

YSGOL
MAESTEG



CURRICULUM POLICY

#motivatedtostrive

The overall aim of the curriculum at Maesteg School is to engage all pupils in experiences that will equip them with the skills for success in all aspects of their life and instil in them the desire to be motivated to strive in all that they do. It gives them rich opportunities to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens of Wales; and healthy, confident individuals. We aim to create a curriculum that meets the needs of every pupils whilst experiencing, enjoying and succeeding in a wide range of subjects. We believe strongly in the importance of the key skills of literacy, numeracy and ICT, as well as developing their confidence in use of the Welsh language and a range of thinking skills. We believe that by ensuring a relevant and purposeful curriculum, the experience of a young person at Maesteg School will be transformational.

The curriculum is designed to provide for all pupils in a safe, secure and inclusive environment with opportunities to:

- **Experience a broad, balanced, relevant and differentiated education** which encourages them to reach and surpass their potential –
 - The curriculum must be broad. It must introduce the pupils to a wide range of knowledge and experience and develop a range of important skills – intellectual, practical and personal.
 - The curriculum should be balanced. Each area of the curriculum should be allocated sufficient time to make its specific contribution but not so much that it affects other essential areas. Time allocation and management is a crucial matter for success in curriculum design.
 - The curriculum should be relevant. It must be linked with the pupils' own experience.
 - The curriculum should be differentiated. What is taught and how it is taught must be matched with a pupil's age, ability and aptitudes.
- **Provide continuity and progression**, with particular attention given to KS2-KS3, KS3-KS4 and KS4-KS5 transition;
- **Personalise the curriculum** more and more to make it meaningful, personalised and challenging to each pupil;
- **Engage in an extensive range of extra-curricular activities**, such as school productions, sporting events, fund raising, trips and work experience, all of which contribute to the total learning experience

Each year the curriculum is reviewed in light of Wales' 'Our National Mission Document', this policy and vision and in light with our increased understanding of our pupils' needs and aspirations. These steps involve curriculum subject reorganisation, pupil group reorganisation and increasing flexibility for pupil choice at Key Stage 4 and Key Stage 5.

Main Curriculum Developments for 2018-2019

- Introduction of a MAT 'stream' in Years 7, 8 and 9 to allow pupils to study two languages (French and Spanish) and study Computing as a discrete subject. Pupils in Year 9 are also allocated more lessons of Science to prepare them for the potential challenge of Triple Science at KS4;
- Developments to the Year 7 Challenge Curriculum in line with evaluation of this area in 2017-2018;
- Development of a 'Challenge'-style/AOLE approach to a range of Foundation subjects in Year 8. In Humanities, for example, the GCSE in 'Humanities' is used as a planning device for schemes of work and programmes of study.
- Introduction of discrete Health & Well-Being lessons for all pupils in Yr 7 to yr 11. These lessons incorporate the study of PSE and cookery to successfully link physical health with emotional wellbeing. At KS4, pupils complete the accredited SWEET qualification;
- Introduction of a MAT French GCSE class in Year 10 who study the subject as an 'extra';
- Introduction of 'Equality and Diversity' into Year 10 after a very successful sample trial in Year 11 last year;
- Introduction of a 'Food and Nutrition' qualification for lower ability learners in KS4 to complement the delivery of Double Science (Yr 11) and Single Science (Yr 10).
- Introduction of a more fully inclusive suite of accredited courses through the curriculum in the MAC Base (for example, The Prince's Trust);
- Amendments to the Option Blocks for Year 10 and Year 12 following feedback from the appropriate cohorts last year at Open Choice;

Curriculum Map for 2018-2019

The overview below indicates the allocation of hours to each subject area in each year group.

