



ARCHBISHOP  
MCGRATH CATHOLIC  
HIGH SCHOOL

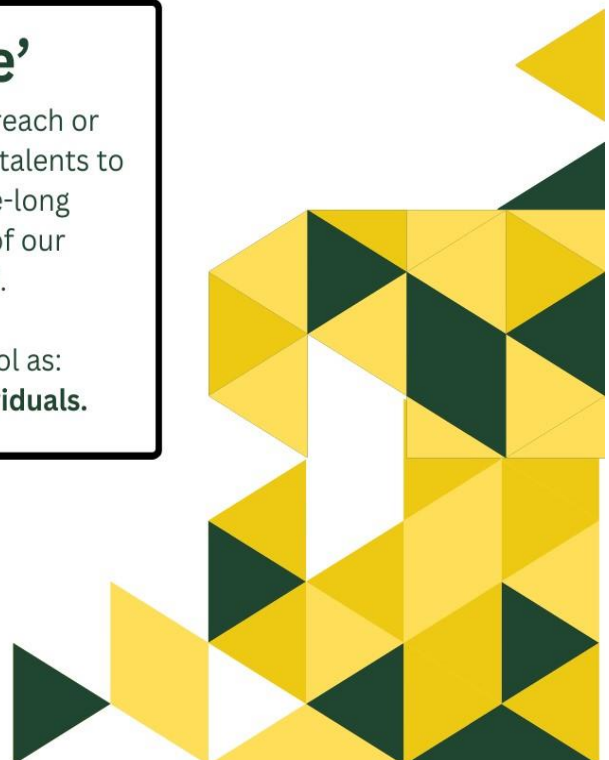
# CURRICULUM POLICY

## OUR VISION

### **‘Christ at the Centre’**

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:  
**Empowered, Virtuous and Employable individuals.**



|                       |   |
|-----------------------|---|
| <b>Formulated by:</b> | Miss Clegg, Deputy Headteacher  |
| <b>Approved by:</b>   | Full Governing Body Meeting 12.11.2025                                  |
| <b>Review:</b>        | Every year or subject to changes in statutory guidelines or legislation |
| <b>Next Review:</b>   | November 2026   |

Date of any amendments made to policy and brief points:

| <b>Date</b> | <b>Section</b> |
|-------------|----------------|
| Spring 2025 | No amendments  |

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### **Empowered, Virtuous and Employable Individuals**

#### **Our Curriculum Statement and Vision (2023-2024 version)**

At Archbishop McGrath Catholic High School, we have developed a curriculum to fully address the requirements of the Welsh Government whilst ensuring, we keep “Christ at the Centre” at all times.

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We endeavour for all our learners to become empowered by learning the skills they need to be resilient and more confident. This will help them to become ambitious, capable life-long learners fully equipped to make the ethical, healthy decisions help them to lead fulfilling lives as valued members of society.

Our Catholic Pupil Profile ensures that our pupils are encouraged to behave virtuously in their everyday lives. They are encouraged to be faith-filled, curious and discerning so that they become ethical, informed citizens of Wales and the world.

We want our pupils to develop their strengths; learning and developing the skills they need to become employable once they leave full-time education. By developing qualities such as self-discipline, reliability and leadership our pupils will become enterprising, creative contributors, ready to play a full part in life and work.

This will be achieved through consistent modelling of these personal strengths helping the pupils learn through a lens of Catholic faith. Our curriculum, through the knowledge, skills and experiences we provide, will develop our pupils empowering them to become the best versions of themselves.

#### **Our engagement process**

Our school vision, underpinned by the principles of EVE is well established and was developed in consultation with staff and learners.

In order to develop our curriculum, we have worked closely with all stakeholders in order to ensure we have taken into account ideas and opinions. Surveys have been conducted with pupils and parents and visits to local schools have helped to develop future collaborative partnerships. This includes the introduction of Pedagogy Ambassadors since July 2023. Our governing body has been kept informed of progress and the role of link governors has been further developed to incorporate curriculum developments in the future.

## **How our curriculum meets the required elements of the Curriculum for Wales**

Our work in developing our curriculum has ensured learners will experience an authentic, broad and balanced curriculum covering all Areas of Learning and the cross-curricular themes. In addition to literacy, numeracy and digital skills, there will be six areas of learning and experience. Everything our children learn will be connected to these areas.

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

The curriculum will also cover:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education.

We have ensured the content and skills being taught will allow our pupils to have the experiences they need as they work towards each progression step whilst encompassing the 'Statements of What Matters'. We have used the Welsh Government's Principles of Progression to ensure our children have the optimum chance to reach or exceed their potential as they progress and develop throughout the school. There are a range of assessment processes in place both formative and summative to help us develop a clear understanding of how to effectively support each child.

## **Learning progression and our arrangements for assessment**

We have refined our assessment processes to develop a common understanding of expectations in terms of skills development.

We will work within our cluster team of schools, the Local Authority, the Archdiocese of Cardiff and the Central South Consortium (CSC) to develop a shared understanding of progression with the clear aim of ensuring our children are Empowered, Virtuous and Employable.

Our self-evaluation processes will allow us to continually reflect on the quality of our curriculum offer, assessment processes and teaching and learning expectations to ensure it is refined and further developed.

## **How our curriculum will be continually reviewed and revised**

We have developed a clear and robust cycle of monitoring and review, as a part of our self-evaluation processes. For us, we understand the ever-changing needs of our learners and we will ensure there is a continual process of review and consultation as we implement the new curriculum from September. Working closely with our pedagogy pupil ambassadors and the teaching and learning group of staff we will involve and consult with parents to provide updates to involve the wellbeing, curriculum and standards committee

of our governing body. In addition, we will continue to work closely with the local authority, Archdiocese and consortia to develop and refine our curriculum offer and processes.

