

**Ysgol Uwchradd Y Frenhines Elisabeth  
Queen Elizabeth High School**



*Moving Forward Together*

**CURRICULUM POLICY**  
**including Learning & Teaching**  
**Policy**

**Curriculum, Staffing and Pastoral Committee**  
**Date established by Governing Body: 14<sup>th</sup> November**  
**2016**  
**Responsible Person – Mr G.W. Roberts**  
**Designated role – Assistant Head Teacher**  
**Chair of Governors signature – Helen Starkey**  
**Review Date – 10<sup>th</sup> March 2021**  
**Next review – Spring Term 2024**



# CURRICULUM POLICY

## Introduction

The curriculum at Queen Elizabeth High School contains the statutory requirements of the 1988 Education Reform Act and its subsequent amendments. This states that pupils will follow the National Curriculum unless there are elements to which they are, for any reason, dis-applied. However, recent changes such as 14-19 Learning Pathways have afforded us greater flexibility and extended opportunities to offer a curriculum with increasing breadth and choice and which is more relevant and appropriate to the needs of today's young people.

The school provides a balanced and broadly based curriculum, which

- Promotes the spiritual, moral, cultural, intellectual and physical development of all pupils;
- Prepares all pupils for the opportunities, responsibilities and experiences of adult life and the world of work;
- Instils in pupils the concept of Lifelong Learning and
- Offers equality of opportunity to all

## Curriculum Aims

In order to achieve the above, each pupil will be provided with equal opportunities to develop to the fullest possible extent his or her potential as:

- A learner who:
  - Is committed to, motivated by and enjoys learning
  - Is conscientious and industrious
  - Is able to acquire and understand increasingly complex knowledge, concepts and attitudes
  - Is able to think, question, analyse, investigate, evaluate and solve problems
  - Is able to learn independently
  - Is equipped with the key employability skills of communication, numeracy, ICT, problem solving, working with others and improving own learning performance
  - Is prepared for and committed to lifelong learning
- A person who:
  - Is imaginative and creative
  - Adaptable and independent
  - Is responsible and mature
  - Is tolerant and respectful
  - Can form and sustain good relationships with peers and adults

- Is considerate to others
- Is emotionally intelligent
- A member of society who:
  - Understands, appreciates and respects their own and others' beliefs, attitudes and behaviour
  - Understands and appreciates their own and others' achievements and aspirations
  - Values and respects their own and other languages, cultures, heritage and tradition
  - Is prepared for the world of work and leisure
  - Understands the social, political, economic and environmental nature of adult life

## Curriculum Principles

Curriculum planning at QEHS is underpinned by the following principles, each of which is an entitlement to pupils.

- **Breadth**

A broad curriculum should bring all students into contact with the elements of learning experience as associated with the Theory of Multiple Intelligences.

- Aesthetic and creative - to develop the ability to use music, art, drama and other art forms as a means of expression
- Human and Sound - to explore the geographical, historical and social aspects of the local environment and the national / international stages.
- Linguistic and literacy – to enable pupils to listen attentively, communicate clearly and confidently in speech and in writing and to be able to read fluently and accurately with understanding and feeling.
- Mathematical – to develop knowledge and understanding of mathematical ideas in using mathematics as a means of communication, description and explanation and in solving problems.
- Spiritual – to acquire knowledge and understanding of the nature and value of the Christian religion and other religions represented in Wales and the United Kingdom and to be able to evaluate religious beliefs and practices.
- Moral – to develop awareness and sensitivity to others, acquire a set of moral values and to develop self-discipline and socially acceptable behaviour.
- Physical – to develop agility, physical activity and a healthy lifestyle.
- Scientific – to acquire knowledge and understanding of scientific ideas, skills and competences associated with science as a process of enquiry.
- Technological – to encourage pupils to search for ways and means of extending and enhancing their powers to control events within their environment through technology. This includes the use of ICT.

The above are not hierarchical and will be delivered both through discrete subjects and, in many cases, across the curriculum.

- **Balance**

A balanced curriculum will ensure that each of the above areas of learning experience will be given appropriate attention in relation to the others and to the curriculum as a whole. It also takes into account guidance provided by the National Curriculum, subsequent reviews and various Awarding Body Specifications.

