



Radyr Comprehensive School

Ysgol Gyfun Radur

Respect ♦ Commitment ♦ Success

Curriculum Policy



Introduction

All students at Radyr have a right to a curriculum that maximises learning outcomes. We aim to give students both academic outcomes and the opportunity to develop as “well rounded” individuals who play an active part in society.

Principles

The purpose of this policy is:

- to provide a broad, balanced, coherent, differentiated and relevant curriculum that meets all statutory requirements, enriched by a wide range of additional opportunities for learning and personal development;
- to provide a curriculum that supports all students to enjoy learning and perceive education as a lifelong process;
- to provide a curriculum that ensures continuity and progression within and between Key Stages;
- to provide equal access to the curriculum for all students;
- to provide appropriate 14-19 learning pathways;
- to provide a curriculum that draws appropriately upon the Welsh Language and Culture;
- to develop in students the concept of Lifelong Learning;
- to support governor accountability in meeting Welsh Government targets of improving standards;
- to prepare where appropriate for the introduction of the new Curriculum for September 2022.

Aims

The school will ensure that:

- all students follow a common curriculum at Key Stage 3, which will build on work covered at Key Stage 2;
- all students study the core subjects of English, Mathematics, Science, Physical Education, PSE, Welsh and the National Challenge Certificate at Key Stage 4, and will be encouraged to study subjects from a range of curriculum areas;
- the curriculum meets the statutory requirements with regard to Religious Education;
- at Key Stage 4 and Key Stage 5, students follow courses at a level recommended by the school, after consultation with students and parents/carers;
- all courses are available to both boys and girls;
- all courses take careful account of the additional learning needs of students, including those that are more able and talented;
- links with industry, commerce and the community are developed to enrich the curriculum whenever and wherever possible;
- students have access to information regarding future careers from Year 9 onwards;
- all students are provided with the opportunity to participate in a period of work experience during year 10 and year 12;
- all students are offered a wide range of courses at 13-19, the delivery of which will be supported by collaborative partnerships;
- the delivery of the curriculum is monitored by the Headteacher and Senior Leadership Team through regular faculty reviews and line management meetings;

- all departments will produce a departmental handbook detailing all departmental documentation and schemes of work;
- any proposals regarding curriculum change will be discussed initially at Senior Leadership Team level with the Headteacher providing a briefing to the Full Governing Body via the Development Committee.

Curriculum Structure

At Radyr the timetable cycle consists of 50 one-hour lessons across a fortnight. For curriculum purposes, Key Stage 3 includes year 7 and 8, Key Stage 4 includes year 9, 10 and 11.

Key Stage 3 – Year 7 (2021/22)

In year 7, students are taught in mixed ability tutor groups for most of their lessons. Humanities contains National Curriculum subjects of Geography and History, along with statutory Religious Education. In January, students are placed in ability sets for Mathematics. Technology comprises of Food and Textiles (Home Economics) and Design and Technology lessons.

| Subject | Lessons per cycle |
|------------------------|--------------------------|
| English | 6 |
| Mathematics | 6 |
| Science | 6 |
| Welsh | 4 |
| Art & Design | 2 |
| Technology | 4 |
| French | 4 |
| Humanities | 8 |
| Information Technology | 2 |
| Music | 2 |
| Physical Education | 4 |
| PSE | 1 |
| Drama | 1 |
| Total | 50 |

Key Stage 3 – Year 8 (2021/22)

In Year 8, Geography, History and Religious Education are taught as individual subjects. Along with Mathematics, English, Science, Languages are given the opportunity to set. There are 2 learning pathways students can pursue in year 8:

Learning Pathway 1 - students do a second modern foreign language – German. Students with an aptitude for languages will be selected for this pathway;

Learning Pathway 2 – students have an additional lesson in French and Physical Education:

| Learning Pathway 1 | | Learning Pathway 2 | |
|------------------------|-------------------|------------------------|-------------------|
| Subject | Lessons per cycle | Subject | Lessons per cycle |
| English | 6 | English | 6 |
| Mathematics | 7 | Mathematics | 7 |
| Science | 6 | Science | 6 |
| Welsh | 3 | Welsh | 4 |
| Art & Design | 2 | Art & Design | 2 |
| Design & Technology | 4 | Design & Technology | 4 |
| French | 3 | French | 4 |
| German | 3 | History | 3 |
| History | 3 | Geography | 3 |
| Geography | 3 | Religious Education | 2 |
| Religious Education | 2 | Information Technology | 2 |
| Information Technology | 2 | Music | 2 |
| Music | 2 | Physical Education | 4 |
| Physical Education | 3 | PSE | 1 |
| PSE | 1 | Total | 50 |
| Total | 50 | | |