Maesteg School: Curriculum Model 2018-2019

Two-Week Timetable: 60 minute lessons

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
7	Ma	Ma	Ma	Ma	Ma	Ma	Nu	Nu	We	We	We	Fr	Fr	Eng	Eng	Eng	Eng	Eng	Eng	Li	Li	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	Te	Te	Te	Te	Te	Te	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	ICT	ICT	
7MAT	Ma	Ma	Ma	Ma	Ma	Ma	Csc	Csc	We	We	We	Fr	Fr	Eng	Eng	Eng	Eng	Eng	Eng	Sp	Sp	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	Te	Te	Te	Te	Te	Te	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Sc	Sc
8	Ma	Ma	Ma	Ma	Ma	Ma	Nu	Nu	We	We	We	Fr	Fr	Eng	Eng	Eng	Eng	Eng	Eng	Li	Li	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	Te	Te	Te	Te	Te	Te	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	ICT	ICT
8MAT	Ma	Ma	Ma	Ma	Ma	Ma	Csc	Csc	We	We	We	Fr	Fr	Eng	Eng	Eng	Eng	Eng	Eng	Sp	Sp	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	Te	Te	Te	Te	Te	Te	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Sc	Sc
9	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	We	We	We	Fr	Fr	En	En	En	En	En	En	En	En	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	IT	IT	IT	Te	Te	Te	Te	Er	Er	Er	Er	Er	Er	Er	Hu	Hu	Hu	Hu	Hu	Hu	
9MAT	Ma	Ma	Ma	Ma	Ma	Ma	Csc	Csc	We	We	We	Fr	Fr	En	En	En	En	En	En	En	Sp	Sp	Ga	Ga	Ga	Hw	Hw	Sc	Sc	Sc	Sc	Sc	Sc	Te	Te	Te	Te	Er	Er	Er	Er	Er	Er	Er	Hu	Hu	Hu	Hu	Hu	Hu	Hu	Hu	Hu
10	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	We	We	We	We	We	Re	Re	Re	Ga	Ga	HW	HW	Option 1	Option 2	Option 3																
11	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	We	We	We	We	We	Re	Re	Re	Ga	Ga	HW	HW	Option 1	Option 2	Option 3																	
12	Option 1								Option 2								Option 3								Option 4								WBQ				Independent Learning / WBQ Activities																
13	Option 1								Option 2								Option 3								Option 4								WBQ				Independent Learning / WBQ Activities																

Key Stage 3

At Key Stage 3 (KS3) the school curriculum consists of:

- Core subjects – English, Mathematics/Numeracy, Science
- Foundation subjects – Art, Design and Technology, Geography, History, ICT (Computing for MAT learners), Modern Foreign Languages (including Spanish for MAT learners) and Welsh Second Language
- Religious Education
- Health and Well-being which comprises Physical Education, Cookery (food and nutrition), Personal and Social Education (including sex education) and Careers and the World of Work

The top learners in Years 7, 8 and 9 according to WNT profiling are placed in a MAT Band which means that they also study Spanish and Computing.

Year 7 Challenge Curriculum

Rationale

Our year 7 Challenge Curriculum is designed so that students at Maesteg School apply their learning holistically in real life situations. The curriculum affords students coherent opportunities to learn creatively. It encourages pupils to make connections across the different aspects of their learning. It draws on prior knowledge attained in primary school and with an appropriate level of challenge deepens students' learning and raises standards of attainment. The curriculum will afford a seamless progression from Key Stage 2 to Key Stage 3 and eventually from Key Stage 3 to 4. The aspirational curriculum encourages all pupils to recognise the importance of sustained effort in meeting expectations that are high and achievable. We want our children to appreciate our school motto "Motivated to Strive" and understand that success is born out of hard work. Errors are seen as learning opportunities which lead to a deepening of critical and creative thinking and understanding.

Aims.

The Aims of the Challenge Curriculum are to:

- Promote the value and development of the national priority skills in literacy, numeracy and digital competency for lifelong learning.
- Promote and develop critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness skills.
- Provide opportunities to develop and assess skills through engaging and purposeful learning experiences.
- Maintain primary school levels of enjoyment and excitement in the learning journey at secondary school.