- **Coherence**

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience so that these do not appear as discrete or unconnected but as contributing to overall progress and achievement.

- **Relevance**

A relevant curriculum will take account of the previous learning of pupils and their readiness for new experience. It will also enable them to acquire the skills to succeed in a rapidly changing world in the 21<sup>st</sup> century.

- **Flexibility**

A flexible curriculum will satisfy two apparently contradictory requirements. These are (a) the need to reflect the broad aims of education which hold good for all young people regardless of their capabilities and the nature of the school at which they attend; and (b) the need to allow for and to accommodate differences between children, even of the same age and within the same class.

Teaching and learning methods and activities methods should, therefore be appropriately differentiated and varied to provide equality of opportunity for all.

- **Integrity**

Curriculum provision should ensure that standards of achievement and the primacy of teaching and learning be at the heart of all that we do.

- **Continuity and progression**

Curriculum provision should be planned and provided within and across key stages to ensure both continuity and progress in the standards achieved by pupils and in the quality of teaching and learning (see Assessment Policy and Teaching and Learning Policy).

- **Effectiveness and Efficiency**

Curriculum provision should ensure that the quality of education provided for pupils is maintained and enhanced through effective and efficient use of resources.

- **Consistency**

Curriculum provision should be consistent with aims, values and ethos of Queen Elizabeth High School.

- **Evaluation and Review**

Curriculum provision should be reviewed annually against each of the above criteria as part of the normal Planning Cycle.

## Curriculum Delivery

- **Key Stage 3**

In years 7, 8 and 9 all pupils follow a common curriculum largely dictated by the requirements of the National Curriculum.

## Literacy and Numeracy Framework

All new schemes of work refer to the LNF. The LNF co-ordinators have mapped out the LNF for each subject ensuring that it is covered.

## Digital Competence Framework

The Digital Competence Framework (DCF) is currently being introduced.

- Year 7 – On entry to the school, most pupils are placed in mixed ability tutorial groups within which they receive most of their teaching. There is, however, limited setting in Mathematics. Two groups requiring extra support with Basic Skills including Numeracy and Literacy only follow one MFL (French). The subjects followed are:

Mathematics	Welsh	Drama
English	French & Spanish	ICT
Science	Design & Technology	PSE Health & Wellbeing
Art	Physical Education	
Humanities	Music	

- Year 8 – The curriculum subjects are essentially the same as in Year 7 however pupils study Geography, History and Religious Education rather than Humanities. Ability setting is introduced to English and Welsh on a limited basis.
- Year 9 – In the interest of continuity and progression, the curriculum flows on from Year 8 with pupils following the same subjects. In Year 9, ability grouping is introduced into science.

- **Key Stage 4**

All pupils continue to follow the National Curriculum but a range of optional subjects is offered in addition to the core curriculum. All pupils study the following subjects, which are taught in sets according to ability and will usually sit a GCSE examination in them at the end of Year 11:

### ***Core Curriculum***

Mathematics (Numeracy and Mathematics)  
English Language (English Literature for many)  
Welsh  
Science

- Most pupils follow Double Award Science GCSE.  
Some pupils, if they wish, elect to study the 3 separate sciences in which case they choose it as one of their Options.
- In addition to these subjects, pupils follow courses in Religious Education and Physical Education in line with statutory requirements. Pupils will be given the opportunity to study for the full course or short course in Religious Studies through

the provision of Religious Education. Pupils receive two lessons per week in PE and one lesson per week in RE.

- All pupils undertake the Skills Challenge Certificate at Level 1 / 2, whichever is appropriate to their needs and ability. It is delivered in one lesson per week with tutorial support provided by form tutors. Delivery is also supported by English and through collapsed timetable periods throughout the year.

### **Options**

Pupils are invited to select three additional subjects from the options menu below. In line with the increased flexibility, introduced by Learning Pathways, they are given a free option choice although considerable advice and guidance is provided to help pupils choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen Pathway and career aspirations. All pupils are interviewed and supported by a senior member of staff through the options process.

