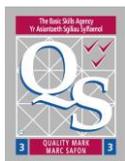


YSGOL GYFUN BRYNTIRION COMPREHENSIVE SCHOOL



Curriculum Policy





Curriculum Policy

Aims

It is a basic and essential principle that the curriculum of Bryntirion Comprehensive School in both its content and its delivery, should reject discrimination against pupils on grounds of gender, race, religion and colour. The elements of learning which form the basis of the curriculum are as follows; all the aims deserve equal recognition, and the order of listing is arbitrary:-

- (1) To help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- (2) To help pupils acquire knowledge and skills relevant to life and employment in a fast changing world.
- (3) To help pupils use numbers and language effectively, to instil respect for religious and moral values and tolerance of other races, religions and ways of life.
- (4) To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
- (5) To help pupils to appreciate human achievement and aspirations.
- (6) To help pupils develop an aesthetic appreciation and a creative awareness.
- (7) To encourage pupils to develop motor skills, spatial awareness, communication and co-ordination through physical activity, and to develop a health conscious approach to life.
- (8) To develop pupils understanding of the distinctive and varied nature of their Welsh heritage and Welsh identity.
- (9) To encourage the development of the whole child in a way that is relevant to their community and to the highest level within his or her capabilities.

The curriculum will possess the qualities of breadth, balance, relevance and differentiation in order to ensure the opportunity for each pupil to participate in the main areas of learning and experience. The aims of the school are, therefore, displayed in general and philosophical terms, but, of course, there is always the need to ensure measurable standards. There are many ways in which this can be achieved. For example, through pupils testing and examination work both internally and set against national standards. In respect of such matters as school attendance and pupils attitudes to the social situation in they find themselves, we believe these too can be measured and targets set.

At all times the school will strive to consult and reflect on the views of parents as to whether these aims are being achieved and targets set are being met.

The curriculum of each child at Bryntirion Comprehensive School is structured to meet these aims in such a way that the requirements of the child at the appropriate stage of development are satisfied.

The Curriculum Model

The curriculum aims to respond to all the educational needs of all pupils as well as the needs of the individual child as a developing member of society. Within these requirements the child is central to curriculum design, content and implementation. The curriculum aims to be equitable both as regards to access to learning opportunities and in relation to the personal esteem accorded to the individual learner. The aims which underpin the curriculum and the elements of learning which it promotes have been described, and the following model defines the aspects of learning which support it. The model seeks to recognise the wholeness of the curriculum.

Referring to the curriculum model (see page 5) it should be noted that throughout the first three years of secondary education all pupils study the same range of subjects and experience a wide range of courses drawing from the curriculum model. During years 10 & 11 there is a weighting of the curriculum to the needs, interest and talents of the individual child with the curriculum designed in such a way that breadth and balance are not lost.

The curriculum model includes the following features which should be highlighted:-

- (1) Every pupil is involved in a personal and social education programme (PSE) which introduces a variety of experiences, including courses in information technology. Careers education, as a cross-curricular theme, is evident throughout the curriculum and Years 9, 10 & 11 pupils are allocated specific career guidance and counselling lessons.
- (2) Many pupils continue to study a technological subject during Years 10 & 11 by specialising in one of the subjects contributing to this aspect of learning. The school offers pupils the opportunity to study this area of the curriculum to GCSE level.
- (3) Every pupil continues to study science throughout the compulsory period of secondary education; an integrated course encompassing the disciplines of Biology, Chemistry and Physics for Year 7, 8 & 9, a Double Science course or the opportunity to study Biology, Chemistry and Physics as separate GCSE subjects in Years 10 & 11.
- (4) All pupils study Welsh and French in Years 7, 8 & 9 and the subjects are accorded parity in terms of curriculum time. Years 10 & 11 are encouraged to maintain the study of a foreign language. Every pupil continues to study Welsh in Key Stage IV with everyone achieving a qualification in this area by the end of Year 11.
- (5) Every pupil, irrespective of gender, ability or background, experiences the same balanced, broad and differentiated curriculum.

