



Curriculum Policy

Context

The aim of the policy is to provide an overarching framework, which translates the values and aims of the school curriculum for all of our students. At The John Frost School, we believe that the curriculum must meet the needs of all of our students. It is particularly important that the curriculum meet the needs of learners classified to be part of a vulnerable group, such as those with an additional learning need, those who have English as an additional language, looked-after children, more able and talented children and those entitled to a free school meal.

The curriculum at The John Frost School is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. Our curriculum encompasses our school motto: "***Carpe Diem***". Our aim is for the curriculum to allow all students to seize every opportunity they can to ensure a bright future lies ahead for them.

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement. At The John Frost School, we continue to prepare for Curriculum for Wales 2022 and our focus is on providing Key Stage 3 learners with the necessary skills and experiences to prepare them for future learning so that they become:

- Ethical, informed citizens
- Healthy, confident individuals
- Enterprising, creative contributors
- Ambitious, capable learners.

As part of Curriculum for Wales 2022, departments are organised into Areas of Learning and Experience:

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Humanities
- Health and Wellbeing
- Science and Technology

Departments collaborate within these AOLES to produce schemes of learning that ensure students have access to a wide range of learning experiences and extensive skill development.

The delivery of the Literacy and Numeracy Framework, Digital Competency Framework and the wider skills are central to the curriculum at The John Frost School and all teachers are responsible for developing the skills of our students in these areas, as part of the curriculum delivered in each Area of Learning (Key Stage 3) and each department (Key Stage 4).

Cwricwlwm Cymreig is an important part of the curriculum at The John Frost School. At The John Frost School, we ensure that our curriculum provides students with opportunities to explore Welsh culture and heritage, with a particular focus on what it means to be a citizen of Newport. It is vital that students understand the heritage linked to their school's name and the Newport Chartists in particular.

Students are grouped in mixed ability groupings at Key Stage 3 (Year 7 and Year 8) and then set according to ability when they begin their GCSE qualifications in Year 9.

At The John Frost School, students are given three years to study for their GCSE qualifications. We believe that this gives them a suitable amount of time to enjoy learning in their chosen subject choices, as well as in the core areas of the curriculum. The 3-year Key Stage 4 also enables all students to undertake a full course GCSE qualification in Welsh and Religious Studies, offering opportunities to study different cultures and religions, promoting our ethos of inclusivity and respect.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will ensure that:

- All statutory elements of the curriculum, and other subjects that the school chooses to offer, including those taught off-site by other providers, have schemes of work that reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross-curricular links as well as a focus on literacy, numeracy, digital competency and the wider skills. For Key Stage 3 the Headteacher will ensure that Areas of Learning and Experience (AOLE) work collaboratively to ensure students have a wide range of learning experiences and extensive skill development opportunities within the AOLE.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the **Teaching and Learning** and **Standards and Tracking Committee** regularly.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements and students, their parents/carers receive information to show how much progress the students are making, and what is required to help them improve.

- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum through the Teaching and Learning and Standards and Tracking Committees.
- The governing body is advised on statutory targets in order to make informed decisions regarding curriculum provision.

Other staff will ensure that:

- The school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- It considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Staff understand that material of a religious, political or other sensitive nature must be presented to students in a balanced and sensitive way.
- The curriculum plan is approved.

Arrangements for monitoring and evaluation

The governing body will receive a report from the Headteacher on:

- The standards reached in teacher assessments at the end of Year 9 and national examinations in Year 11 and Year 13 in each subject, against the national averages (Year 9, Year 11 and Year 13) and similar schools (Year 11 and Year 13 only). This report will be given annually and will also provide information on standards achieved by vulnerable groups of learners in comparison with national averages and similar schools
- Current achievement/predictions against targets for all learners in Year 9, Year 11 and Year 13. This report will be given termly.

The governing body will also receive reports and presentations regularly from members of the leadership team, heads of department and Progress Coordinators, teaching staff and students themselves in relation to the curriculum, particularly when changes to the curriculum are proposed for the governing body to consider.