### ***Each of the following subjects is available at GCSE (or Level 2 equivalent):***

Art and Design	Business
Computer Science	Hospitality
Drama	Information & Creative Technology
French	Public Services
Geography	Personal Growth & Wellbeing
Health and Social Care and Child Care	Engineering
History	Hair & Beauty (College partnership)
Music	IT User Skills in Open Systems & Ent.
Physical Education	Tourism
Design and Technology: Product Design	Vehicle Inspection (College partnership)
Religious Studies	
Spanish	
Triple Science (Biology, Chemistry, Physics)	

- **Post 16**

The majority of courses on offer in the sixth form lead to the award of AS and A level. However, the options menu also offers appropriate vocational courses and pathways to meet the needs and aspirations of a broader range of learners. Post 16 courses are taught on the basis of 8 periods per timetable cycle. The following are available at Queen Elizabeth High School and are provided through a 5 options block system:

Chemistry	L3 BTEC Hospitality
Physics	L3 BTEC Public Services
Biology	Sociology
English Literature	L3 BTEC Performing Arts
English Language and Literature	Law (AS/A2 & L3 BTEC)

Mathematics  
Further Mathematics  
Religious Studies  
Welsh (2<sup>nd</sup> Language)  
Geography  
History  
L3 BTEC Sport  
Media Studies

Music  
Health & Social Care  
L3 BTEC Business  
French  
Spanish  
Art and Design  
L3 BTEC IT  
L3 BTEC Science

### ***Welsh Baccalaureate***

All students admitted to the sixth form will follow the Welsh Baccalaureate, usually at advanced level. The WB will be taught on the basis of 4 periods per timetable cycle. WB is available in all option blocks and students must choose it in one of their 'free' option blocks. This is in line with the Welsh Government expectation that the Welsh Baccalaureate is universally adopted. There may be a small number of pupils who will be exempted from the WB. This will only happen on a case by case basis and in consultation and by agreement with senior staff.

## **Canolfan Elfed**

### **Curriculum Delivery - Canolfan Elfed**

Please refer to the school's Curriculum Policy for the Curriculum Aims and Curriculum Principles.

Pupils placed in Canolfan Elfed who access mainstream will follow the curriculum as outlined in the school Curriculum Policy. However, the majority of pupils who are placed in Canolfan Elfed will have either all or the majority of their curriculum delivered in Canolfan Elfed. Pupils who are able to access the mainstream curriculum will normally access particular subjects within mainstream with support, this also includes vocational courses in college in Key stage 4. The rest of their time is spent accessing specialist support and interventions within Canolfan Elfed.

The curriculum delivery differs in Canolfan Elfed to the mainstream curriculum in order to meet the needs of a wide range of learners who are placed in the following classes:

Dosbarth Llansteffan class – PMLD (mixed KS3 to 5)  
Dosbarth Dryslwyn class – SLD (KS 3)  
Dosbarth Dinefwr class – SLD (KS4/5)  
Dosbarth Emlyn class – (KS4/5)  
Dosbarth Carreg Cennen – ASC (KS3)  
Dosbarth Abergwili – ASC (KS3)  
Dosbarth Talacharn – ASC (KS4/5)  
Dosbarth Cydweli – HI (mixed KS3 to 5)



## Dosbarth Caerfyrddin – SLD & ASC (KS5)

Although pupils are placed in one of the above classes according to their Key Stage and their primary need, there are a number of pupils who have a range of needs, e.g. a HI and SLD. Pupils therefore follow an individualised timetable where they may access part of their curriculum within another class within Canolfan Elfed.

The curriculum in Canolfan Elfed has a great emphasis on developing pupils' independence and therefore there is a focus on communication, life skills and learning activities within the community.

### PMLD Curriculum

The curriculum in Llansteffan class is predominantly a sensory curriculum which focuses on the following 4 areas which make up the PMLD curriculum:

- Communication
- Cognition
- Physical
- Independence

The curriculum follows a thematic approach and has been written around the new curriculum, "Curriculum for Wales"

Pupils in KS4 and KS5 follow the accredited ASDAN lifeskills challenges and WJEC Personal Progress Entry Pathways courses which focus on preparing pupils for the world of work in the wider community whilst developing cognition and communication skills.

Some pupils in KS4 and KS5 are also able to complete BTEC, GCSE, AS and A levels in collaboration with mainstream.