Key Stage 4 – Year 9 (2021/22)

Year 9 is seen as a transition year in terms of the Key Stage 4 curriculum. Students embark on their chosen options whilst still retaining compulsory aspects associated with Key Stage 3.

| Subject | Lessons per cycle |
|----------------------------|-------------------|
| English/English Literature | 7 |
| Mathematics/Numeracy | 7 |
| Science | 9 |
| Welsh | 4 |
| Ethics and Philosophy | 3 |
| Core Physical Education | 4 |
| Option A | 4 |
| Option B | 4 |
| Option C | 4 |
| Option D | 4 |
| Total | 50 |

The majority of students will take at least 10 GCSEs or vocational equivalents comprising of a core curriculum including English, Mathematics, Science, Ethics Philosophy and Skills*, Welsh (2nd Language) and Physical Education.

*(*This is used to deliver statutory Religious Education and PSE. Through this, students prepare and undertake the National Skills Challenge Certificate in Year 10 and Year 11. There are three lessons in Year 9, five lessons in Year 10 and one lesson in Year 11)*

Students also choose 4 additional option subjects. A Qualifications Plus course has been developed to allow students to access support, whilst undertaking a suite of vocational qualifications including SWEET and Financial Capability.

Students initially have a free choice of option subjects. Once option blocks have been created around pupil choices, a small number of students may need, after discussion with the Senior Leadership Team and their parents/carers, to re-consider their option choices. A list of the subjects offered at Radyr and our Partnership Schools can be found in the Options Booklet on the school website. The model below shows the current Year 9 and 10 progression into Year 11 (2020/21)

| Year 9 | | Year 10 | | Year 11 | |
|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| Subject | Lessons per cycle | Subject | Lessons per cycle | Subject | Lessons per cycle |
| English/English Literature | 7 | English/English Literature | 7 | English/English Literature | 7 |
| Mathematics/Numeracy | 7 | Mathematics/Numeracy | 7 | Mathematics/Numeracy | 7 |
| Science | 9 | Science | 9 | Science | 9 |
| Welsh | 4 | Welsh | 4 | Welsh | 4 |
| Ethics and Philosophy | 3 | Ethics and Philosophy | 5 | Ethics and Philosophy | 1 |
| Core Physical Education | 4 | Core Physical Education | 2 | Core Physical Education | 2 |
| Option A | 4 | Option A | 4 | Option A | 5 |
| Option B | 4 | Option B | 4 | Option B | 5 |
| Option C | 4 | Option C | 4 | Option C | 5 |
| Option D | 4 | Option D | 4 | Option D | 5 |
| Total | 50 | Total | 50 | Total | 50 |

Revolve Provision

The School has developed its own 'in-house' provision to support those students that would struggle with the regular timetabled curriculum as described above. Lessons in Revolve include core subjects such as Mathematics, English and Science. Additional qualifications such as those delivered through the Princes Trust or other vocational providers can be accessed if appropriate. This is regularly reviewed.

Key Stage 5 – Year 12 and 13 (2021/22)

Students study a variety of courses to AS level leading to a full A level at the end of Year 13, in addition to studying for the Welsh Baccalaureate, which is compulsory. At present, we have a combined 6th Form of approximately 280 students. The entry requirements and courses offered to students are set out in more detail in the 6th Form General Information Booklet and 6th Form Course Details Booklet which can be found on our website.

Since 2009/2010, years 12/13 students have taken the Welsh Baccalaureate Advanced Diploma at Radyr. The current year 12 and 13 are now on the new programme which grades the Welsh Baccalaureate in the same way as other A Levels. Students gain the Welsh Baccalaureate Qualification in combination with 2 grades at A2 levels.

