





Respect – Commitment – Success
Parch – Ymrywmiad – Llwyddiant

**CROSS CURRICULAR
RESPONSIBILITIES
POLICY**

Document Version Control

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Equality Impact Assessment

Name of Policy or Procedure	Cross Curricular Responsibilities Policy
Date of review/approval	September 2023
Those involved in the assessment	Resources Committee of the Governing Body
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	<p>The policy sets out the expectations upon teaching staff across the curriculum regarding the cross curricular teaching responsibilities of literacy, numeracy, digital skills, and Welshness, as well as wider general skills. The policy does not differentiate by reference to these characteristics:</p> <ul style="list-style-type: none"> • Gender/sex; • Sexual orientation; • Religion/belief; • Age; • Gender reassignment; • Pregnancy/maternity; • Marital status.
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	
Recommended changes to mitigate against potential negative differential impacts	

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

1. Introduction

The intended audience for this policy is any 'Interested Party' of Radyr Comprehensive School. This includes pupils, parents, carers, guardians, members of staff, the local community, governors and other persons with a valid and justifiable interest in the function of the school.

Radyr Comprehensive School is committed to ensuring all pupils, regardless of prior attainment or socioeconomic background, is able to make progress in their knowledge and skills. Under the Curriculum for Wales, the cross-curricular responsibilities (CCRs) or literacy, numeracy and digital competency are mandatory meaning pupils must be given suitable opportunities across the curriculum to practise these skills at a level appropriate to their ability. Radyr Comprehensive School has included Cymreictod/Welshness within their understanding of a cross-curricular responsibility and it is mandatory for all departments within the school to offer suitable opportunities to celebrate Welshness and encourage and promote the use of the Welsh language.

Departments must also ensure pupils are given suitable opportunities to practise and develop skills integral to the four purposes within their schemes of work. These are:

- creativity and innovation;
- critical thinking and problem solving;
- personal effectiveness and;
- planning and organising.

1.1 Policy Aims

- To adopt a whole-school approach to skills across the curriculum in keeping with the principles and practices established by Welsh Government, the National Curriculum and the Curriculum for Wales Framework.
- To enable all learners to reach their potential in the key skills.
- To support the progressive development of skills throughout the curriculum.
- To raise staff awareness of key skill strategies.
- To encourage staff to take responsibility for the development of skills in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- To support the development of skills through the deployment of a range of resources in the School including blended learning.
- To identify specific roles and responsibilities within the School with regard to the development of skill work.
- To establish procedures for monitoring skills across the curriculum.

Numeracy

Defining Numeracy

Radyr Comprehensive School is committed to raising standards of numeracy in all its learners. They need to develop the ability to use numeracy skills effectively in all areas of the curriculum and those necessary to cope confidently with the demands of further education, employment and adult life. All teachers and support staff have a role to play in supporting learners' progress in numeracy.

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic and requires an understanding of the number system, repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways data is gathered and presented.

Mathematics is a part of numeracy, but to be numerate means you are able to apply some of these mathematical skills in many more contexts than in mathematics lessons and across several subject areas. It is therefore our expectation that all teachers will be teachers of numeracy.

'Numerate pupils are able to handle numbers fluently in mental, oral and written work; exploit patterns within number when calculating and approximating; measure and calculate accurately and estimate reasonably, using appropriate units of time, length, area, volume, mass, capacity, angle and related compound measures; use calculators accurately and appropriately; use an increasing range of skills to identify, analyse and describe practical problems or tasks involving numerical data; read, extract, interpret and analyse numerical and statistical data from a range of sources and presented in a variety of forms; and select appropriate techniques to represent data.'

(Improving numeracy in KS2 and KS3, Estyn, April 2010)

A numerate learner is one who:

- is confident and competent at performing calculations involving number;
- can use a range of techniques to carry out computations mentally and on paper;
- knows and understands the properties of number;
- can explain methods and justify reasoning & conclusions, using correct mathematical terms;
- can use calculators and other ICT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of the calculation;
- and can recognise and use mathematical skills and techniques in a variety of contexts.

The Numeracy Strategy

Radyr Comprehensive School will:

- ensure that learners master basic number skills thoroughly and have effective strategies to recall essential number facts quickly and accurately;
- provide worthwhile opportunities for pupils to use numeracy skills, particularly number skills and numerical reasoning, in subjects across the curriculum;
- help learners to become confident in numeracy and able to apply and communicate their results across the curriculum and in real life;
- monitor the National Numeracy test data for learners to ensure pupil progress;
- share National Numeracy test data with all teachers to ensure there is appropriate challenge and support in lesson planning;
- make sure that numeracy activities stretch learners appropriately;
- and monitor and evaluate the impact of strategies for improving numeracy.

Implementation of the Strategy

The role of the Senior Leadership Team is to:

- participate in the planning, implementation and evaluation of the whole-school numeracy strategy;
- specify expectations of all teachers;
- support the development and implementation of a whole-school numeracy policy;
- provide INSET, resources and opportunities for staff within the School, to accommodate the National Numeracy Framework within schemes of work.

