



NID DYSG HEB FOES

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**Ysgol Brynhyfryd**

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# **Curriculum Policy 2023-2026**

**Updated September 2023  
Review Date September 2025**



## Definition

The term 'curriculum' covers everything that is taught and learnt in school, whether it is deliberately planned or not. Its contents include not only what is learnt from the work of the teacher in the classroom, but also the attitudes and values developed from day to day. These values, such as respect for others, the promotion of equality of opportunity and high expectations are promoted within lessons, in tutorial sessions, assemblies, extra curricular activities and all informal learning experiences. It is the means by which we set out to achieve our aims.

**Ysgol Brynhyfryd has implemented a Curriculum Strategy 2023-26 from September 2023 and the curriculum delivery is under a period of transformation. This policy sets out the key strategic planning for the curriculum, and should be read alongside the full Curriculum Strategy document which contains more specific guidance.**

## Principles of Curriculum Design

The Main Principles of curriculum design at Ysgol Brynhyfryd are:

- Built on the "Y Llynyn Aur" work, identifying powerful ideas that underpin each subject and develop these in depth to ensure pupils progress in developing the skills within each subject. The principle of "moving from learning History to becoming an Historian".
- Teach Assess Review Adapt model (which has been in place since 2017).
- Based on the model of mastery
- Teach the understanding of concepts and develop a deep understanding
- Promote problem solving and transferable contexts
- Develop coherence between curriculum areas to enable pupils to make connections in their learning
- Use assessment as a tool to plan next steps in learning and promotes all forms of assessment including formative and summative
- Listens to pupils and adapts/aims to answer themes pupils are curious about. For example, asking pupils about big questions they have and incorporating these into the T&L
- A clear link between the Four Purposes and the curriculum.
- A clear focus on knowledge, skills and experiences.

Our vision for our pupils is that we want our curriculum to enable them to develop/become:



- Independent learners
- Sound skills which they can utilise in a variety of contexts – literacy, numeracy, digital competence
- Good citizens with strong values and proud of their community, culture and bilingualism
- Resilient problem solvers
- Team players
- Relate their education to the real world
- Tolerant and inclusive
- Ambitious/aspirational, achieving their best and thriving
- Wide horizons
- Inquisitive – asking questions about their curriculum to understand the world

These principles encompass the Curriculum for Wales four purposes of:

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors who are ready to play a full part in life and work
- principled, informed citizens in Wales and the world
- healthy, confident individuals who are ready to live a fulfilling life as valuable members of society

Our curriculum should:

- Embody the values of our school
- Be Inspiring
- Be Engaging
- Be Related to the real world
- Excite them for lifelong learning
- Make them curious
- Enable them to be problem solvers
- Inclusive and diverse
- Promote creativity
- Celebrate success at all levels
- Start at our feet

### **Structures underpinning the Curriculum**

- ***AoLE Vision*** setting out a clear vision



- **Learning Programmes** setting out clear route for learning for teachers, pupils and parents.
- **Experience passport** setting out what experiences underpin the curriculum in each AOLE and which add breadth and context to the curriculum and offer opportunities for cross-curricular/AOLE rich tasks.  
e.g. Humanities: Visits – castles, rivers places of worship, Guest speakers, ethical debates etc.  
Languages: authors. Theatre trip, workshops
- **Enrichment opportunities** such as books to read, programmes to watch, places to visit to encourage pupils to enrich their own learning outside school.
- **Teaching and learning toolkit** to empower teachers to plan lessons tailored to the needs of pupils and enabling all to make progress.
- **Formative and summative assessment processes** which are well thought out, appropriate to individual subjects and stages of the curriculum and focussed on enabling pupils to identify next steps in their learning, and for teachers/subjects/AoLEs to plan next steps in learning.
- **Middle leadership** who has a clear vision for their curriculum and what progress will look like in lessons and books.
- **QA processes** – learning walks, lesson observations, book scrutiny, pupil voice. Focus of QA procedures, in particular book scrutiny to identify progress, and standards, as well as compliance with school policy. QA processes will be a positive and constructive process that underpin identifying next steps in curriculum development, and teaching and learning priorities.

The curriculum in Wales is currently undergoing a period of reform, with the introduction of the Curriculum for Wales (CfW). This will be implemented from September 2023 with the following roll out.

	Year 7	Year 8	Year 9	Year 10	Year 11
2023-24	CfW	CfW	NC	NC	NC
2024-25	CfW	CfW	CfW	NC	NC
2025-26	CfW	CfW	CfW	CfW	NC
2026-27	CfW	CfW	CfW	CfW	CfW

The school's curriculum conforms to statutory requirements and the requirements of the National Curriculum and Curriculum for Wales.