Along with the Welsh Baccalaureate, students usually study 4 subjects in Year 12 at AS level and 3 subjects in Year 13 at A2 level. Some subjects are delivered in some of our partnership schools in order to offer more choice to students. Students initially, have a free choice of option subjects. Once option blocks have been created around pupil option choices, a small number of students may need, after

discussion with the Assistant Headteacher/Director of Sixth Form and their parents/carers, to re-consider their option choices.

| Subject | Year 12 Periods/cycle | Subject | Year 13 Periods/cycle |
|---------------------|--------------------------|---------------------|--------------------------|
| Option 1 | 8 | Option 1 | 8 |
| Option 2 | 8 | Option 2 | 8 |
| Option 3 | 8 | Option 3 | 8 |
| Option 4 | 8 | Option 4 | 8 |
| Welsh Baccalaureate | 5 | Welsh Baccalaureate | 3 |

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 KS4 in order to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to focus in a particular curriculum area;
- allow a pupil to consolidate his/her learning and progress in other areas of the curriculum;

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

Religious Education

Religious Education is compulsory at KS3 and KS4. Parents/carers have the right to withdraw their children from Religious Education. At KS4, Ethics Skills and Philosophy contains statutory Religious Education and PSE. Religious Studies is also offered as a full course GCSE option.

In years 12 and 13, Religious Studies is offered as an option at AS/A level. Statutory Religious Studies in years 12 and 13 is provided for all students through Welsh Baccalaureate lessons.

Sex Education through PSE

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 education policy is available to parents/carers. It has been drawn up in consultation with staff, students and parents/carers, and takes into account the views of representatives from the community. It has regard for 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/carers/carers may withdraw their children from any 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. WJEC Politics is offered as an option in KS5.

Physical Education and Games

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 a short period, a note from a parent will suffice. For a prolonged period of non-participation, a medical certificate will be required.

Extra-curricular Activities

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. There is an annual audit of extra-curricular activities which is then made available to all students.

Cwricwlwm Cymreig

The Cwricwlwm Cymreig is developed within the whole school curriculum to help promote a sense of Welsh identity within our students. Welsh is taught as a second language to all students to the end of KS4. For details on Welsh provision, please refer to separate policy. There is a school Eisteddfod each year on Saint David's Day, when students compete in a wide range of events for their school houses. In addition, students follow the Cwricwlwm Cymreig in each subject, where appropriate. This is available in more detail in schemes of work.

Homework

The school expects homework to be set and completed as appropriate and a separate homework policy has been produced. As guidance, the school expects students to spend the following times on homework:

- Years 7 and 8 – 45 to 90 minutes per day;
- Year 9 – 1 to 2 hours per day;
- Years 10 and 11 – 1 to 2 hours per day;
- Years 12 and 13 – this is subject specific.

Show My Homework is used to communicate homework to students. Teaching staff will mark and feedback on homework.

Special Educational Needs

The school has a special educational needs policy for statemented and non-statemented students, which is available separately. The school will determine the appropriate courses in consultation with the parents/carers.

Concerns and Complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the relevant Director of School. This may then be referred to the Senior Teacher with responsibility for the curriculum.

Blended Learning

During periods when students are unable to attend school due to changing conditions such as COVID-19 and its 'variants of concern', students will be taught online, following the timetable published at the time. The school recognises the need to adapt provision in accordance to the changing situation. Parents/carers will be informed via the school website and Parentmail.

Roles and Responsibilities

The Governing Body

- The Governing Body is responsible for regularly reviewing and approving the Curriculum Policy in conjunction with the Headteacher/Assistant Headteacher (Curriculum).
- Any recommendations about curriculum change are approved by the Governing Body and incorporated into the School Development Plan

The Headteacher, Senior Leadership Team and Heads of Faculty

- The Headteacher is responsible for reviewing and approving this Curriculum Policy in conjunction with the Governing Body and monitoring its effectiveness.
- The Assistant Headteacher(curriculum) will implement the curriculum, through effective timetabling to ensure resources are placed where required by students and teachers.
- Under the direction of the Assistant Headteacher, the Heads of Faculty will ensure that the subjects delivered through the school curriculum best cater to the needs of our students.
- Heads of Faculty and/or Heads of Department will provide information to parents about the curriculum, this will be done through the publication of Curriculum Letters.
- Heads of Faculty and/or Heads of Department will provide materials to ensure students make appropriate option choices in Year 8 and Year 11.
- Heads of Faculty and/or Heads of departments, will work with the Assistant Headteacher (Teaching and Learning) and Directors of Learning in the development of the new curriculum.

Staff

All staff are responsible for:

- Delivery of the curriculum, through effective line management of departments and faculties;
- Keeping up to date with curriculum reform and all the requirements this will bring.

Parents/Carers

Parents/Carers are responsible for:

- Supporting their child when making option choices.

Students

All students are responsible for:

- Taking ownership of the options process when choosing subjects;
- Engaging in the Radyr curriculum to the best of their abilities.