Challenge Curriculum Evolution.

During 2016-2017, we offered the pupils 7 Challenges of which pupils completed 5 rotations:

1. Regeneration of Porthcawl
2. Aliens v Maesteg
3. Formula 1
4. Is it ever acceptable to cheat at sport?
5. Fabric of Life
6. Ultimate Survivor
7. Space Camp.

Challenges lasted for 7 weeks. The challenges were taught by a team of three teachers with each teacher responsible for 11 hours of teaching per fortnight.

In response to teacher voice and pupil voice we reduced the number of challenges during 2017-2018. Teachers felt that pupil rotations did not allow for full development of relationships to improve teaching and learning experiences. Consequently, the 7 challenges were reduced to 4:

1. Survivor
2. The Fabric of Life
3. Aliens/Space
4. Is it ever acceptable to cheat at sport?

In 2018, we refined further the challenges but also wanted to introduce the pupils to Enquiry Based Learning. To create the Challenges, we worked on the titles so that we could inspire pupils to lead their learning and to pose 'Big Questions'. Humanities, Science, Technology and Expressive Arts Faculties work together to deliver the same enquiry theme but have the freedom to develop the enquiry to encourage pupil engagement and interest. The Enquiry themes that we will undertake this year are:

1. Frontiers
2. Survivor
3. Ethical Theme (based on Fabric of Life and Sport in conjunction with Lead Creative Schools Project)
4. Local theme (linked to First Give Programme)

Pupils are grouped according to ability. Our most able pupils are also studying Spanish and Computer Studies while our less able pupils are combining their studies with learning employability skills.

Groupings at Key Stage 3

All groupings of pupils in all Key Stage 3 classes are informed first and foremost by the WNT profile of each pupil. This profile is created through a combination of the pupil's performance in their most recent 'Reading' and 'Procedural' national test. All pupils are assigned a 'Colour' profile according to this score. Alongside this, information regarding the pupils' FFT50/ FFT20 (depending on year of entry) estimates is also considered.

Directors of Learning are given flexibility to use information to decide the most appropriate class and group for each pupil. Pupils who are 'Free School Meal' status are positively grouped as part of the school's vision for raising aspirations and outcomes for this group of learners.

Key Stage 4

At Key Stage 4 (KS4) the school curriculum consists of:

- Core subjects – English/English Literature, Mathematics/Numeracy, Science (Triple if chosen as an Option; Double; or Single with 'Food and Nutrition')
- Religious Education
- Welsh
- Games
- Health and Well-being which comprises Personal and Social Education (including sex education) and Careers and the World of Work. Pupils also work towards the accredited, SWEET qualification within these lessons.
- National Skills Certificate (towards WBQ)
- 3 Option Subjects

Options Process at KS4

The school believes that where subjects *can* be offered to pupils (e.g. there is a specialist teacher), it *should* be offered in the first instance. The needs and aspirations of each particular cohort will direct which subjects are offered.

The pupil is given various opportunities to indicate their preferences and receive support in choosing their Options:

1. In the Autumn term, the school holds an 'Options and Careers' Event in which each pupil learns more about the Option process and receives information on each subject which could be offered.
2. Pupils indicate their initial preferences through an 'Open Choice' questionnaire. Option Blocks are drafted in line with pupil feedback. Some subjects are dropped from the offer at this point due to low interest from the pupils.
3. Each pupil is interviewed by a member of SLT to offer further guidance about suitability of each subject for them. The WNT profile of the pupil is used to inform this discussion.
4. Where SLT interviews indicate the need for slight amendments to the Option Blocks, these are made.
5. Pupils make their final choice, choosing three subjects. Where subjects are popular, it is usual to locate them in more than one column.