The role of the Leader in charge of Numeracy is to:

- Work with the Senior Leadership Team to determine a strategy for developing numeracy across the curriculum and ensure the effective development and implementation of the numeracy policy;
- review the Curriculum for Wales Numeracy Framework provision and identify opportunities to develop and apply numeracy skills;
- audit existing examples of good practice in numeracy across the Curriculum;
- encourage teachers of mathematics to provide assistance and advice to other departments so that a consistent approach is used across the whole school;
- advise on how good standards of numeracy help to improve standards across the curriculum, as well as how to introduce and consolidate the teaching of numeracy skills;
- ensure consistency of approach across the School;
- identify areas of numeracy that teachers are least confident of teaching within the context of a particular subject and discuss with senior managers the measures needed to address the identified issues;
- and evaluate the whole-school impact of applying the numeracy policy.

The role of a Curriculum Leader is to:

- identify opportunities for developing numeracy skills in schemes of work;
- map progression in numeracy skills across year groups;
- ensure coherence and consistency in the application of numeracy skills linked to the Curriculum for Wales Numeracy Framework across the subject area and all teaching staff;
- work with teachers to plan progressive, differentiated and challenging tasks that will allow learners to demonstrate understanding and develop and consolidate the full range of numeracy skills;
- and monitor and evaluate the impact of these approaches on standards of learning for subject areas.

The role of a teacher is to:

- be familiar with the Curriculum for Wales Numeracy Framework and progression through it;
- ensure they are familiar with correct mathematical language, notation, convention and techniques and encourage learners to use these correctly in their subject;
- understand the importance of numeracy skills in relation to raising standards of work in their own subjects;
- fully integrate these skills into their planning to provide exciting new learning experiences for learners;
- identify opportunities to develop and apply numeracy skills within subjects and across the curriculum;
- plan tasks that will allow learners to demonstrate understanding and develop and consolidate the range of numeracy skills;
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required;
- and monitor and evaluate the impact of these approaches.

Whole school policy on the use of calculators

In deciding when learners use a calculator in lessons we should ensure that:

- learners' first resort should be mental methods;
- learners have sufficient understanding of the calculation to decide the most appropriate method: mental, written or calculator;
- learners have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures, fractions, etc.;
- learners understand the four arithmetical operations and recognise which to use to solve a particular problem;
- when using a calculator, learners are able to say whether their answer is reasonable;

- and learners can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations).

The National Numeracy Framework

The key aims of the National Numeracy Framework are to:

- help teachers of all subjects to identify and provide opportunities for learners to apply numeracy across the curriculum;
- describe the expectations for numeracy for learners;
- and help determine learner progress in numeracy.

The four strands of the numeracy component of the Numeracy Framework are:

- developing numerical reasoning;
- using number skills;
- using measuring skills;
- and using data skills;
- <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/>

Curriculum for Wales

Numeracy is one of the mandatory cross-curricular skills which underpin the four purposes of the Curriculum for Wales.

In developing learners' numeracy skills, the five mathematical proficiencies – Conceptual understanding, Communication using symbols, Fluency, Logical reasoning and Strategic competence – can be applied and connected, where appropriate across the Areas of Learning and Experience, by using a range of real-life contexts to introduce and explore mathematical concepts, as well as to consolidate them.

- <https://hwb.gov.wales/curriculum-for-wales/>

Numeracy Across the Curriculum

Art and Design

Learners use numeracy in many areas in Art and Design. Many patterns and constructions are based on special properties of shapes, including symmetry. Designs may need to be enlarged or reduced introducing ideas of ratio and scale factor. In areas of sculpture, proportion and measurement are used. When mixing paints and colours, students use ratio and proportion to produce different shades and colours from the three primary colours.

Business

Numeracy is an essential element of all Business courses. Students use numeracy in both the creation and interpretation of graphs, charts and tables. Percentages are widely used in data comparisons. Students need to be able to estimate using mental calculations but they also need to be confident in the use of a calculator. Skills of analysis are involved when looking at primary and secondary data and in the scrutiny of questionnaire results. Students also use Excel spreadsheets.

Design Technology

Measuring is used extensively in all areas of technology, involving the use of both metric and imperial units. When making models or constructions learners work in millimetres and are required to measure accurately using this unit. The need for plans requires learners to be able to produce scale drawings and be able to draw 2D representations of 3D shapes. Identifying and drawing plans and elevations of 3D shapes are also used when planning project work. In Food & Nutrition learners require an understanding of proportion when working with and adapting recipes. Learners also use percentages when identifying the nutritional content of different foods. In Textiles shape and measurement are used when designing and making different items. 2D shapes and tessellations are used in some designs.

Digital Technology (ICT)

Learners will apply numeracy in a variety of ways in ICT lessons. These include collecting and classifying data and entering it into software, producing graphs and tables, interpreting and explaining their results. When learners use computer models they will use their ability to interpret numbers and identify patterns and relationships. When designing power point presentations or websites, Learners will use proportion and their knowledge of shape and space as well as an understanding of enlargement when changing the size of an object. Other numerical skills are used when using formula and formatting within Excel spreadsheets.

