informed and healthy choices about their lives. This knowledge, skills and understanding is promoted through the school's routines, organisation and environment.

In order to help pupils and students understand the characteristics of a healthy lifestyle and make informed decisions they have opportunities across the curriculum to:

- meet, talk and work with a range of people, including professionals from the health and emergency services
- develop positive relationships with a wide range of people
- consider social and moral dilemmas, including the varied attitudes and values underpinning some of the healthy lifestyle issues they encounter in their communities
- find information and advice, for example through help lines and websites, and learn how to provide information to others
- prepare for change, for example by anticipating the challenges of new and widening social groups as they get older, and by considering the choices they may have to make
- feel positive about themselves, for example by giving and receiving positive feedback, and keeping a record of their progress and achievements.

Careers and the World of Work (CWW)

All pupils and students follow a programme that meets the requirements of Careers and the world of work: a framework for 11 to 19-year-olds in Wales. CWW is concerned with the relationships between young people, their learning and the world of work. It helps pupils and students to:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

Assessment

Assessing pupils' progress puts the learner at the heart of the assessment process (AfL). Assessment:

- is integral to teaching and learning
- puts the learner at the heart of assessment
- provides a view of the whole learner and
- involves reliable judgements about how learners are doing, related, where appropriate, to national standards.

(See Assessment Policy)

Element 2: Curriculum organisation

In Key Stage 3 students study	In Key Stage 4 students study
Personal, Social and Health Education (PSHE)	Personal, Social and Health Education (PSHE)
Careers and the World of Work (CWW)	Careers and the World of Work CWW)
English	English
Cymraeg or Welsh 2 nd Language	Cymraeg or Welsh 2 nd Language
Mathematics	Mathematics
Science	Science
Religious Education	Religious Education
Physical Education and Games	Games
History	Welsh Bacculaureate Foundation or Intermediate
Geography	Key Skills
Modern Foreign Languages (French or German)	Four choices from KS4 options (subjects are listed below)
Art	
Design and Technology	
ICT and Key Skills	
Drama	
Music	

Year 10 Options 2009 – 20011

Option A	Option B	Option C	Option D
	Hanes	Cerddoriaeth	Gwyddoniaeth
		Daearyddiaeth	
		Work-Based Programme	Work-Based Programme
Child Development	Learning Support	Art	Business
Design Technology Resistant Materials	French	Catering	Additional Science
History	Media Studies	Drama	Design Technology Textiles
	PE	Geography	
	Geography	German	
		Music	

16+ Options 2009 – 20011

Option A	Option B	Option C	Option D	Option E
BTEC Hospitality	Business	Drama	Art and Design	Geography
Physics	Chemistry	Health and Social Care	Biology	Music Technology
English	Communication Studies	History	Product Design	Mathematics (Statistics)
Music	Cymraeg	Cerddoriaeth	Textiles	Mathematics (Mechanics)
	French		Welsh	Hanes
	German			Daearyddiaeth
				Physical Education
				Religious Education

It is the school's policy to enter some students earlier than would be normal for external assessment in certain subjects. This is done only when it would benefit the student.

When a student has completed a GCSE course by the end of Year 10 further options are available to challenge and extend the individuals involved.

New Technology

The present buildings contain an abundance of up to date technology. We have always used ICT in our teaching in order to help equip our pupils and students with the knowledge they will require when they go on to further education or work. It is embedded in our schemes of work and is in evidence in all lessons where it can make an impact.

ICT is also taught as a discrete subject so that all students possess the skills they will need in other lessons. All teaching rooms have computer access and an interactive whiteboard. There are four specialist areas that can be booked by staff so that whole classes can work on computers. Students also have access to computers at lunchtime and after school.

Networking with other educational providers

We have and are developing educational links with local primary schools, other secondary schools, Coleg Powys and other Training Providers. By doing this we can ease the transfer of students from primary school to secondary school, use the expertise that other providers possess in developing joint courses and develop applied and vocational courses for those who would benefit. As well as working with all of our primary schools we are doing development work with Gwernyfed and Llandrindod High Schools, Powys Training and Coleg Powys.

Enhancing the Curriculum

Builth Wells High has a proud tradition of providing its students with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing students with opportunities not available during the school day. They are very much valued by both students and their parents, as can be seen by the large numbers attending.

Sport is a strength of the school, with all the major sporting activities catered for. This is supplemented by the work of the 5x60 officer.

The quality of the music department has long been recognised and as well as individual peripatetic tuition being available to all students, there are regular practices and concerts for the bands, ensembles and choir.

Homework Club exists for pupils and students who require help after school. There is an extensive range of clubs and societies. The school also enters many local and national competitions and quizzes.

As well as clubs, the wide range of trips and visits provide opportunities for pupils and students to enhance their learning.

Careers

Careers education is well developed in all year groups. A Careers Wales Powys advisor is based in school and provides specialist advice as follows:

- Group sessions in Year 7 and Year 8
- Individual and Group sessions in Year 9 in order to help pupils make informed decisions about their choices and the pathways available post 14-19
- Individual sessions in Year 10 to help students focus on the choices available post 16.

- Individual interviews in Year 11 designed to make sure that all students progress along the most relevant routes once they leave Built Wells High.
- Individual interviews in Year 12 and year 13 focusing on Higher Education, training and employment.

All students are given the opportunity to take part in work experience towards the end of Year 10 and in year 12. This forms part of the WRE Element of the WBQ.

Element 3: Curriculum evaluation

Evaluation of the curriculum is an ongoing process with specific opportunities to gather, analyse and act on the information identified in the calendar.

All departments formally review what is taught and how it is taught at both Key Stage 3 and 4 and 16+. In particular:

- the pace of lessons
- the most appropriate time for assessment and the methods of assessment
- the suitability of courses being offered

Evaluation includes and responds to:

- What are its strengths and what needs to be developed?
- How well does it meet the wider aims of the curriculum?
- Does it reflect local contexts and meet the needs, interests and aspirations of all learners?
- How might the curriculum be developed to improve motivation and engagement and raise standards?