CURRICULUM DEVELOPMENT AT BRYNTIRION COMPREHENSIVE SCHOOL

The curriculum pattern that is developing at Bryntiron Comprehensive School is related to several important influencing factors:-

- (1) The identification and acceptance of broad educational aims as already outlined.
- (2) The development, improvement and increase in the expectations of teachers and pupils. The positive interaction of these expectations is crucial to the success of the school in providing an appropriate curriculum, i.e. one which will eventually lead to the successful attainment of its aims and objectives. Measurement of assessing a pupils' success is done via the examination boards which provide a relative measure of performance and an ipsitive analysis which compares the performance of departments within a school together with of Fischer Family Trust Data and baseline testing using MidYis, Yellis and Alis.
- (3) The school has attempted to build upon and expand those areas of experience and learning its pupils will have received by the time they enter school. In the comprehensive situation it is necessary to formally timetable lessons in various subject disciplines, whereas Year 7 might not have experienced such a formal programme. As pupils progress through the school, their pattern of learning will gradually evolve so that it provides stimulus for further and higher education and employment. Closer communication with the contributory primary schools has resulted in an improved continuity of learning.
- (4) The provision of a balanced curriculum has ensured that all pupils have, as a basic educational right, the opportunity to pursue a range of subjects which will help develop in them the facilities for achieving the objectives set. The school is mindful of its responsibility to promote equal opportunities for girls and boys and to ensure that the policy is supported in the curriculum as a whole.
- (5) The school has made positive attempts to respond to the changing nature of society by recognising the expectations of pupils, their parents and society generally. The school has made great efforts to widen the horizons of the pupils by providing experiences which would not otherwise been available to pupils.

THE POLICY TOWARDS INDIVIDUAL SUBJECTS WITHIN THE SCHOOL CURRICULUM

At its most fundamental level, the curriculum is concerned with the promotion of KNOWLEDGE, SKILLS, CONCEPTS and ATTITUDES through the specific subjects taught. The subjects offer a variety of approaches to learning and development which broaden the pupils' experience of these elements across a wide spectrum. The contribution of the subjects need to be measured and carefully managed in an attempt to ensure that the curriculum of the individual is neither repetitious nor lacking in a vital element. The following is a brief description for each of the aspects of learning:-

(1) Aesthetic and Creative Skills

This area of study within the curriculum is concerned with the capacity to respond emotionally and intellectually to sensory experience. Such experiences occur in many other parts of the curriculum, but awareness of quality, appreciation of beauty and fitness and the process, composing and inventing are more prevalent in certain subject areas:- Art and Design, Craft and Design, Home Economics, Music, Technology and Textiles.

All pupils in Key Stage III spend 10.6% curriculum time engaged in aesthetic and creative studies within Music and Art & Design .

(2) Language Studies

Language Studies aim to increase a pupils' command of language in listening, speaking, reading and writing. This is achieved through specific study of language and literature as well as in every other area of the curriculum and aspect of school life. English is taught to all pupils for 12% of curriculum time with all pupils in Key Stage III & IV. In addition, all pupils in Key Stage III spend 16% of curriculum time studying Welsh and French. Pupils in Years 10 & 11 may choose to study Welsh, French from the option list as a subject additional to their core commitment.

(3) Mathematical Studies

Mathematics is taught to all pupils in Key Stage III & IV for 12% of curriculum time. Every individual need to learn a variety of mathematical concepts and processes in order to understand patterns and relationships in number and space in their everyday lives. Mathematical Studies are much broader than the involvement in computation, formulae, number and order, the subject is dealt with and discussed in many other contexts within the curriculum. Mathematical concepts are present in speech, writing, linked to aesthetic experiences and used to solve practical problems. The pupils are exposed to a broad range of experiences involving mathematical development and these are based on relevant practical experience and extensive practical activity and investigation. Communication skills are enhanced by the encouragement to respond orally as well as in written form.

Mathematical studies encourage logical and imaginative thinking and help in the clarification of thoughts in tackling real life problems.

(4) Physical Education

This aspect of learning aims to develop control, co-ordination and mobility while providing for the development of knowledge, understanding attitudes and values. The Physical Education programme, which has 6% curriculum time throughout Key Stage III and 4% curriculum time in Key Stage IV, provides pupils with opportunities to participate in creative and aesthetic studies, competition and group work and challenging experiences in various environments. The personal and social education would not be complete without the acquisition of an understanding of how the human body works, develops and must be maintained.

(5) **Religious and Moral Studies**

The school community provides an ideal context for moral learning and although Religious Education is recognised as a subject that contributes greatly to a child's moral development, the whole curriculum makes a large and invaluable contribution to this aspect of learning.