English/Drama

Numeracy is not actively used in English, but will come up in activities associated with texts e.g. contextual work on wages in past times. Timelines are used to set a piece of work within its historical background and graphs can be used to show changes in the emotions of characters.

Geography

Numeracy is used in many aspects of learning in Geography. Scale, direction, ratio and distance are used in map reading. Graphs and charts are used in the interpretation of patterns and trends. Learners generate, analyse and present data through fieldwork investigations.

Health and Social Care & Child Care

Learners use graphs, charts and measurement skills when learning about nutrition and read data when comparing actual and expected growth rates in young children.

History

Numeracy is used in the interpretation and construction of timelines and chronology and when analysing numerical sources, for example, the military strength of countries at the start of World War One. Learners use statistics when looking at economic changes. Graphs and tables are used in the presentation of evidence.

Modern Foreign Languages (MFL)

Learners use numeracy in MFL when learning to tell the time, calculating café bills, handling money, working on days and dates and doing simple arithmetic calculations involving addition, subtraction and multiplication. Work in MFL offers some learners the additional opportunity they need to grasp the fundamentals of number work.

Music

The counting of time, beats and half beats are used extensively in Music, as are rhythms and rhythm patterns.

Physical Education

Athletic activities require measurement of height, distance, time, speed and symmetry. Movement and direction are used in areas of dance, gymnastics and ball games. Learners also use their numeracy skills when evaluating their own performance over a period of time.

Science

Scientific investigations and experiments require learners to use their numeracy skills to classify objects, accurately measure distances and quantities, estimate outcomes and quantities when required, recording results in tables and graphs. In Science, learners will order positive and negative numbers, including decimals, calculate means of a set of data and calculate percentages of a quantity. At a higher level learners will apply their algebra skills to substitute into formulae and rearrange scientific equations. Choosing an appropriate graph and being able to interpret data and make predictions will also take place in Science lessons.

Social Science and Ethics & Philosophy

Belief and likelihood in religious education relates to numeracy. The discussion of moral and social issues can lead to the use of primary and secondary data and the interpretation of graphs, charts and tables helps learners to make informed decisions and judgements and to recognise biased data and misleading representations. By applying numeracy skills to problems set in financial and other real life contexts, learners will develop their financial capability and awareness of the applications of real life numeracy.

Literacy

Defining Literacy

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

QCA: *"Use of Language Across the Curriculum."*

At Radyr Comprehensive School, we accept the fundamental principle that literacy is the key to improving learning and raising standards; it enables learners to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what learners can do and how they see themselves. The teaching of literacy is not the responsibility of the English Department alone:

"Literacy is, or ought to be, a shared responsibility- it is too important to leave to English teachers."

HMI John Hertrich, "Implementing effective literacy initiatives in Secondary School: Lessons from Research", Maureen Lewis and David Wray.

All teachers are teachers of literacy. As such, the staff of Radyr Comprehensive School are committed to developing literacy skills in all of our learners. We recognise that literacy is one of the mandatory cross-curricular skills within Curriculum for Wales and that it is the "responsibility of all practitioners, across all curriculum areas, to develop and ensure progression" in this skill. Crucially, we believe that literate learners will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. The importance of developing our learners' literacy skills cannot be under-estimated, because:

- language is the main medium we use for teaching, learning and developing thinking, so is at the heart of teaching and learning;
- learners need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and reflect on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on learners' self-esteem, on motivation and behaviour: it allows them to learn independently - it is empowering;
- good literacy skills are a key factor in raising standards across all subjects.

A literate learner is one who:

- can read and write with confidence, fluency and understanding;
- can use skills in speaking and listening to explore, articulate and extend understanding of texts;
- is able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor reading and correct mistakes;
- can understand the sound and spelling system and use this to read and spell accurately;
- has an interest in words, their usage and meanings;
- has an extensive vocabulary used appropriately for different purposes;
- knows, understands and is able to write in a range of genres, and is familiar with ways in which each genre is constructed;
- understands the conventions of different text types and is able to use their conventions confidently as readers and writers;
- plans, drafts, revises and edits own writing from notes to a finished form;
- understands the publishing process and is able to use a variety of means, including ICT, to produce texts for different audiences;
- has an extended technical vocabulary with which to discuss and evaluate reading and writing;
- reads and writes with enjoyment and discrimination;
- through reading and writing, develops powers of imagination, critical awareness and thinking;
- is able to research independently and make notes from a variety of sources, including the Internet;
- uses appropriate reading strategies to extract particular information, e.g. highlighting, scanning;
- uses talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
- is able to write cohesively and extensively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices;
- adapts writing to suit audience and purpose;
- confidently uses subject specific vocabulary and correct spellings.

Implementation of the Strategy

The role of the Senior Leadership Team is to:

- participate in the strategic planning, implementation, monitoring, evaluation and review of the whole school literacy strategy;
- specify expectations of all teachers;
- support the development and implementation of a whole-school literacy policy;
- provide INSET, resources and opportunities for staff to accommodate the National Literacy Framework within schemes of learning.

