

Curriculum Policy

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Please read this document in conjunction with any specific Mynydd Haf School procedures as directed by the head teacher, Sarah Raison.

1. Supporting Documents

This policy must be read in conjunction with:

- [Equal Opportunity Policy](#)
- [Assessment, Recording, Reporting and Marking Policy](#)
- [Careers and Guidance Policy](#)
- [Attendance Policy](#)
- [PSHE Policy](#)
- [Online Safety Policy](#)
- RSE Policy
- SMSC Policy
- Curriculum and Assessment (Wales) Act 2021
- Additional Learning Needs (Wales) Act 2018
- Additional Learning Needs (ALN) Code of practice 2022
- **Curriculum for Wales**
- Education in Wales: Our National Mission 2017-2021 (2017)
- Estyn Inspection Guidance
- Guidance on the teaching of writing skills – Wales
- Independent School Standards (Wales) Regulations 2024
- Keeping Learners Safe 2002 (Updated March 2022)
- Online Safety Action Plan for Children and Young People in Wales 2019
- The Curriculum for Wales – Relationships and Sexuality Education Code (2021) (Update 2022)
- Well-being of Future Generations (Wales) Act 2015
- ALN Code of Practice 2022: Working together to improve school attendance August 2024

2. Introduction

The curriculum in Mynydd Haf School is the framework for setting out the aims of a programme of education including the knowledge, understanding and learning to be gained at each stage. The curriculum prepares pupils with a “body of knowledge” that will support them to progress through the various stages acquiring knowledge and skills moving them on to independence. The curriculum will challenge learners and is focused on ensuring that each individual pupil learns and develops. The curriculum is also designed to ensure that all

subjects develop each pupil's cultural capital. The school follows the new National Curriculum for Wales and as such, the four core purposes are embedded throughout the curriculum as stated in the Curriculum and Assessment (Wales) Act 2021.

3. Aim/Scope

The school curriculum offers a broad and balanced education adjusted to meet the needs of pupils with a wide range of abilities from chronological ages 11 to 16.

3.1. Learning

- That every pupil fulfils his or her learning potential.
- That teachers and pupils pursue excellence in teaching and learning.
- That our pupils develop an appreciation of learning, both individually and with others, and acquire a wide range of learning skills.
- That we create an environment in which pupils are confident in their ability and increasingly ready to take responsibility for their own learning.
- That literacy is a strand that permeates all subject teaching ensuring our pupils become more effective communicators through speaking and listening, reading and writing. This aim continues outside the classroom into all their interactions within their home, activities and all pupils and staff are aware of it.

3.2. Pastoral

- That every pupil receives excellent pastoral care within an ethos of tolerance and mutual respect.
- That pupils develop relationships with peers and adults in a way that prepares them for life beyond school.
- That pupils acquire a sense of responsibility and self-discipline.
- That pupil's benefit from a wide range of opportunities for leadership and the management of others.

3.3. Personal Development

- That our pupils participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness.
- That our pupils benefit from a comprehensive relationship and social education that helps them to lead happy and fulfilling lives.
- That our pupils become more effective communicators through the provision of opportunities for speaking and listening, reading and writing.

3.4. Extra-curricular (Enrichment)

- That we provide a varied range of activities beyond the curriculum.
- That pupils discover and develop their own individual skills and interests at school in preparation for adult life.
- That all pupils be adventurous and participate in a range of activities, appreciating the rewards of teamwork and positive risk taking.
- That all be given the opportunity for personal achievement and fulfilment in a way befitting their own aspirations.

- That our pupils will take advantage of opportunities to communicate through speaking and listening, reading and writing.

3.5. General

- That our pupils develop a moral, spiritual and aesthetic awareness that makes them receptive to the world around them, bringing with it a sense of wonder and openness to the most important ideas in our own and other cultures.
- That our pupils develop and demonstrate tolerance to others from different races religions, colours, creeds, genders and abilities.

4. Policy Content

4.1 Breadth and Balance of Curriculum

Key Stage 3					
Mathematics and Numeracy	Languages, literacy and communication	Science and Technology	Humanities	Health & Wellbeing	Expressive Arts
Maths, numeracy	Languages using Duolingo, literacy, reading, speaking and listening	Science, design technology, food technology, information and communications technology	History, Geography, Religious Education	PSHE, Sports	Art, Music, Drama
Key Stage 4					
Mathematics and Numeracy	Languages, literacy and communication	Science and Technology	Humanities	Health & Wellbeing	Expressive Arts
WJEC Entry level / GCSE mathematics and numeracy	WJEC Entry level / GCSE English and English language	WJEC Entry level Science and GCSE Applied Science (Other technology qualifications may be offered as appropriate. For example, ICT)	WJEC Entry Pathways Humanities, GCSE History, Geography and Religious Studies may also be chosen.	SWEET, Entry Level Health and Fitness, and Independent Living Skills. GCSE Sport may also be offered.	WJEC Entry Pathways Creative, Media and Performance Arts. GCSE Art and Design, Music and Drama may also be offered.