### Key Stage 3 curriculum

The curriculum for Key Stage 3 is based on the Foundation Phase Curriculum and the National Curriculum, the level is determined by the ability of the pupils. Core subjects English and maths are taught as stand-alone subjects. The other core subjects including Science, Welsh and RE are taught alongside the non-core subjects using a thematic approach. The Literacy and Numeracy Framework is embedded across all subjects where appropriate.

The Key Stage 3 classes join together with other classes from Canolfan Elfed for PE lessons including Zumba and swimming in the leisure centre.

### **Key Stage 4 curriculum**

The Key stage 4 curriculum is based on the Foundation phase and the National curriculum for core subjects, the level is determined by the ability of the pupils. All Key Stage 4 pupils are taught English and Mathematics within their own class. Pupils follow the WJEC accredited Entry Pathways courses including Additional English and Mathematics.

Key stage 4 pupils from across the centre are taught science together and they follow the WJEC accredited Entry Pathways Science Today course.

Pupils in Key Stage 4 are given the opportunity to choose two additional options each year from a menu of Agored and WJEC Entry Pathways courses including;

- ICT Users
- Creative Media and Performing Arts
- Healthy Living and Fitness
- Preparing for work
- Humanities

The Key Stage 4 classes join together with other classes from Canolfan Elfed for PE lessons including Zumba in the Leisure Centre and archery off site.

### **Key Stage 5 curriculum**

Pupils in Key Stage 5 are taught alongside pupils in Key stage 4. Most pupils follow the WJEC accredited Entry Pathways courses for maths and English including Additional English and Mathematics, where appropriate.

Pupils in Key Stage 5 are given the opportunity to choose two additional options each year from a menu of Agored and WJEC Entry Pathways courses including;

- ICT Users
- Creative Media and Performing Arts
- Healthy Living and Fitness
- Preparing for work
- Humanities

The range of courses available ensures that there is are enough courses available over a 5 year programme for those pupils remaining in school until year 14. The Key Stage 5 pupils join together with other classes form Canolfan Elfed for PE lessons including Zumba in the Leisure Centre and archery off site.

### **Curriculum for pupils with a Hearing Impairment**

The majority of pupils placed in the HI provision access the mainstream curriculum with the support of a signer and sometimes a signer and a note taker. The HI pupils usually have a

reduced curriculum so that they can be given pre and post tutoring within the HI base in order to be taught key vocabulary etc.

Many HI pupils are taught English within the HI base so that they can be offered a curriculum which best meets their needs, e.g. the NDCS Secrets of Words programme.

#### Modern Foreign Languages

Pupils are given the opportunity to access MFL in mainstream. There has been no recent MFL teaching within Canolfan Elfed. Very basic MFL is taught as part of the thematic work in Key Stage 3 and will also be covered during LNF days.

#### Literacy and Numeracy Framework

All new schemes of work refer to the LNF. The LNF co-ordinators have mapped out the LNF for each class ensuring that it is covered. Each term each class has an LNF focus. Pupils can attend the mainstream LNF days where appropriate and all Canolfan Elfed pupils can access the termly Canolfan Elfed LNF day. The Digital Competence Framework (DCF) is currently being introduced.

#### Sex Education

Canolfan Elfed follows the school's sex education policy. However, the curriculum is adapted in order to cater for the specific needs of pupils placed in Canolfan Elfed. A bespoke Positive Relationships Curriculum has been written and implemented.

The Fiona Spears programme is used for pupils with an ASC.

Parents are provided with information about the programme and may withdraw their child from any part of the programme.

#### ASDAN

Pupils in Key Stage 4 and 5 are given the opportunity to work towards the Bronze, Silver and Gold Asdan awards.

#### Forest Schools

During the summer term and the first half on the autumn term pupils in Key stage 3 in Canolfan Elfed are given the opportunity to experience the Forrest Schools curriculum. It is delivered by a Canolfan Elfed teacher and located off site in the local woods.

#### Careers and the World of Work

All pupils have access to a Specialist Careers Advisor from Careers Wales who attends all transition Annual Reviews. The Careers Advisor provides pupils and parents with information regarding post school options.