The role of the Literacy Co-ordinator is to:

- work with the Senior Leadership Team to determine a strategy for developing literacy across the curriculum and to ensure the effective development and implementation of the literacy policy;
- review the Curriculum for Wales Literacy Framework provision and identify opportunities to develop and apply literacy skills;
- audit existing examples of good practice in literacy across the curriculum;
- encourage teachers of English to provide assistance and advice to other departments so that a consistent approach exists across the School;
- advise on how good standards of literacy help to improve standards across the curriculum;
- advise staff on how to introduce and consolidate the teaching of literacy skills;
- ensure consistency of approach across the School;
- identify areas of literacy with which teachers need most support when teaching, within the context of a particular subject, and implement measures to address issues;
- monitor, evaluate and review the impact of applying the literacy policy.

The role of a Curriculum Leader is to:

- identify opportunities for developing literacy skills in schemes of learning;
- map progression in literacy skills across year groups;
- ensure coherence and consistency in the application of literacy skills linked to the Curriculum for Wales Literacy Framework, across the curriculum area and all associated teaching staff;
- work with curriculum staff to plan progressive, differentiated and challenging tasks that will allow learners to demonstrate understanding and develop and consolidate the full range of literacy skills;
- monitor, evaluate and review the impact of approaches on standards of teaching and learning in the curriculum area.

The role of a teacher is to:

- be familiar with the Curriculum for Wales Literacy Framework and progression through it;
- contribute to learners' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- understand the importance of literacy skills in relation to raising standards of work in their own curriculum areas;
- fully integrate relevant literacy skills into planning to provide challenging and stimulating learning experiences for learners;

- identify opportunities for developing and applying literacy skills within schemes of learning and plan tasks that will allow learners to demonstrate understanding of, and consolidate, the range of literacy skills;
- mark learners' work for skills in literacy where appropriate, in line with the whole school feedback policy;
- monitor, evaluate and review the impact of approaches on standards of learning in lessons.

National Literacy Framework

The key aims of the National Literacy Framework are to:

- help teachers of all curriculum areas to identify and provide opportunities for learners to apply literacy across the curriculum;
- describe the expectations for literacy for learners;
- help determine learner progress in literacy.

The five strands of the Literacy Framework are:

- Translanguaging
- Listening
- Reading
- Speaking
- Writing
- <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks>

Curriculum for Wales

Literacy is one of the mandatory cross-curricular skills which underpin the four purposes of the Curriculum for Wales. In developing learners' literacy skills, the strands outlined in the framework can be applied and connected, where appropriate, across the curriculum, by using a range of real-life contexts to introduce and explore literacy concepts, as well as to consolidate them.

- <https://hwb.gov.wales/curriculum-for-wales>

Literacy across the Curriculum

Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our learners to develop increasing confidence and

competence in speaking and listening. We will, therefore, provide activities across the whole curriculum for learners to:

- listen to and carry out instructions;
- listen to others and respond to and build on their ideas and views constructively;
- ask questions as well as answer them;
- use language precisely and coherently.

We have developed strategies to teach learners how to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- using talk to identify the main points to arise from a discussion;
- listening for a specific purpose;
- discussion and evaluation.

We strive to improve pupils' speaking and listening skills by:

- encouraging learners to speak in full sentences, using standard English (not slang) (Say It Again, Better);
- correcting grammatical errors (would have NOT would of; wrote NOT writ; brought NOT brung), fillers (er, um etc.) and unnecessary repetition (like, OK);
- giving learners thinking time (Everybody Writes/Think Pair Share) before asking them to provide a verbal response;
- using fewer "What...?" questions – asking more "How...?" and "Why...?";
- enforcing a 'no-hands-up' policy as often as possible (Cold Calling);
- encouraging "active listening" – giving learners a list of things that they need to specifically listen out for during the lesson;
- expecting clarity e.g. hand away from the mouth, sitting up straight/standing when presenting to ensure voice projection;
- modelling competent speech;
- praising speech specifically, not just knowledge and understanding.

Reading

We want our learners to enjoy reading, to be able to use their reading to help them learn, and, to develop increasing confidence in reading.

We aim to give learners a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding.

We will teach learners strategies to help them to:

- read fluently, accurately and with understanding;
- locate and use information from a wide range of texts/sources including print, media and ICT, and to evaluate these sources for accuracy and reliability;
- apply techniques such as skimming, scanning and text-marking effectively in order to follow an argument, summarise, synthesise, compare, research, analyse and appraise texts;
- become independent and critical readers who can make informed and appropriate choices;
- read for pleasure.

We strive to improve learners' reading skills by:

- providing reading material of a high quality in every curriculum area, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for the age and ability of the pupils;
- providing selected learners with a suitable reading intervention programme;
- promoting reading for pleasure;
- running a yearly Book Fair to further stimulate learners' interest in reading;
- providing a classroom environment which is conducive to good literacy practice;
- running a book club where learners can read and discuss a variety of books;
- providing parents with information about how to best support their child's reading and encouraging them to do so.

Writing

The importance of developing learners' writing skills cannot be under-estimated, as virtually all lessons include and depend on written communication.

