

Curriculum Summary

Our curriculum through years 7 - 13 is broad, balanced, relevant and differentiated, with its overall purpose being to create ambitious and capable learners who are ready to learn throughout their lives. Our curriculum covers 6 main areas of learning and experience helping to create healthy, confident, enterprising, creative, ethical and informed individuals who are ready to play a full part in life and work.

The 6 Areas of Learning and Experience are:

- Expressive arts
- Health and wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Literacy, numeracy and digital competence are developed, and the Welsh dimension considered through all subject areas.

Each subject area has used the statements of what matters, principles of progression and descriptions of learning to inform their planning and curriculum development. Curriculum areas worked backwards from identifying the knowledge and skills that learners need to master in order to progress beyond age 16 and have developed appropriate programmes of study to support this.

Each curriculum area has developed curriculum related expectations that state clearly what is expected of learners at the end of years 7, 8 and 9. Following the introduction

of exam specifications in September 2024 curriculum areas will then develop these curriculum related expectations into years 10 and 11.

Alongside the subject knowledge and skills, each curriculum area will provide appropriate opportunities for learners to develop the cross curricular skills of literacy, numeracy and digital competency and will build authentic opportunities to develop the integral skills which are also central to Curriculum for Wales.

Teaching and Learning

Effective learning and teaching underpins the success of Y Pant School. We acknowledge that learning is enhanced by the involvement of children, their parents and teachers.

We believe that good practice in effective learning and teaching is defined by the following:

All teachers have...

- An awareness of the needs of all learners;
- A clear lesson aims and objectives;
- Ensured the learning has a clear structure;
- Follow the behaviour policy.

High expectations

- Expectations are consistently high for all pupils;
- Activities are appropriately challenging;
- Activities impact on progress and don't just keep pupils busy;
- Careful consideration given to the needs of different groups;
- Participation of all pupils in learning activities is promoted;
- Deep thinking is promoted.

A climate for learning that promotes active engagement

- Activities are engaging;
- Activities are varied;
- Pupils are resilient and independent;
- Pupils work collaboratively;
- Pupils lead the learning;
- Teacher talk is limited.

A well-managed, safe environment

- Good use of praise;
- Respectful, sensitive and understanding atmosphere;
- Transitions between activities are smooth and efficient;
- Maintain order and control;
- Off-task behaviour is challenged;
- Pupils are welcomed and dismissed in an orderly manner;

Good progress and learning

- Pupils are learning – not just doing;
- Pupils are able to talk about their learning;
- Thinking is promoted as the first step in learning;

- Pupils know what level they are working at and their target grade;
- Pupils gain new skills, knowledge and experiences;
- Learning is reviewed.

Effective assessment of and for learning

- Learning is continually monitored;
- Questioning is used effectively to gauge understanding;
- Questioning is used effectively to stretch and deepen pupils' understanding;
- Meaningful peer assessment and self-assessment;
- Closing the Gap – all pupils know how to improve, all pupils actively seek and respond to feedback;
- Variety of assessment tasks.

Targeted interventions and support

- Clear differentiation – by outcome, task, support, resource and response;
- Additional adults are effectively deployed;
- Misconceptions are challenged;
- Activities target specific learning needs.

Effective support for the teaching of Cross Curricular Skills and Wider Skills.

CCS: literacy; numeracy; digital competency

WS: creativity and innovation; critical thinking and problem-solving; personal effectiveness; planning and organisation.

Pupils are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills;
- be able to use numbers and solve problems in real-life situations;
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

Schemes of Learning (SoL)

All curriculum areas have developed schemes of learning to support teachers in delivering the curriculum to our learners. These outline the knowledge, concepts and skills that students are required to learn to make progress in the curriculum and achieve the curriculum related expectations. They should highlight pedagogical and assessment approaches and opportunities.

