

<b>POLICY TITLE:</b>	<b>Curriculum – Wales</b>
<b>Policy Number:</b>	ACS 31A
<b>Applies to:</b>	Schools (Wales)
<b>Version Number:</b>	01
<b>Date of Issue:</b>	07/09/2023
<b>Date of Review:</b>	31/08/2024
<b>Author:</b>	Charlie Rivers, Head of Quality - Education
<b>Ratified by:</b>	Charlie Rivers, Head of Quality - Education
<b>Responsible signatory:</b>	Jane Stone, Director of Governance and Risk
<b>Outcome:</b>	<p>This Policy aims to ensure:</p> <ul style="list-style-type: none"> <li>All Welsh pupils and students that are part of Aspris Children's Services will have access to a curriculum that gives them an opportunity to achieve to the best of their abilities, ensures equality of opportunity and addresses their additional learning needs.</li> <li>Staff will follow local procedures and guidelines to ensure best practice.</li> </ul>
<b>Cross Reference:</b>	<p>ACS14A Health and Safety Responsibilities - Wales            ACS20 Relationships and Sex Education            ACS26A Equality of Opportunity including English as an additional language) - Wales            ASS30A Assessment for Learning - Wales            ACS32 Teaching and Learning            ACS33A Additional Learning Educational Needs            ACS34 Spiritual, Moral, Social and Cultural Development and Community Cohesion</p>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
<p>Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.</p>	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email [AsprisGovernanceHelpdesk@Aspris.com](mailto:AsprisGovernanceHelpdesk@Aspris.com)

## Curriculum - Wales

### 1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris school in Wales will have local procedures in place, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ACS LP:31** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

### 2 OVERVIEW

The Curriculum for Wales framework guidance (2022) aims to help each school develop its own curriculum, enabling their learners to develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.

### 2 AIMS

- 2.1 Each school must design their own curriculum and assessment arrangements. Its curriculum should aim to provide outstanding learning experiences in order to enable children and young people to acquire the knowledge and skills needed for employment, lifelong learning and active citizenship.

### 3 REQUIREMENTS

- 3.1 In keeping with the Independent School Standards (Wales) Regulations 2003 each Aspris school in Wales must provide a broad, balanced, and relevant curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative education with reference to the Curriculum for Wales as appropriate. The curriculum must provide opportunities to support the development of personal, social emotional, communication and life skills. This will be supported by therapeutic input where appropriate.
- 3.2 The curriculum must be driven by a clear vision that encapsulates the 'Four Purposes' of creating:
  - Ambitious capable learners who:
    - set themselves high standards and seek and enjoy challenge
    - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
    - are questioning and enjoy solving problems
    - can communicate effectively in different forms and settings, using both Welsh and English
    - can explain the ideas and concepts they are learning about
    - can use number effectively in different contexts
    - understand how to interpret data and apply mathematical concepts
    - use digital technologies creatively to communicate, find and analyse information
    - undertake research and evaluate critically what they find and are ready to learn throughout their lives
  - Enterprising creative contributors who:
    - connect and apply their knowledge and skills to create ideas and products
    - think creatively to reframe and solve problems
    - identify and grasp opportunities
    - take measured risks
    - lead and play different roles in teams effectively and responsibly
    - express ideas and emotions through different media

- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work
  - 
  - Ethical informed citizens who:
    - find, evaluate and use evidence in forming views
    - engage with contemporary issues based upon their knowledge and values
    - understand and exercise their human and democratic responsibilities and rights
    - understand and consider the impact of their actions when making choices and acting
    - are knowledgeable about their culture, community, society and the world, now and in the past
    - respect the needs and rights of others, as a member of a diverse society
    - show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world
  - Healthy confident individuals who:
    - have secure values and are establishing their spiritual and ethical beliefs
    - are building their mental and emotional well-being by developing confidence, resilience and empathy
    - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
    - know how to find the information and support to keep safe and well
    - take part in physical activity
    - take measured decisions about lifestyle and manage risk
    - have the confidence to participate in performance
    - form positive relationships based upon trust and mutual respect
    - face and overcome challenge
    - have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society
- 3.3 The curriculum must provide for appropriate progression and accord with the principles of progression set out in the 'Progression Code'
- 3.5 The curriculum must encompass the concepts set out in the statements of what matters in the 'Statements of What Matters Code'
- 3.6 The curriculum must provide for learning and teaching that encompasses each of the Areas of Learning and Experience (Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology)
- 3.7 Schools must adopt their curriculum and assessment arrangements and publish a summary of their curriculum. It is recommended that the summary contains the following
- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development
  - how the curriculum meets the required elements of the Curriculum for Wales, starting from the four purposes
  - information on how the school is approaching learning progression and its arrangements for assessment
  - how the curriculum will be kept under review, including the process for feedback and ongoing revision
- 3.8 Schools must abide by the duties that sit with the curriculum. This means they must ensure their curriculum is implemented in a way that:
- It enables each learner to develop in the ways described in the four purposes
  - It secures learning and teaching that offers appropriate progression for each learner
  - It is suitable for each learner's age, ability and aptitude
  - It takes account of each learner's additional learning needs (if any)

- It secures broad and balanced learning and teaching for each learner
  - For each learner, it encompasses the Areas, of Learning the mandatory curriculum elements of English and Welsh, the cross-curricular skills of literacy, numeracy and digital competence, RSE (which must be suitable for a learner's stage of development), and RVE
- 3.9 Schools must also have arrangements for assessment in place. They must be embedded in day-to-day practice and be appropriate for all learners. Requirements around assessments established in the Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022 include:
- making arrangements for and conducting the ongoing assessment of every pupil and child throughout the school year
  - making arrangements for and conducting on-entry assessments of every pupil and child at certain points
  - working within school and with other schools to develop a shared understanding of progression and to plan for transition for learners between schools
  - providing information to parents and carers so that they understand the progress their child is making
- 3.10 Schools and their governing bodies must keep their curriculum under review and revise it to make sure it continues to meet the legal requirements
- 3.11 Although not a legal requirement for independent settings Schools should:
- consider the impact of changes to the curriculum upon learners' mental health and emotional well-being.
  - Promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) to those people who provide learning and teaching, so that they understand these conventions.
  - Co-operate with other schools, settings, local authorities and institutions
- 3.12 Each school should offer recognised qualifications and students will be encouraged to take externally accredited courses leading to recognised qualifications commensurate with their academic ability and attainment.
- 3.13 At post-16 the curriculum should focus on preparation for adult life and will include individual programmes designed to enable students to continue academic study in line with their abilities and prior attainment, as well as opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training, or employment.
- 3.14 Reading instruction must be taught to children by direct instruction. To enable children to learn to read and write and make progress towards or attain functional literacy, teachers should:
- Provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps!
  - Use instructional routines that become familiar.
  - Provide materials that limit distraction; are clear, linear, and easy to follow; are age-neutral or age-appropriate and can be adapted further.
  - Provide opportunities for work on vocabulary, fluency and reading comprehension.
  - Provide multiple opportunities for overlearning (recall, retrieval, practice, and application at the level of the alphabetic code, word, sentence, and text).

#### **4 ROLES AND RESPONSIBILITIES AND IMPLEMENTATION**

- 4.1 Each school will take responsibility to design its own curriculum and local procedures to meet the needs of its children and young people.
- 4.2 All aspects and subjects within the curriculum should be carefully planned. For all subjects each school and college will have their own subject policies and schemes of work which give

details of intent and implementation, short, medium, and long-term planning, teaching strategies and resources, assessment arrangements, and safety considerations.

- 4.3 Each school will undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.
- 4.4 Each school will review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people's needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting
- 4.5 Subject co-ordinators have responsibility within their schools and colleges to monitor and evaluate the teaching and students' outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.
- 4.6 The governors will ensure that the curriculum policy is implemented, reviewed, and monitored effectively.
- 4.7 Leaders will ensure that teachers have undertaken training, so that they understand the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.

## **5 REFERENCES**

- 5.1 Curriculum for Wales 2023 – Welsh Government

### **Associated Forms:**

ACS LP 31 Curriculum