We want our learners to be able to:

- write extensively in a wide variety of forms, for different audiences and purposes;
- plan, draft, discuss, reflect on and edit their writing;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary;
- organise and structure their work appropriately, using sentences/paragraphs, which are grammatically correct, and an effective style;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting.

It is important that we provide for co-ordination across curriculum areas to recognise and reinforce learners' language skills, through:

- making connections between learners' reading and writing, so that learners have clear models for their writing using the text type templates;
- using the modelling process and text type templates to make explicit to learners how to write;
- being clear about audience and purpose;
- providing opportunities for a range of writing including sustained/extensive writing.

In every curriculum area, we strive to improve learners' writing skills by:

- providing good models of particular kinds of writing and, where learners are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that learners are familiar with the appropriate style and conventions;
- setting writing tasks that have clear and immediate purposes, are objective driven and which are appropriate for the age and ability of the learners concerned;
- teaching learners how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation such as semi-colons, colons and brackets. Teachers will correct errors in grammar, punctuation and spelling, using the marking codes for literacy and learners will correct errors using the look-say-cover-write-check model. Correct spellings will be written, by learners, three times.
- providing dictionaries and thesauruses and teaching learners how to use them;
- displaying key words in every classroom and teaching subject-specific vocabulary and spelling;
- encouraging high standards of presentation;
- celebrating learners' best writing;
- offering learners opportunities to participate in writing programmes, including extra-curricular writing activities, competitions, etc.

Digital Competency

Defining Digital Competency

Radyr Comprehensive School is committed to improving the digital skills of all its learners. They need to develop the ability to use digital skills effectively in all areas of the curriculum and need the digital skills necessary to cope confidently with the demands of further education, employment and adult life. All teachers and support staff have a role to play in supporting learners' progress in digital skills.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is the skill set that enables a person to be a confident digital citizen, to interact and collaborate digitally, to produce work digitally, safely and sensibly storing and sharing it appropriately, and to be confident in handling data and computational thinking (problem solving).

“Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today’s society. Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy; it focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work. However, it is not intended that digital competence should be artificially imposed into all subject areas. The DCF therefore includes examples of classroom task ideas that can be used to develop skills in naturally occurring, meaningful ways.” *Digital Competence Framework guidance Update – June 2018*

A digitally competent learner is one who:

- is a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place in the world;
- is prepared for and ready to encounter the positive and negative aspects of being a digital citizen;
- considers different methods of electronic communication and knows which are the most effective;
- stores data safely and uses collaboration and sharing techniques safely and effectively;
- plans digital content by searching for and sourcing information, considering the reliability of the source;
- creates, evaluates and refines digital content confidently;
- does not have their creativity inhibited by using digital tools;
- is able to produce texts, graphics, audio, video, and combine them as necessary;
- is able to combine their skills of scientific enquiry, problem-solving, and thinking;
- understands problems facing them and the methods of solving them;
- understands the importance of data and information literacy;
- is able to collect data, considering representation, and analyse it;
- understands how data and information link into our digital world;
- has the essential skills needed for the modern, dynamic workplace.

The DCF Strategy

Radyr Comprehensive School will:

- ensure that learners master basic digital skills thoroughly and have effective strategies to use them quickly and accurately;
- provide worthwhile opportunities for pupils to use digital skills in subjects across the curriculum;

- help learners to become confident in digital skills, able to apply and communicate their skills across the curriculum and in real life;
- monitor pupils' digital skills to ensure pupil progress;
- share any baseline test data with all teachers to ensure there is appropriate challenge and support in lesson planning;
- make sure that digital activities stretch learners appropriately;
- and monitor and evaluate the impact of strategies for improving digital skills.

Implementation of the Strategy

The role of the Senior Leadership Team is to:

- participate in the planning, implementation and evaluation of the whole-school digital strategy;
- specify expectations of all teachers;
- support the development and implementation of a whole-school digital skills policy;
- provide INSET, resources and opportunities for staff within the School, to accommodate the Digital Competency Framework within schemes of work.

The role of the Leader in charge of the DCF is to:

- work with the Senior Leadership Team to determine a strategy for developing the DCF across the curriculum and ensure the effective development and implementation of the DCF policy;
- review the Curriculum for Wales DCF provision and identify opportunities to develop and apply digital skills;
- audit existing examples of good practice in digital skills across the Curriculum;
- encourage teachers of IT to provide assistance and advice to other departments so that a consistent approach is used across the whole school;
- advise on how good standards of digital skills help to improve standards across the curriculum, as well as how to introduce and consolidate the teaching of digital skills;
- ensure consistency of approach across the School;
- identify areas of digital skills that teachers are least confident of teaching within the context of a particular subject and discuss with senior managers the measures needed to address the identified issues;
- and evaluate the whole-school impact of applying the DCF policy.

The role of a Curriculum Leader is to:

- identify opportunities for developing digital skills in schemes of work;
- map progression in digital skills across year groups;

- ensure coherence and consistency in the application of digital skills linked to the Curriculum for Wales DCF across the subject area and all teaching staff;
- work with teachers to plan progressive, differentiated and challenging tasks that will allow learners to demonstrate understanding and develop and consolidate the full range of digital skills;
- and monitor and evaluate the impact of these approaches on standards of learning for subject areas.

