



OLCHFA

Curriculum Policy

Approved by: GB

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Last reviewed on: 02/25

Next review due by: 02/26

Context

The Olchfa Curriculum has been developed in line with Welsh Government [Curriculum for Wales guidance](#) which supports schools to deliver the **Curriculum and Assessment (Wales) Act 2021**. The process of developing our curriculum, in readiness for the roll-out of **Curriculum for Wales** in 2022 has occurred over several years, beginning in 2015 when 'Successful Futures' was published and includes our time as a 'Pioneer School'. An account of our curriculum journey is given in the 'iLearn journey' publication which outlines how we defined our curriculum vision and purpose, how we reorganised our curriculum into Learning Areas, how we co-created our curriculum and how we are now reviewing the curriculum as part of on-going evaluation.

Curriculum overview

Our vision for curriculum at Olchfa

At the heart of our curriculum is the school's overarching vision of cynefin, which encourages learners to develop a deep sense of their belonging, connection to their community, and an understanding of their place in the world.

Our curriculum is the lived experience of all pupils during their time in Olchfa. Our curriculum provides the knowledge, skills and experiences that our pupils need to take advantage of the opportunities and responsibilities of later life. We work to enable all pupils to maximise their potential as ambitious, creative, ethical and confident learners. The values of respect and tolerance are embedded in our inclusive curriculum and underpinned by a relentless commitment to being 'ready, respectful, safe'.

Our curriculum at Olchfa is driven by purpose and a focus on progression. Understanding the purpose of the curriculum is crucial to making the right choices about what is taught, when it is taught and how it is taught. Curriculum choices should be made that ensure pupils can make progress in the ways described by the Principles of Progression.

"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach it and crucially why we teach it" (Curriculum for Wales)

The purposes of our curriculum

Our curriculum aligns with **Curriculum for Wales** by:

- Giving all pupils the opportunity to develop in the ways described by the Four Purposes as:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world

- healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Encompassing the Statements of What Matter code and Principles of Progression code
- Embedding the mandatory Cross-curricular skills of Literacy, Numeracy and Digital Competence across all Learning Areas
- Providing opportunities to engage with the Cross-cutting themes in an authentic way:
 - Careers and Work-related experiences (CWRE)
 - Relationships and Sexuality Education (RSE)
 - Diversity
 - Local National and International contexts
 - Human Rights
- Including teaching and learning of Religion, Values and Ethics (RVE)

Our curriculum aims to:

- Provide a broad, balanced education for all pupils
- Develop pupil's knowledge, understanding and skills
- Provide authentic learning experiences in a range of contexts
- Ensure our core values of 'Ready, Respectful, Safe' are promoted in all aspects of the curriculum
- Support pupils' physical and emotional wellbeing
- Develop pupils' sense of their cynefin and appreciation of cultures and beliefs
- Promote a positive attitude towards learning, including developing independence and resilience
- Be responsive to and inclusive of pupils' needs, whether through supporting the different learning needs of our pupils or through selecting learning that is most relevant to them
- Support pupils' individual progression and enable them to work towards achieving their goals

Our curriculum embraces the *UN Convention on the Rights of the Child*:

Article 28 You have the right to an education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment

Organisation and delivery of the curriculum

Our curriculum is organised into six Learning Areas, as follows:

Learning Area	iLearn / Year 10 - 13 subjects
Languages, Literacy and Communication	iCommunicate English language, English Literature, Film studies, Media Studies, Spanish, Welsh, Community languages
Mathematics, Numeracy and Computing	iCalculate Mathematics, Computer Science, Digital Technology, Further Mathematics
Science and Technology	iDiscover Biology, Built environment, Chemistry, Design Technology, Engineering, Graphics, Hospitality and Catering, Physics
Humanities	iThink Business, Criminology, Economics, Geography, Government and Politics, History, Law, Psychology, Religious Education, Sociology
Expressive Arts	iCreate Art, Drama, Music, Textiles
Health and Wellbeing	iThrive Health and Social Care, Physical Education, Public Services, Sport

iDevelop - supporting the wider development and wellbeing of all learners

All pupils in years 7 to 13 have iDevelop sessions which are delivered during form time and nine 'Taith' sessions spread out over the year by their Form Tutor, and supported by our Pastoral Team and other external agencies with expertise in areas such as Careers and Healthcare. iDevelop brings together a number of strands and experiences important in **Curriculum for Wales** - namely Relationship and Sexuality Education, Religion, Values and Ethics, and issues such as internet safety and personal effectiveness. iDevelop complements the other components of iLearn and ensures continuity in learning about these themes after year 9, ultimately helping pupils to develop in the ways described by the Four Purposes.

Curriculum in Years 7, 8 and 9

To realise our vision, pupils in years 7, 8 and 9 follow our iLearn programme. Through iLearn we provide our pupils with a broad and rigorous curriculum, brought alive with engaging and relevant content and authentic experiences which allow pupils to connect what they learn in class to the real world.

iLearn comprises the following:

iCalculate	iCalculate develops a lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. It includes experiences that enable children and young people to develop their broader numeracy and computing skills.
iCommunicate	Language is the essence of thinking and is integral, not just to effective communication, but to learning, reflection and creativity. iCommunicate provides the fundamental building blocks for different forms of communication, literacy and learning about language, and also opportunities to develop competence in different languages.
iCreate	Through the expressive arts, we encourage our pupils to develop their creative appreciation and talent and their artistic and performance skills. iCreate provides opportunities to explore thinking, refine, and communicate ideas. It engages pupils' imagination and creativity.
iDiscover	Science and technology are closely linked, each depending upon the other. Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. iDiscover capitalises on our pupils' curiosity about our natural, physical world and universe through investigating, understanding, and explaining.
iThink	Humanities provides fascinating contexts for children and young people to learn about people, place, time and belief. iThink gives pupils an understanding of historical, geographical, political, economic and societal factors and provides opportunities to engage in informed discussions about ethics, beliefs, religion and spirituality.
iThrive	Our pupils need to experience social, emotional and physical well-being to thrive and engage successfully with their education. iThrive helps pupils to build the knowledge, understanding and skills that will enable them to develop as confident and healthy young people.

iExplore

In year 9, pupils choose two iExplore options, designed to support their preferred learning pathway, aspiration or interest.