The Transition co-ordinator organises work tasters and work experience placement for pupils in Key stage 4 and Key Stage 5. Some pupils in Key stage 5 spend a day a week out on work placements.

The Transition Co-ordinator also organises visits to local colleges and sets up taster days in collaboration with Coleg Sir Gar

### **Careers and the World of Work**

All pupils receive a structured programme of CEG beginning in Year 7. This is delivered in Key Stages 3 and 4 via the PSHE programme and through block release sessions from the timetable. Careers information and guidance, along with support for Higher education application is also provided in Year 13. A careers advisor is located in school.

### **Religious Education**

Religious Education is available to all pupils. Parents have the right to withdraw their child from Religious Education if they so wish.

In the sixth form, religious education is offered in the form of suspended timetable sessions in which visiting speakers are invited. Students have the right to withdraw themselves from this if they wish.

### **Sex Education**

The school provides sex education in the basic curriculum for all pupils via science and PSE. All pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

### **Physical Education and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE / Games lessons for medical reasons, for which a note from a parent should be produced. Medical support should be provided in the event of a long-term excusal.

### **Additional Learning Needs**

The school has an ALN Policy for all pupils who are placed on the ALN register. The school, under the direction of the ALNCO will determine the appropriate courses of action for each pupil in line with their IEP and in consultation with parents.

### **Y Cwricwlwm Cymreig**

All pupils will be helped to understand and celebrate the distinctive quality of living and learning in Wales and to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. This will be delivered as a cross curricular theme where relevant in individual subjects and school events and assemblies.

## **Complaints**

Parents who have concerns or complaints about any aspect of the curriculum should discuss these with the Deputy Head (Curriculum). If an issue is not resolved, parents should make an official complaint in writing to the Head teacher.

## **Monitoring and Review**

This policy will be monitored by the Deputy Head / Assistant Head (Curriculum) who will report to the Leadership Group and Head teacher. The Curriculum, Staffing and Pastng Zumba in the Leisure Centre and archery off site.

# **LEARNING & TEACHING POLICY**

## **At Queen Elizabeth High School we aim to be:**

An innovative learning community founded upon mutual respect

## **Rationale**

Learning is central to the work of the School. It is our core function. The highest standards of attainment can only be achieved working with our pupils to optimise their individual progression. Consequently, this Policy seeks to identify a clear educational direction for our work so everyone is aware of what we are aiming to achieve.

A clear Policy for the core function of the School optimises our chances of achieving consistency and continuity in the educational experiences of our children so that we can develop their potential as fully as possible.

This Policy provides a vital set of criteria against which we can monitor the work of the School in its core purpose: it will provide us with benchmarks to make judgements about our provision.

The Learning Policy tries to capture some of our most strongly held beliefs about the way children learn and therefore about the way we teach.

The fundamental role of the teacher is to enhance and facilitate pupils' learning.

Pupils must also take responsibility for developing the learning process by respecting the rights and opportunities of all pupils to learn in a positive, engaging environment, enthusiastically reflecting upon their learning, acting upon feedback.

Learning at Queen Elizabeth High School should help pupils prepare for all aspects of their future.

### **Aims and Objectives**

Raise standards of attainment and achieve consistency across the School

Establish an agreed range of good practice in respect of learning and teaching

Enable staff to identify aspects of practice which they wish to develop and in which they would welcome support

Improve the quality of learning experiences offered to students

Provide an agreed focus for monitoring the curriculum in action

Make a clear distinction between excellent quality learning and excellent quality teaching

## **What is Learning at Queen Elizabeth High School?**

Learning takes place at a level just beyond what pupils already know.

Learning involves pupils making personal sense of information and experience, until the individual has made sense of information; it is just that – information.

We make sense by making connections between what we already know and new inputs. Only when the individual has created personal meaning does information become knowledge.

Knowledge is therefore being created – or re-created – by each pupil. Learning is essentially a reflective process. Pupils should reflect upon learning/work, learn from mistakes and act upon feedback to support improvement.

The school strives to ensure all pupils are “ready to learn”. This will involve personalised support and intervention to equip all pupils with the basic skills needed to access the curriculum. These skills will include literacy, numeracy, generic learning skills, as well as emotional, social and behavioural issues.