### Curriculum Organisation

The curriculum is delivered in 1 hour lessons. The timetable is arranged into a fortnightly pattern consisting of 50 periods.



There is a half hour pastoral period every morning where aspects of the pastoral curriculum are delivered.

### Key Stage 3

Setting arrangements are considered for each year group and are based on a number of factors, specifically the needs of the pupils and the constraints within the curriculum planning model.

Pupils are placed into a mixed ability form group on entry into Year 7 based on their primary school, along with other relevant data collected through the transition programme such as Literacy and Numeracy test scores, KS2 levels, ALN information, friendship groups. Pupils complete the PSE curriculum in these groups throughout KS3 and KS4.

Pupils are placed in sets in Year 8 broadly for the core subjects – Literacy (Cymraeg/English, Welsh, MFL, Humanities), Numeracy (Maths and Science). All other subjects are taught in their form groups to balance academic and pastoral care.

In Year 9 setting is increasingly subject specific to enable pupils to be taught at the specific level they require.

### Learning Pathways 14 – 19

The Key Stage 4 and post sixteen curriculum is based on the requirements of the Learning Pathways and meets the requirements of the Learning and Skills (Wales) Measure 2008.

This provision will be under review following the introduction of Curriculum for Wales for teaching from September 2025.

### Key Stage 4

BRFDS (English Medium)	CYHL (Welsh Medium)
<b>English (7hrs)</b> GCSE English Language GCSE English Literature	<b>Cymraeg (7hrs)</b> GCSE Cymraeg GCSE Llenyddiaeth Gymraeg
<b>Mathematics (8hrs)</b> GCSE Mathematics GCSE Numeracy	<b>Mathematics (7hrs)</b> GCSE Mathematics GCSE Numeracy
<b>Science (9hrs)</b> GCSE Science Double Award GCSE Science Triple Award	<b>Science (9hrs)</b> GCSE Science Double Award GCSE Science Triple Award
<b>Welsh 2<sup>nd</sup> Language (5hrs)</b> GCSE Welsh	<b>English (7hrs)</b> GCSE English Language GCSE English Literature
<b>WBQ (3hrs)</b> Skills Challenge Certificate	<b>WBQ (3hrs)</b> Skills Challenge Certificate



PE (3hrs)	PE (2hrs)
<p><b>Options (15hrs)</b> Pupils choose to study 3 optional subjects from a range of subjects.</p>	<p><b>Options (15hrs)</b> Pupils choose to study 3 optional subjects from a range of subjects.</p>

The school is endeavors to offer all option subjects through the medium of English and Welsh with a limited number of subjects delivered bilingually.

In addition to the traditional GCSE courses, a range of vocational courses are offered, in partnership with Coleg Cambria Llysfasi. The college courses span two option columns.

All GCSE courses are based on the Welsh Joint Education Board specifications.

### **Alternative Curriculum Offer**

For a small number of pupils where it is identified that the curriculum offer is not appropriate then the school will work with other agencies and Local Authority to identify alternative pathways/provision including education other than at school (EOTAS). This provision is monitored through a local authority panel to ensure that provision is appropriate and meets the needs of the learners.

### **The Sixth Form**

All sixth form students follow the Welsh Bacalaureate together with AS / A level courses selected from a range of options. Students are expected to achieve the Level 2 threshold before progressing to Advanced Level courses.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and its appropriateness for the learner, without regard to gender, race, disability, religion or belief. The school has a separate policy for equal opportunities.

### **Disabilities**

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

### **Religious Education**

Religious Education is available to all pupils. Parents have the right to withdraw their children from Religious Education.

The Religious Education programme of study follows the curriculum agreed by the local SACRE at all key stages.

### **Collective Worship**



The school has a programme of collective worship involving year group assemblies and tutor periods. A programme is in place which covers a number of themes; these are common to all year groups and form the basis for assemblies and 'Thought for the Day' sessions during tutor period. Parents have the right to withdraw their child from assemblies.

### **Sex Education**

The school provides sex education for all pupils. A full statement of the school's sex education policy is available to parents. Parents may withdraw their children from any part of the sex education provided without giving reasons.

### **Monitoring And Review**

This policy will be monitored by the Deputy Headteacher with responsibility for the curriculum, and will be reviewed in 2025 as the Curriculum for Wales will be rolled out through the school.