Curriculum in Years 10 and 11

To realise our vision, pupils in years 10, and 11 study both mandatory subjects, subjects they have chosen based on their own individual interests and strengths, and have curriculum time dedicated to developing their broader health, well-being and readiness for future life and work. This adheres to the guidelines set down by the Learning and Skills (Wales) measure (for Year 10 commencing study from September 2024) and the 14 to 16 Learner Entitlement (For Year 10 commencing study from September 2025).

All learners will study for GCSE qualifications in:

- Mathematics and Numeracy
- English Language and English Literature
- Science (Double or Triple)
- Welsh
- and Level 2 - Skills Challenge Certificate

In addition, in Year 9 pupils select the subjects that they wish to study in years 10 and 11 from a wide range of GCSEs and Level 2 qualifications. These are reviewed annually to ensure breadth and appropriateness for the cohort.

Furthermore, learners have lessons in non-examined, statutory elements of the curriculum including:

- Religion Values and Ethics
- Relationships and Sexuality Education
- Careers and Work Related Experiences
- Health and Well-being

All pupils in Year 11 have a 'Future Pathways' interview to discuss their post-16 plans with a Learning Leader or Senior Leader. Curriculum time supports pupils in Year 10 and 11 to reflect on their strengths and explore future career pathways. This is outlined in the ***Careers and Work Related Experiences Policy***.

Curriculum in Years 12 and 13

For pupils who choose to continue their learning at Olchfa, there is a wide range of AS/A Levels and Level 3 qualifications for them to select from. The range of subjects offered complies with the Learning and Skills (Wales) Measure.

Our expectation is that all pupils will also study for the Level 3 Advanced Skills Baccalaureate Wales. We also support pupils in Year 12 and 13 to continue their personal development through engaging with our iDevelop programme of study which spans years 7 through to 13.

Wider curriculum requirements

Religion, Values and Ethics

All pupils undertake learning in the mandatory Religion, Values and Ethics (RVE). In Years 7, 8 and 9 Religion Values and Ethics is taught within the iThink Humanities integrated curriculum. In Years 10 and 11 all pupils have one lesson per fortnight of Religion, Values and Ethics on their timetable. Across all Years 7 to 13, our iDevelop programme of study covers a number of aspects of Religion Values and Ethics to enhance pupils' knowledge, skills and experiences in this area.

Lessons in Religion, Values and Ethics focus on familiarising pupils with different religious and non-religious philosophical convictions in their own locality, Wales and beyond. Pupils are

encouraged to explore and debate how religious and non-religious beliefs influence issues facing the modern world.

Relationships and Sexuality Education

All pupils undertake learning in the mandatory Relationships and Sexuality Education (RSE). RSE is delivered to all year groups through our iDevelop programme of study and the curriculum of the Health and Wellbeing Learning Area. Timetabled lessons in Year 10 and 11 ensure that provision of RSE continues for these learners, irrespective of the subject choices they have made. This is outlined in the ***Relationships and Sexuality Education Policy***.

Curriculum outside of the classroom

There is a varied and extensive range of extra-curricular and super-curricular activities available to pupils. We believe these are equally important to the 'lived experience' and offer an exciting way to learn outside of the classroom.

Developing a shared understanding of progression

Together with the primary schools in our cluster (the Swansea Bay Partnership) we have co-created a Progression Plan which outlines how we will develop a shared understanding of progression to support learners across the 3-16 learning continuum in our schools.

'Progression Leads' for each Learning Area from the cluster meet regularly to discuss the curriculum choices being made across the 3 to 16 learning continuum. Their work is underpinned by the mandatory Principles of Progression (specified in the Progression Code) and the Statements of What Matter (specified in the Statements of What Matter code) which describe the purpose of the learning and what progress looks like for learners. The goal of this collaboration is to ensure that the curriculum choices made are coherent and help pupils to make progress.

Curriculum, pedagogy and assessment are highly interrelated in order to support progression. The three purposes of assessment (to support individual learners on an ongoing, day-to-day basis; to identify, capture and reflect on individual learner progress over time and to understand group progress in order to reflect on practice) inform our approach to assessment.

The goal of all assessment is to help move learning on, both by informing the choices the teacher makes in the classroom as well as by communicating clear and useful next steps to the pupil.

Keeping our curriculum under review:

The process of curriculum design, evaluation and refinement are on-going. Under the direction of the Learning Manager, curriculum review occurs and varies depending on the priorities of the



Learning Area. Typical examples of curriculum review includes: seeking feedback from pupils and teachers on a specific Scheme of Learning and evaluating the addition of a new literacy strategy. As such, the curriculum is kept under a rolling programme of review, refinement and implementation.

Within the Learning Area, curriculum development is research informed. Our curriculum benefits from the work of our Research Team and Lead Practitioners who contribute to the review, refinement and implementation of the curriculum.