For Year 9 learners in 2017-2018, the final Option Blocks were:

OPTION COLUMN A		OPTION COLUMN B		OPTION COLUMN C	
	X		X		X
Business Studies (GCSE)		Art (GCSE)		Art (GCSE)	
Catering (GCSE)		Catering (GCSE)		Business Studies (GCSE)	
Engineering (GCSE)		Construction (BTEC)		Computer Science (GCSE)	
Geography (GCSE)		Health & Social (GCSE)		D&T: Resistant Materials (GCSE)	
ICT (GCSE)		History (GCSE)		Drama (GCSE)	
Music (GCSE)		Media Studies (GCSE)		History (GCSE)	
P.E. (GCSE)		Triple Science: Biology, Chemistry, Physics (GCSE) <i>(see note above)</i>		P.E. (GCSE)	
Photography (GCSE)					

Where a pupil has been referred to The MAC Base, alternative curriculum experiences and qualifications may be made available to them. Please refer to the 'Guidance on The MAC Base' for more details on this.

Groupings at Key Stage 4

All groupings of pupils in core subjects at Key Stage 4 are informed first and foremost by the WNT profile of each pupil.

Directors of Learning are given flexibility to use information to decide the most appropriate class and group for each pupil. Pupils who are 'Free School Meal' status are positively grouped as part of the school's vision for raising aspirations and outcomes for this group of learners. All groupings of pupils in all Key Stage 4 classes are informed first and foremost by the WNT profile of each pupil.

Groupings of option subjects are determined by the number of classes driven by pupil choice.

Key Stage 5 (Post-16)

The school believes that where subjects *can* be offered to pupils (e.g. there is a specialist teacher), it *should* be offered in the first instance. The needs and aspirations of each particular cohort will direct which subjects are offered and whether additional Level 2 pathways are included. In addition to this, the school works in partnership within the Local Education Authority to offer collaborative courses across all its providers.

We are part of the Bridgend 14-19 consortium that has widened the opportunities for our learners by allowing us to offer new Level 2 and 3 courses delivered by other providers across the borough both in timetabled lessons during the school day and as twilight courses. This not only ensures that we fully meet the learning measure but

importantly, greatly widens the choice and opportunities at post 16, especially for some minority or specialised subjects that would otherwise be unavailable to our pupils.

1. In the Autumn term, the school holds a 'Post 16 Open Evening'. The event is organised so each pupil learns more about the Application process and Enrolment into the 6th Form, as well as information on each subject offered.
2. Pupils indicate their initial preferences through an 'Open Choice' questionnaire. Option Blocks are drafted in line with pupil feedback. Some subjects are dropped from the offer at this point due to low interest from the pupils.
3. Pupils choose a minimum starting point of three option subjects, selected from 4 option blocks. All pupils study the skills certificate at Level 3, which goes towards the Welsh Bacc. Qualification.
4. Each pupil is interviewed by a member of the 6th Form team, to offer further guidance and support. The FFT20 or FFT50 and the WNT profile and performance data of the pupil is used to inform this discussion.
6. Where interviews indicate the need for slight amendments to the Option Blocks (eg. due to a clash of selected subjects), these are made, or alternative provision is arranged where possible.
7. Pupils make their final choice after their GCSE results in August. Where uptake in a subject is low, provision is reconsidered through numerous strategies; local agreement with another provider (outside of collaborative subjects offered within the partnership), merging of Post 16 classes for that subject (some joint Year 12 and 13 lessons) or teacher contact hours reduced and timetabled independent study/ research included to fully facilitate the course.
8. The initial 4 weeks of the new school year are considered a trial period for Year 12, during which pupils may change their options or further discussion with the Directors of Learning about the suitability of a course takes place.

For Year 11 learners in 2017-2018, the final Option Blocks were:



YSGOL MAESTEG SCHOOL
SIXTH FORM
 APPLICATION FOR SEPTEMBER 2018



Below is an overview of the Option Blocks of the subjects offered for September 2018. Please use the information given to you to make your **final choice**. You should choose **one** subject from each Option Block, putting a clear 'X' next to the subject you have decided to study. All courses listed here are Level 3 courses. Please be aware that for sixth form students, the expected pathway is **four (minimum of three)** subjects in addition to **compulsory Welsh Baccalaureate (WBQ)**.