The role of a teacher is to:

- be familiar with the Curriculum for Wales DCF and progression through it;
- ensure they are familiar with correct digital language, notation, convention and techniques and encourage learners to use these correctly in their subject;
- understand the importance of digital skills in relation to raising standards of work in their own subjects;
- fully integrate these skills into their planning to provide exciting new learning experiences for learners;
- identify opportunities to develop and apply digital skills within subjects and across the curriculum;
- plan tasks that will allow learners to demonstrate understanding and develop and consolidate the range of digital skills;
- provide information for IT teachers on the stage at which specific digital skills will be required;
- and monitor and evaluate the impact of these approaches.

The Digital Competency Framework (DCF)

The key aims of the DCF are to:

- help teachers of all subjects to identify and provide opportunities for learners to apply, practise and develop digital skills across the curriculum;
- describe the expectations for digital skills for learners;
- and help determine learner progress in digital skills.

The four strands of the DCF are:

- Citizenship
- Interacting and Collaborating
- Producing
- Data and Computational Thinking

- <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework/>

Curriculum for Wales

Digital competency is one of the mandatory cross-curricular skills which underpin the four purposes of the Curriculum for Wales.

In developing learners' digital skills, we will allow our students to contribute positively to the digital world around them. Students will have the knowledge, attitude and skills they need to be able to use technology and systems confidently, creatively and critically across all subject areas in real-life contexts, preparing them fully for further study, adult life, and the world of work. They will have a strong foundation needed to continue to learn vital digital skills in a rapidly progressing world, ready to learn throughout their lives.

Students should be offered the opportunities to collaborate locally and globally through digital tools and platforms, allowing them to become informed citizens of Wales and the world.

<https://hwb.gov.wales/curriculum-for-wales/>

Digital Competency Across the Curriculum

Art and Design

Business

Design Technology

Digital Technology (ICT)

English

Learners have many opportunities to practise, apply and develop their digital skills in English. They regularly look at phishing emails as part of proofreading practise, discussing some of the most obvious ways they can spot a scam email.

Through preparation for the English Language GCSE, they will read many non-fiction texts discussing the impact of excessive gaming and screen time, and also the positive role it can play in someone's life. They also consider the benefits and harm of social media and the internet in general, and consider the impact of photoshopping on a person's self esteem in preparation for their individual researched presentation.

When studying non-fiction and persuasive writing, students will analyse a range of non-fiction texts designed to draw their attention, both in print and online. Through lower and upper school, they will study stereotypes and their impact in media for example, expectations of gender.

Students are taught about plagiarism in Y9 when they begin their non-examination assessments with teachers discussing the dangers of this. Through being taught the skill of summary, students understand the need to put research into their own words to avoid plagiarism. When analysing examples of best practice (short stories, letters, articles etc), students are taught the difference between taking inspiration from this work and outright copying.

Through the study of challenging literary texts, students are taught about how and why language can be deemed to be offensive and are taught about the dangers of putting this in the public domain.

Students are required to collaborate digitally when producing group projects or presentations, and are encouraged to select the most appropriate collaborative tool. They are reminded to share and store it safely and appropriately, using the appropriate permissions. They are given opportunities to use a range of software to produce and edit a range of multimedia components, for example when working on their Shakespeare projects, considering purpose and audience carefully. They create formal text document structures, for example formal letters, when producing final drafts of their letters to the First Minister of Wales.

Drama

Geography

Health and Social Care & Child Care

History

Maths

Media Studies

Modern Foreign Languages (MFL)

Music

Physical Education

Science

RE

WBQ

Cymreictod/Welshness

Defining Cymreictod/Welshness

Radyr Comprehensive School is committed to promoting and improving the Welsh language skills of all its learners. It is equally committed to celebrating Wales, Welshness, and the rich history of Wales. Allowing students to form their own *cynefin*, their own sense of belonging in Wales, will help them to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century. All teachers and support staff have

a role to play in promoting Welshness and the Welsh language, and celebrating Welsh culture and heritage across the curriculum.

Pupils will have opportunities to communicate effectively in Welsh in different forms and settings, both inside and outside of the classroom. We aim to help them to identify and share their own sense of Welshness, feel a heightened sense of belonging to their local community and country, and understand the position of Wales in the World. Students should be grounded in an understanding of their identities, landscapes and histories that come together to form their own *cynefin*.

“Cynefin: the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as ‘habitat’, cynefin is not just a place in a physical or geographical sense – it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.”

Curriculum for Wales Guidance

A student with an appreciation of Welshness and the Welsh language is one who:

- uses incidental Welsh confidently in lessons, around the school, and outside school;
- feels a heightened sense of belonging to their local community;
- appreciates the distinctive quality of living and learning in Wales;
- understands the position of Wales in the world;
- understands their local landscapes, identities and histories that come together to form their own cynefin.