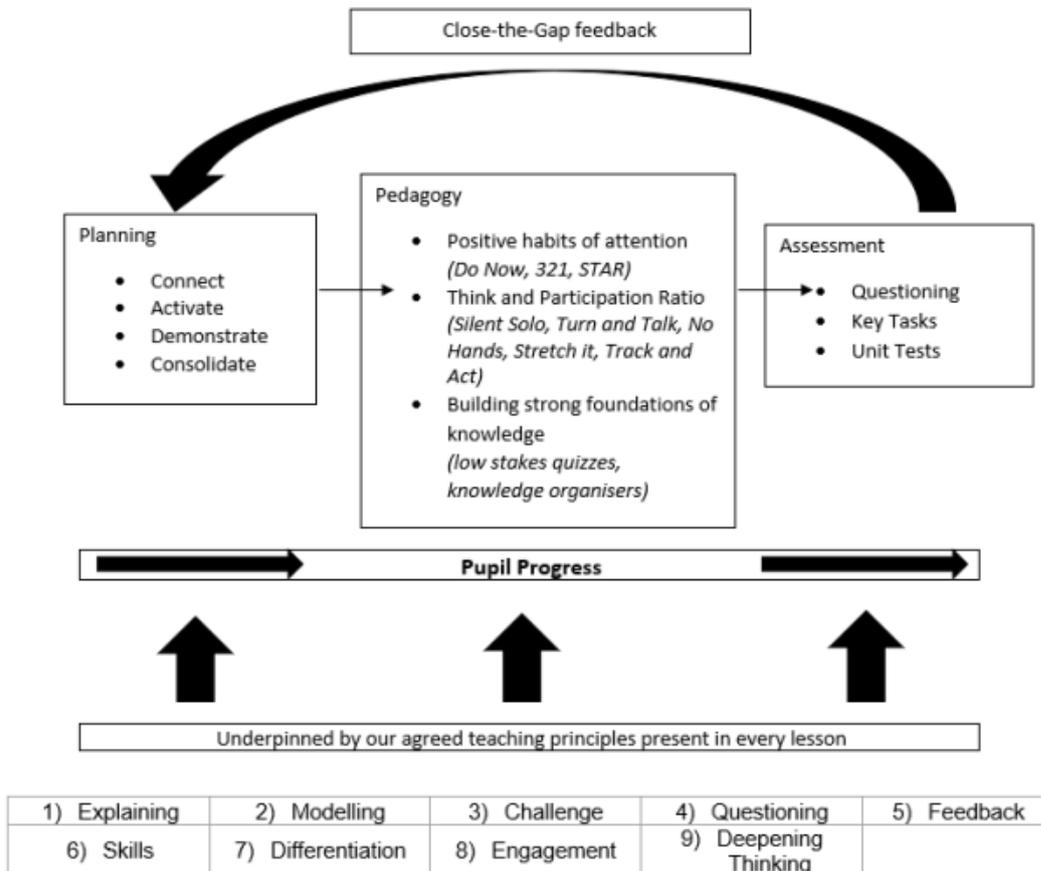
Close to Practice Research

Each year all staff undertake evidence-based research in one of the agreed teaching principles. This ensures we are up to date with educational literature and drive improvements in our teaching and learning practices year on year.

The findings from our enquiry processes are shared and integrated as appropriate across the whole school.

Pedagogy and Assessment

Y Pant Teaching and Learning Model



Assessment is integral to teaching and learning and as such strategies used are those designed to support good quality assessment for learning.

Teaching and Learning strategies in any classroom can include:

- Pedagogical Techniques (AfL)
- Effective questioning
- "Show me boards"
- Diagnostic quizzes
- Spot the mistake

- Agree/disagree questions
- Re-drafting work
- Multiple choice
- Retrieval
- Feedback
- Close the Gap tasks and reflection time

Curriculum areas will decide how best to implement these practices effectively within their area to ensure that they support high quality responsive teaching and learning.

Assessment of learning and for learning will take place at appropriate times and as set out within individual subject curriculums. Assessment has been designed carefully to ensure it meets the purposes of Curriculum for Wales. These are

- I. Supporting learners on an on-going, day-to-day basis
- II. Identifying, capturing and reflecting on individual learner progress over time
- III. Understanding group progress in order to reflect on practice

Supporting information is used by all departments where appropriate, in order to provide evidence and support teachers in implementing changes that have impact effectively.

Pupil progress is reported to pupils and parents on a half termly basis. This reflects the assessment process which is detailed above.

Curriculum Review

As a school we will evaluate our progress with the curriculum annually as part of our self-evaluation process and keep abreast of Welsh Government developments. We will make any necessary updates and changes when needed.