Once you have decided your subjects it is important that you obtain a signature from the Head of Faculty or Subject Leader on the application form.

Column A	Column B (Y)	Column C	Column D (X)	Twilight
Business	Biology	Art	History	Film Studies (Bridgend)
Geography	French	Chemistry	Maths	Law (Bridgend)
Photography	Drama	English Literature	Sport	Music Technology (Bridgend)
Physics	RS, Ethics & Philosophy	Health & Social	Music	Dance/Performance (Bridgend)
Media	Engineering	WBQ	WBQ	Criminology (Bridgend)
Applied ICT	Textiles		Computing (Bryntirion)	Further Maths (Bridgend)
WBQ	WBQ		Welsh (Bryntirion)	
	Public Services (Bridgend)		Product Design (Pencoed)	
	Travel & Tourism (Pencoed)		Dance (Pencoed)	

Key to shading: If a Box is unshaded, the course will run at Maesteg School; Shaded Boxes, the courses are delivered at other venues. **Please be aware that each of these courses running in September is dependent on uptake from students.** Where a course cannot be offered at Maesteg School, we will do our best to make alternative arrangements for you.

Extra Curricular Activities

We offer a range of after school and lunchtime extracurricular activities in which pupils can participate. These include sporting, artistic and cultural clubs.

Pupils are also given opportunities to attend a range of trips or experiences outside of school. These have included: Year 7 'Immersion' trips as part of the Challenge Curriculum; Careers Conventions; Trips to the Theatre; Team

Building exercises involving the Local Fire Service; Shakespeare for Schools; BBC Reports to Cardiff and London; SEREN National Conferences as well as trips abroad to Paris, Italy and New York.

Primary/Secondary School Curriculum Liaison

We have fostered excellent working relationships with our feeder primary schools. Headteachers and the Assistant Headteacher with responsibility for Transition meet every half term. We are currently working closely together to develop cluster-wide approaches to improving standards in skills; pupil wellbeing; care, support and guidance and teaching and learning experiences.

In addition to the work undertaken at SLT level, our teachers of English, Mathematics, Science and Welsh work closely with year 6 teachers throughout the year to moderate Key Stage 2/ Key Stage 3 pupils work. This work is invaluable to all concerned to understand approaches to the delivery and assessment of the core subjects.

In order to develop closer links with the primary schools, in 2018 the cluster undertook the inaugural enquiry based learning project, entitled, "Here... there be Dragons", which was showcased in the 2018 Festival For Learning and described as 'sector leading'. Ellen John led CPD on Enquiry Based Learning; she worked closely with all year 6 teachers from the cluster primary schools who all contributed to the development of the enquiry. Pupil voice has selected "The Greatest Showman" as the theme for this year's 2019 enquiry. Pupils' work has been showcased for Maesteg teachers to fully understand the potential and ability of year 6 pupils.

The transition year is launched early in the Autumn Term with our annual "Open Evening". This event is extremely well attended by year 5 and 6 pupils and their families. Feedback on the evening is excellent. Activities are planned throughout the year in particular in Expressive Arts and Health and Wellbeing. Traditionally, we have held a Transition Day for year 6 pupils to experience a day in the life of a year 7 pupil. In 2019, we are proposing a 2 day transition experience of our year 6 pupils. We feel this is important as the pupils will have a greater insight to life in year 7. Pupils and parents also attend the "Meet the Tutor" which allows pupils and parents to establish close working relationships with the form tutor who will be integral to the pupils' life at Maesteg School. As part of our transition programme, the Headteacher and the Assistant Headteacher visit each primary school to meet with parents ahead of Transition Days.