The Cymreictod Strategy

Radyr Comprehensive School will:

- provide appropriate pathways for learning Welsh to enable pupils to develop the confidence to use it in everyday life;
- ensure schemes of work across all Areas of Learning Experiences reflect Wales, its cultural heritage and diversity, its languages and values, histories and traditions of its communities and people, and ensure this is integrated across all aspects of school life;
- embrace the Siarter Iaith initiative, making every effort to ensure the school looks, feels and sounds like a school in Wales;
- ensure that the Welsh language is visible through display and audible consistently as a relevant and natural means of communication throughout the school;
- ensure that pupils are aware of the advantages of learning Welsh and becoming increasingly bilingual;

- reflect Welsh Government policy, objectives and guidelines as identified in documents such as 'Curriculum for Wales Guidance, 'Welsh in education', The Siarter Iaith, The Wellbeing Act and The Cymraeg 2050 strategy;
- promote a sense of Welshness and ensure pupils feel a sense of belonging, *cynefin*, to the local community and to Wales as a nation;
- ensure that a curriculum in Wales and for Wales is evident, inspiring and integrated into the learning and teaching at Radyr Comprehensive School.
- provide worthwhile opportunities for pupils to use incidental Welsh in subjects across the curriculum and outside of lessons;
- provide worthwhile and appropriate opportunities to promote and celebrate the Welsh language, heritage, culture and history across the curriculum;
- provide suitable professional learning opportunities so that teachers and curriculum leaders feel confident in their inclusion of Cymreictod in schemes of learning;
- provide extra curricular activities that promote the Welsh language and Welshness;
- and monitor and evaluate the impact of strategies for improving attitudes towards Welsh, the Welsh language, and Welshness.

Implementation of the Strategy

The role of the Senior Leadership Team is to:

- participate in the planning, implementation and evaluation of the whole-school Welshness strategy;
- specify expectations of all teachers;
- support the development and implementation of a whole-school Welshness policy;
- provide INSET, resources and opportunities for staff within the School, to accommodate Welshness within schemes of work.

The role of the Leader in charge of Welshness is to:

- work with the Senior Leadership Team to determine a strategy for developing Welshness across the curriculum and ensure the effective development and implementation of the policy;
- review the Curriculum for Wales expectations for the Welsh language and Welshness and identify opportunities to develop and promote the Welsh language and Welshness;
- audit existing examples of good practice in Welshness across the Curriculum;
- encourage teachers of Welsh to provide assistance and advice to other departments so that a consistent approach is used across the whole school;
- ensure consistency of approach across the School;
- identify areas of Welshness/Welsh language that teachers are least confident of teaching within the context of a particular subject and discuss with senior managers the measures needed to address the identified issues;
- and evaluate the whole-school impact of applying the Welshness policy.

The role of a Curriculum Leader is to:

- identify opportunities for developing Cymreictod in schemes of work;
- work with teachers to plan progressive, differentiated and challenging tasks that will allow learners to celebrate their Welsh culture and heritage;
- and monitor and evaluate the impact of these approaches on standards of learning for subject areas.

The role of a teacher is to:

- be familiar with the Curriculum for Wales' expectations on teaching Welshness and promoting the use of the Welsh language;
- understand the importance of celebrating Welsh culture and heritage;
- fully integrate Welshness into their planning to provide exciting new learning experiences for learners;
- identify opportunities to develop and promote Welshness within subjects and across the curriculum;
- and monitor and evaluate the impact of these approaches.

Curriculum for Wales

The Welsh language belongs to everyone and is one of the treasures of Wales (...). The ambition is that everyone learning in a school or setting in Wales is supported to enjoy using Welsh, to make continuous progress in learning Welsh and to have the confidence and language skills so they can choose to use Welsh beyond the classroom.

[\(CfW Curriculum Design Guidance\).](#)

Welsh is a mandatory requirement of the Curriculum for Wales. The Welsh language itself is part of the Languages, Literacy and Communication Area of Learning Experience and study of the Welsh Language or Welshness (Agored) is compulsory for pupils until the end of Year 11.

Through the statements of 'What Matters' Code and the Humanities AoLE, Welsh history is a mandatory part of the new curriculum.

Each school's curriculum must address its own contextual needs; our curriculum will maximise opportunities to learn about and experience our local area and promote Cymreictod accordingly.

- <https://hwb.gov.wales/curriculum-for-wales/>

Cymreictod Across the Curriculum

Art and Design

Business

Students study Welsh businesses such as Clogau, Dwr Cymru, and The Little Welsh Chocolate Company.

Design Technology

In Textiles, pupils research, plan and create a tapestry that tells their own Year 7 story as part of the Dydd Gwyl Dewi Tapestry scheme of work. The tapestry is actually produced, giving the learning a real-life, authentic purpose. They learn about tapestries and their history, and explicit links are made with the humanities AoLE's schemes of learning.

Digital Technology (ICT)

Drama

Learners in Year 7 use their physical theatre techniques to tell an old Welsh tale from The Mabinogion. This is then performed as part of the Eisteddfod competition. Learners in Year 8 study Under Milk Wood by Dylan Thomas, learning about The Boat House where he wrote a lot of his work as part of the process. The department has developed links with The Royal Welsh College of Music and Drama giving the work they do an authentic purpose.