The school aims to secure “deep learning” whereby pupils can connect information, apply knowledge and undertake higher order thinking skills such as analysis and evaluation.

### **LEARNING HAS TO BE DONE BY THE LEARNER - TEACHERS FACILITATE LEARNING**

#### **Monitoring**

Performance Management mechanisms monitor the individual performance of classroom teachers. Teachers are expected to provide evidence of their effective practice as well as their development activities.

Performance Management will involve each member of staff being observed teaching a minimum of twice per year. Outcomes are fed back to individual staff with a focus on development. Lesson evaluations will be augmented by a calendared programme of work scrutiny, pupil voice exercises as well as performance data analysis. The collective outcomes of these activities will facilitate both subject and whole school monitoring of teaching and learning. These evaluations will inform whole school improvement strategy and resultant professional learning. The school will utilise software to evaluate lessons

and work, this will lead to departmental and whole school reports, which will be shared twice per year. These reports will be a central strand of self-evaluation and help identify strengths and priorities for development.

#### **Supporting Professional Development**

Priorities for professional learning will be identified via robust self-evaluation using a range of first hand evidence. Priority development in teaching and learning will be linked to the performance management of all teachers.

QEHS will operate a professional learning programme, delivered by lead practitioners, which will enable all staff to develop practice in relation to identified priority areas. Both INSET and meeting time will be devoted to this programme.

This programme will be enhanced by relevant external providers and other lead professionals, where expertise does not exist in house.

A limited number of externally provided courses will be supported for individual staff. Priorities will be examination board feedback and preparation for new syllabus preparation. Budget will constrain external courses and the decision regarding which will be supported will lie with the AHT with responsibility for professional learning.

## **Expectations of Good to Outstanding lessons**

### **The Learning**

Pupils can recall or build on previous learning, applying new skills to new situations.

Pupils are making rapid personal progress during lessons and are highly motivated.

Pupils know how to improve their learning using the appropriate success criteria. Pupils speak with confidence in the lesson offering conclusions and reasons for their opinions, using key words and a rich vocabulary. They can then move on to write coherently and confidently.

Pupils confidently use numeracy skills and ICT wherever possible across the curriculum to enhance learning.

Pupils demonstrate excellent collaboration during group/ pair work helping each other make progress. Excellent interpersonal skills are demonstrated.

Pupils learn independently, demonstrating resilience and autonomy.

Pupils are able to connect learning, apply their knowledge and understanding to unfamiliar situations and can undertake higher order skills such as evaluation, synthesis and analysis.

## **Learning is facilitated by the Teaching**

### **Core behaviours**

**LUSH** start –Teachers should expect pupils to line up outside the classroom(L), ensuring that their uniform is appropriate(U); a starter task should be ready on entry to the class(S), with the pupils having all the resources needed. (H)

Lessons should be planned effectively with a clear structure, enabling all pupils to understand the learning objectives and how to succeed. Effective strategies ensure a



sequential development of knowledge, skills and understanding. Learning progresses at an appropriate pace, with sufficient time for reflection and consolidation.

Strategies and activities provided for the learners should ensure pupils' engagement for the whole lesson. The activities challenge and inspire learners whilst enabling pupils to take control of their own learning as far as possible. Activities are also fully differentiated, meeting the needs of the individual pupils. Teachers should ensure that the Teaching Assistant has a clear role within the lesson to support the learners' progress.

Questioning is purposeful and leads to extended responses both orally and written. Questions should vary from open to closed responses and a good balance of both would lead to effective practice. Oral rehearsal enables pupils to consolidate their learning before attempting a written task. Use of assessment for learning is clear in a lesson, where pupils know how to evaluate and improve their own work using pupil friendly success criteria. Learners also have opportunities to develop their own success criteria during a lesson or series of lessons. High quality work, particularly extended writing, is effectively modelled. The pupils' understanding is checked several times during a lesson in order to ensure progress is being made. The dialogue between pupil and a teacher should be thoughtful and reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and express their ideas.

Pupils need to have opportunities to develop literacy, numeracy, ICT and thinking skills whenever possible. Bilingual communication should be encouraged as far as possible.