

THE JOHN FROST SCHOOL

CURRICULUM FOR WALES STATEMENT 2022



WHAT IS THE NEW CURRICULUM AND WHAT CHANGES HAVE BEEN MADE?

Curriculum for Wales 2022 allows school to make decisions about the curriculum they provide for their students. These decisions have been made by The John Frost School through us working closely with Welsh Government, and other educational advisory bodies, such as The Education Achievement Service. We have worked alongside our cluster of primary schools, as well as with the other secondary schools in Newport, to design a curriculum that meets the needs of all of our students, with the Four Purposes of the Welsh Curriculum at the forefront of our minds. These four purposes are to develop:

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

HOW HAVE THE JOHN FROST SCHOOL FOCUSED ON WHAT MATTERS?

We have engaged the views of all stakeholders to develop our curriculum vision for 2022. Governors have discussed and input into the vision on many occasions. The student council have discussed and given feedback on the vision, taking into account students' views from different year groups. At our Open Evening, parents/carers were given an opportunity to discuss our vision and provide us with their perspective on the new curriculum and what matters most for our students. We centred our curriculum vision on Education Professor/Researcher Mick Waters' 'Vital Signs of Learning'. As a school, we decided on our own vital signs of learning and compiled them to create our vision document. Our vision includes:

Articulary: we aim to ensure our curriculum creates articulate students, in terms of literacy, numeracy and digital competency.

Contribution to school life: our curriculum is about everything we offer as a school, and the 'extras' are just as important as the five lessons a day our young people attend. We want our young people to attend extra-curricular opportunities and we aim to ensure these are inclusive and enable attendance from all students.

Connections with peers: our curriculum is about providing a wide-ranging social experience for our young people. We want them to have lots of friends, from all different areas of the school. We aim to ensure they can work with other students, regardless of whether they are friends with these students.

Connections with adults: we want to develop positive relationships with our young people and ensure they know all adults in the school are here to help them and have a role to play. We aim to create young people who can form positive connections with adults and increase their successes both in school and later on in life.

Cultural capital and a wide general knowledge: we want to prepare our students for a successful life. We aim to provide them with a range of experiences, both inside and outside of the classroom, and to provide them with a good general knowledge, as well as a range of subject specific knowledge.

HOW WILL STUDENTS BE TAUGHT?

Students will be taught in individual subjects, such as English, geography etc., as they always have been. However, the difference is that the subjects will work closely to design the curriculum in Areas of Learning and Experience (AOLEs). Here are the AOLEs:

Health and Wellbeing: Physical Education, Relationships and Sexuality Education (known as SKL at The John Frost School – Skills and Knowledge for Life), Form Tutor Periods.

Languages, Literacy and Communication: English, Welsh, Spanish

Expressive Arts: Music, drama, art, dance

Science and technology: science, technology, Information Technology

Mathematics and Numeracy: mathematics

Humanities: history, geography and Religious Education (now known as Religion, Values and Ethics).

When students reach Y10, (Key Stage Four) they will continue to be taught in individual subject disciplines and sit GCSEs in these individual subject areas.

HOW WILL STUDENTS BE ASSESSED?

In the new curriculum, the Principles of Progression are paramount and we have used these to ensure that assessment is integral to teaching and learning at The John Frost School. We use a range of both formative and summative assessment to make decisions about where students are currently, and, most importantly, what we need to do to ensure they make further progress.

When students arrive to us in Y7, we will combine a multitude of information and data about them to set them GCSE targets. We will use the information from their Y6 teacher, the results of National reading, reasoning and numeracy tests, alongside data we collate from Star Tests (which test reading skills) and Cognitive Ability Testing to create these targets. The targets are fluid and will be adjusted yearly using information from your child's teachers. Targets will be set as follows for students in Y7, 8 and 9 (Key Stage 3):

- A*/A
- B/C
- Level One Pass (D-G)

When the students reach Y10, the targets will become more specific and use the full range of grades:

- A*, A, B, C, D, E, F, G

Each term, teachers will report to the Senior Leadership Team as to where students are with their learning. We will use the following terminology within departments:

- Emerging Learning
- Developing Learning
- Securing Learning
- Advancing Learning

Teachers will use their departmental tracking programmes, which take note of students' achievement over time, to tell the Senior Leadership Team whether students are on track to achieve their GCSE target, whether they are on track to exceed the GCSE target, or whether, at the moment, students' targets should be reviewed as they are not currently on track to achieve them. They will do this three times a year and we will report this progress to you (parents and carers) each term. In the final term, we will provide written comments with your child's report. If your child's target needs to be reviewed, we will also review the teaching and learning and intervention experiences your child is having. Targets will not be changed until we are absolutely sure that it is unrealistic for a student to be able to reach this. Targets will only be changed at the start of every school year, using the information from the previous year. Teachers will use the following language to report on targets and this language will be used in your child's termly report:

E: exceeding target

A: achieving target

R: review – the target may need to be reconsidered if the student does not make more progress, as currently they are not on track to achieve the target

SKILLS AND CROSS-CUTTING THEMES OF THE NEW CURRICULUM

At The John Frost School, we have been working on the development of skills for a long time. As you are aware, we use Accelerated Reader to focus specifically on developing the reading skills of all of our students. We also focus heavily in our curriculum on writing and oracy, alongside numeracy and digital competency. The Literacy and Numeracy Framework, as well as the Digital Competency Framework are used by the school to ensure our provision for students is appropriate in these areas. The wider skills are also vital within our curriculum; these are skills that we focus specifically on in Welsh Baccalaureate at Key Stage 4, but also throughout the curriculum at Key Stage 3.

These skills are:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Personal Effectiveness
- Planning and Organising

The cross-cutting themes of the new curriculum are:

- Relationships and Sexuality Education
- Human Rights/The Rights of the Child
- Diversity

- Careers and Work Related Experience
- Local, national and international contexts, with a particular focus on Cynefin (a sense of Welsh identity and belonging)

MANDATORY ELEMENTS OF THE NEW CURRICULUM

The Curriculum and Assessment (Wales) Act 2021 puts mandatory duties on schools – things they are legally required to do. The following elements are mandatory parts of the curriculum:

- Relationships and sexuality education (known at The John Frost School as SKL – skills and knowledge for life)
- Religion Values and Ethics (RVE)
- Welsh
- English from 7 years old
- The cross-curricular skills (literacy, numeracy and digital competence)

Schools are also expected to consider the impact on learners' mental health and emotional wellbeing when making decisions about their curriculum. They must promote knowledge and understanding of the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities. Schools must also cooperate with other schools, settings, local authorities and institutions if that helps them fulfil their duties under the act.

CURRICULUM DESIGN IS ITERATIVE

We are fully aware at The John Frost School that curriculum design is iterative. This means it is a constantly changing and evolving process, particularly as we are keen that our curriculum uses authentic learning experiences and focuses on what is happening in the world around us at certain points in time. We will consistently evaluate and review the curriculum throughout 2022 and make suitable changes to ensure the needs of all of our students are met.