Religious Education has a statutory place in the curriculum and although major world religions other than Christianity are now significantly represented in society, Christianity retains its central place in religious education. Through religious education and communal acts of worship, pupils are helped to reflect on aspects of human life and the natural world, which raise questions of meaning and purpose.

The school aims to enable pupils to appreciate the way religious beliefs shape life and conduct, whilst helping pupils make their own response to Christianity. All pupils throughout the school study religious education and this takes 4% of curriculum time in Key Stage III, pupils in Key Stage IV are, in addition to the core element, given the opportunity of studying Religious Studies for GCSE examination. The school aims to ensure that pupils are given a clear, consistent and secure moral framework. The school aims to provide a fair and just environment, where pupils realise that the views and feelings of others must be taken into account and that the rational solution of disagreement is possible and always desirable. The study of literature, drama and the PSE programme all contribute greatly to the development of qualities, values and attitudes in our pupils that are morally accepted in our society.

(6) **Scientific Studies**

Science education is concerned with increasing knowledge and the understanding of the natural world and the development of skills and competencies associated with the process of enquiry. Science encourages the rational and logical consideration of problems.

Science is taught to all our pupils for the whole of their five years of compulsory education. Pupils in Key Stage III follow an integrated course which occupies 12% of curriculum time. Pupils in Key Stage IV may opt to take Biology, Chemistry and Physics as separate sciences (30% curriculum time) to be examined at GCSE or take a GCSE Double Science course. This takes up 20% of curriculum time. The school policy on science ensures that the scientific education received by pupils is broad, balanced, relevant and structured in such a way as to encourage girls to choose to specialise in the physical sciences past GCSE.

Scientific studies encourage pupils to improve communication skills, to be sympathetic, to exercise co-operation and perseverance and to be knowledgeable and critical of the impact of science on their world and society at large.

(8) **Social and Environmental Studies**

This area of study concerns itself with people, and how they live and their relationship with each other and with their environment both now and in the past, There is a need to understand that development of government, law, technology and environment are influenced by ideas and beliefs, places and geographical circumstances as well as history. As well as developing a sense of chronological sequence, the content of the course of study inform pupils about the world in which they live as well as developing an understanding of people and events in different historical, cultural and geographical circumstances. The programme of study followed by the pupils has not only a local and national element, but a European and world dimension. The study of History and Geography by all pupils in Key Stage III takes up 12% of curriculum time.

A number of pupils take the opportunity of studying Business Studies as a separate subject in Years 10 & 11 and gain an understanding of trade, commerce and enterprise, but all pupils are involved in Careers education and a week long period of work experience. This aspect of learning clearly contributes a great deal to the personal development of the pupil and their preparation for adulthood.

(8) **Technological Studies**

Technology strives to extend and enhance our powers to control events and to order our environment. Technological studies give pupils the opportunities to learn about the historical and social consequences of technology and to scientific principles.

Every pupil in Key Stage III studies technology for 8% of curriculum time. The programme of study followed by every pupil is prepared in such a way that that the expertise of Art, Business Studies, CDT, Home Economics and Textiles Departments are utilised. In Key Stage IV many pupils choose at least one of the subjects that contribute in a major way to Technological studies and pursue the subject to a GCSE qualification.

Great account has been taken of these aspects of learning in the planning of the school curriculum and the consideration of the elements of learning that it seeks to promote.

Years 12 & 13

In Years 12 & 13 Bryntirion Comprehensive School seeks to provide a secure and caring environment which promotes the educational, cultural and social development of all its students

Years 12 & 13 are truly comprehensive in the wide ranging ability and aspirations of its students and the school strives to ensure that all students receive parity of esteem and educational opportunity.

There are a number of opportunities for students to succeed academically. A wide and open choice of A and AS level subjects, and resit provision are offered, together with a varied general studies programme. Careers guidance is readily available, combined with the opportunity of undertaking further work experience where relevant.

A Level subjects offered:- Art, Biology, Chemistry, Computing, Economics
Design & Technology, Drama, English, Film Studies,
French, Geography, History, Law, Mathematics, Media
Studies, Music, Physical Education, Physics, Politics,
Psychology, Religious Studies, Sociology and Welsh.

All pupils study for the Welsh Baccalaureate Qualification