English

In English, learners study Welsh history when looking at historical contexts, for example learning about the Rebecca Riots or the building of Cardiff Docks. They are asked to consider the many merits of Wales and their locals area as a tourist destination, producing persuasive pieces of writing to encourage visitors to the area encouraging a sense of pride in the country. They also study local Welsh poems. They look at the history of the Union Jack flag and write an assessed letter to the First Minister of Wales asking for Welsh representation on the flag. As part of the GCSE course, learners study many non-fiction pieces by Welsh writers or about Welsh areas such as Bill Bryson's description of Llandudno and an article about Beddgelert. The English department offer enrichment activities that promote a sense of Cymreictod; Year 9 pupils visited the Sherman Theatre to watch an adaption of Romeo and Juliet set in Wales, and Year 11 pupils were encouraged to get involved with a local young filmmaking organisation.

Geography

As part of their study of Cynefin, students study their local landscapes and how this has shaped their identities. They look at the geography of Wales, the weather and microclimates. They learn about their own specific landscapes when they study the Plasdwr project and look at inequalities in the area and wider country.

Health and Social Care & Child Care

History

Students in Year 7 and 8 study the defining moments in Welsh history. They learn about the Rebecca Riots and Welsh soldiers in WW1 and WW2. They look at castles of Wales and the Cardiff Bay regeneration project.

Maths

Year 8 students are asked to plan a trip within Wales within a budget, celebrating Wales as a tourist destination within a real-life, authentic context. They also study their local area, and the history of it, by studying real-life, authentic data when they analyse census data.

Modern Foreign Languages (MFL)

Music

As part of the Year 7 scheme of work, students choose and discuss their favourite Welsh landmark/landscape and create music to represent it. These are shared on the department's social media pages, giving it an authentic audience and context. During the 'Cover Band' scheme of work, pupils look at and explore local music venues.

Students in years 9-11 study a range of Welsh music but study the Manic Street Preachers in detail. In senior school, pupils study four Welsh artists as part of the course. Music offers many enrichment opportunities to all pupils and has developed links with many Welsh organisations and the local community. For example, BTEC students worked on live sound and stage lighting in Tiny Rebel Cardiff and the school choir performed at St David's Hall.

Physical Education

Science

New schemes of work for Curriculum for Wales offer students the opportunity to learn about challenges facing South Wales, for example, environmental issues. Real life, authentic contexts are explored when pupils look at PH levels of rain in different parts of Wales looking at the effects of acid rain on the water quality in South Wales. When studying renewable energy, students learn about the demands for electricity in Wales and Swansea tidal lagoon project, and learn about the issues surrounding nuclear power. They also look at the diversity of trees in Radyr and measure biodiversity in their local area and learn about the history, uses and locations of Welsh gold.

RE

Students explore religions around Wales and the history of Christianity in Wales. They investigate local religious issues, in particular, the impact of the regeneration of Cardiff Bay, and also the impact on religious communities of the Plasdwr development.

WBQ

Monitoring and Evaluation

Monitoring and evaluation will take place through the following mechanisms:

- analysis of prior, predictive and attainment data to track progress made by individual learners with reference to National test data and assessment data, including baseline testing on entry;
- line management discussions with curriculum leaders;
- whole school self-review procedures;
- whole-school skill reviews;
- lesson observations;
- learning walks;
- work scrutiny;
- learning reviews;
- whole-school book-looks;
- discussion with and reports to governors.

Including All Learners

Differentiation

Learners at Radyr Comprehensive School are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we use include:

- adjusting the demands of the task;
- the use of additional support;
- resources that support and challenge;
- intervention programmes;
- creating an atmosphere where learners evaluate their own and others' work.

Intervention

Intervention provision varies each academic year depending on timetabling and staffing constraints. Targeted intervention will be used to help learners to catch up with their peers

as quickly and effectively as possible in order to maximise access to the secondary curriculum. Teachers across the curriculum will be kept informed about which schemes learners are participating in. Teachers will be familiarised with the content of these various schemes in order that they can 'link the learning' into their subject area and provide learners with opportunities to practise their skills.

Higher Attainers

We will seek to:

- identify higher attaining learners;
- promote ways of structuring learning for able learners by using descriptions of learning/LNF/DCF frameworks and appropriately differentiated tasks;
- develop a teaching repertoire which supports and challenges higher attaining learners.

Additional Learning Needs

We will teach our learners with additional learning needs appropriately with due regard to their individual development plans (IDPs), supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group-work, small group intervention and bespoke packages. Classroom teachers will use differentiated classroom strategies and liaise with the Additional Learning Needs Department to support in the delivery of additional learning provision (ALP).

English as an Additional Language (EAL)

Our learners learning EAL need to hear good examples of spoken English and also need to refer to their first language skills to aid new learning in all areas of the curriculum. The use of their first language enables them to draw on existing knowledge and to develop English language skills in context, for example, a group of learners could learn about paragraph organisation in their mother tongue.