The curriculum is broad and balanced and takes in to account of the 6 areas of learning; linguistic, mathematical, scientific & technological, human and social, physical and aesthetic and creative. The curriculum is planned to provide progression through the key stages with accreditation options available at varying levels. In addition to the above, some pupils may attend external providers where appropriate such as ACT to receive specialist teaching in construction, and hair and beauty, for example while being fully supervised by school staff.

From Term 2, each area of learning and experience (AoLE) will be organised into termly thematic learning. For example, pupils could learn all subjects through the overall topic of New York, Athens etc.

A range of extra-curricular, enrichment activities exist to support and diversify the curriculum. These activities are optional, but encouraged and include a variety of outdoor activities, swimming, organised games, and an enrichment programme that delivers added value activities where skills are developed not only in the activities themselves, but also in team building, and improving self-esteem and image of self-worth.

4.2 Progression and continuity

Each subject area at Key Stage 3 follows the new National Curriculum for Wales and at Key Stage 4 the curriculum is mapped against the awarding bodies' specification at either entry level or GCSE.

4.3 Size of Teaching Groups

The majority of the students within Mynydd Haf School schools have additional learning needs and therefore benefit from small teaching groups. For this reason, teaching groups are small in number with the ratio in Mynydd Haf School schools being one tutor / teacher and one education support worker per group of 4 pupils. For some pupils smaller groups are appropriate.

4.4 Organisation and Planning

The curriculum is specifically adapted for the individual needs of our students. On entry to school, pupils' current ability is assessed and lessons differentiated accordingly. Mynydd Haf School has a suite of subject folders in which the specification, scheme of work, medium term plans, lesson plans and resources for each individual subject are available. Subject Teachers / Tutors are responsible for ensuring that all planning is completed in advance to meet the needs of individual students in their class.

A variety of resources are used to support learning e.g. 1:1 support, visuals, kinaesthetic aids and ICT.

4.5 Assessment Recording and Reporting

The school has a separate policy for assessment, recording and reporting of attainment and achievement which is derived from and linked to this Curriculum Policy. It further includes a statement of how pupils are involved and engaged in self-evaluation of their own progress.

4.6 Monitoring

A schedule of learning walks and observations is implemented in all Mynydd Haf School by senior school leaders and visiting governors. All levels of staff will be subjected to and have the opportunity to take part. Feedback is provided verbally as soon as practically possible after the observation and will be followed up with written feedback.

4.7 Key stage 3

In Key Stage 3, the school has adopted New National Curriculum for Wales. Each AoLe is taught through a thematic approach to learning which alongside academic goals also incorporates personal learning goals for the pupils to enable them to develop in areas such as resilience, teamwork, empathy etc, and with regards to the four core purposes.

4.8 Key Stage 4

At Key Stage 4 there is a focus on ensuring that pupils have secure knowledge and skills in the core subjects of English, Math's and Science as achieving this will enable them to progress on successfully to further and higher education.

Pupils also have the opportunity to extend their qualifications in each AoLE, which is detailed in the table above in "curriculum organisation. For example, pupils could complete units in WJEC Entry Pathways Humanities which will then build towards a certificate, award or diploma in Humanities or complete the CSCS Health & Safety card to gain work experience for construction in college, post school.

4.9 Post 16 Provision

Many of the pupils who attend Mynydd Haf School schools, may need to improve further upon achievements, or catch up as pupils may have not been attending education prior to placement. Other pupils may not yet be emotionally "ready" to be able to access Further Education at the end of Year 11. For this reason, some Mynydd Haf School schools provide either catch up Year 11 or a Post 16 provision.

The curriculum in these schools will typically include access to GCSE's or Functional Skills Certificates at higher levels. It may involve also developing vocational interests and graduated support into Further Education studies as well as support and guidance to develop independent Living Skills.

4.10 Access to Alternative Learning Programmes

Year 11 pupils may have access to alternative vocational learning programmes that can be delivered through the enrichment programme or work experience. This may include accessing alternative learning providers such local Further Education colleges, local charities or providers, subject to risk assessments and safeguarding considerations being satisfactory.

Work experience also forms part of the curriculum for all students in Year 10 and 11 (see Careers and Work Related Experiences Policy).

5. Responsibilities

Head Teachers, Teachers, Tutors, Regional Education Managers, Managing Director of Education

6. Training Requirements



Where appropriate Head Teacher will ensure that familiarisation with this policy is a part of the induction process for all employees.

7. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Headteacher. Mynydd Haf School will then actively respond to the enquiry.