## **School Aims**

Our aim is to offer a broad and balanced curriculum accessible to all students that develops the knowledge, understanding, skills and attitudes which are necessary for each student's self-fulfilment and development as active and responsible citizens. The curriculum prepares students for further study, employment and adult life. The curriculum aims to enable all students to become:

- successful students who enjoy learning and make progress
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Our aims are to create:

- Learning experiences, through a range of activities or enrichments, which are carefully planned to engage and motivate pupils in a meaningful way and challenge their thinking, questioning and decision making to give them the best chance for a life full of fulfilling opportunities.
- Authentic, inclusive, local, bespoke curriculum that is carefully planned and meticulously crafted to inspire inquisitive learners to achieve their best. There is a focus on pupils thinking about who they are, where they come from and the part they have to play in their own futures.
- A school ethos where pupils and staff have positive relationships that enables all pupils to develop their personal attributes, qualities, skills, habits and qualifications to enable them to achieve their ambitions.
- Staff leading professional learning, through collaboration and enquiry, to inform innovative, imaginative, creative pedagogy which refines a curriculum which suits the development of each learner to reach their potential.

## **Our Curriculum – underpinning principles**

The School's curriculum will ensure:

- the education of all students has equal value
- all students are challenged to reach the highest standards of which they are capable
- the provision is concerned with developing personal and social values as well as knowledge and skills
- while breadth is maintained, an element of individual choice exists to provide students with flexible learning pathways

The school curriculum:

- focuses on the student
- raises aspirations and sets appropriate challenges
- ensures that appropriate skills development is woven throughout the curriculum
- offers some reduced subject content with an increased focus on skills
- focuses on continuity and progression
- is flexible, balanced, relevant and differentiated
- focuses suitably on Welsh Government priorities

- continues to deliver a distinctive curriculum that is appropriate for Wales

We will take every opportunity to ensure all students, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge more able and talented students (MAT) so that they achieve their full potential and their progress is sustained and enhanced making certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

### **Curriculum Ethos**

Our curriculum is designed to follow a disciplinary approach, which means that it is organised around specific subject areas. This allows students to develop deep knowledge and understanding which can then be transferred across the curriculum. In addition, our curriculum focuses on developing skills, such as critical thinking, problem-solving, and collaboration. We believe that these skills are essential for success in today's world. Our curriculum will be kept under review and adapt to the changing needs of our school community and learners.

### **Pedagogy**

Pedagogy is the art and science of teaching. It is the way that teachers deliver the content of the curriculum, the teaching style used, and the theories employed. Excellent pedagogy is essential for curriculum design because it ensures that the curriculum is delivered in a way that is effective and engaging for learners. We encourage a culture of action research using a variety of approaches such as Walkthrus, Make Every Lesson Count, Teach Like A Champion and these are used to develop pedagogy by providing teachers at Archbishop McGrath High School with a framework for reflecting on their practice and identifying areas for improvement in their teaching. Our school calendar reflects the priority we place on developing our school pedagogy and we have a programme of Professional Progress sessions throughout the year.

### **Four Purposes and Integral Skills**

The four purposes of the Curriculum for Wales are to:

- Ambitious, capable learners: Learners should be ambitious and have the skills and knowledge to learn throughout their lives
- Enterprising, creative contributors: Learners should be enterprising and creative and have the skills and knowledge to play a full part in life and work
- Ethical, informed citizens of Wales and the world: Learners should be ethical and informed citizens of Wales and the world and have the skills and knowledge to make a positive contribution to society
- Healthy, confident individuals: Learners should be healthy, confident individuals and have the skills and knowledge to lead fulfilling lives

The integral skills are the skills that underpin the four purposes. They include:

- Creativity and innovation: Learners should be able to think creatively and come up with new ideas
- Critical thinking and problem solving: Learners should be able to think critically and solve problems
- Personal effectiveness: Learners should be able to manage themselves and their time effectively

- Planning and organising: Learners should be able to plan and organise their work effectively

The school will develop the four purposes and integral skills by providing learners with opportunities to:

- Learn in a variety of ways: Learners will be given opportunities to learn through a variety of methods, including project work, problem-solving, and collaborative learning
- Work with others: Learners will be given opportunities to work with others to learn and solve problems
- Reflect on their learning: Learners will be given opportunities to reflect on their learning and identify what they have learned
- Be challenged: Learners will be given opportunities to be challenged and to stretch themselves.

### **Literacy, Numeracy and Digital Competence Frameworks**

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

Learners must be given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

### **Cross Cutting Themes**

Local, national, and international contexts:

Learners need to develop a deeper understanding of the world around them and their place in it:

- The local context (Bridgend and surrounding areas) is important because it is where learners live and learn. It is the context that they are most familiar with and the context that has the most immediate impact on their lives.
- The national context (Wales) is important because it provides a sense of identity and belonging. It is the context in which learners share a common history, culture, and language.
- The international context (The World) is important because it helps learners to understand the world around them. It is the context in which they learn about different cultures, perspectives, and challenges.

### **Relationships and sexuality education (RSE)**

Teaching of learners about healthy relationships and sexuality. This can be a sensitive topic, so it is important for schools and practitioners to be sensitive to the needs of their learners and their families. A copy of the school's policy can be found on the school's website.

## **Human rights education and diversity**

Teaching of learners about human rights and the importance of respecting diversity. This is taught through a variety of subjects and through our assembly programme.

## **Careers and work-related experiences (CWRE)**

Teaching of learners about the different career options available to them and the skills they need to be successful in the workforce. This is taught through a variety of subjects but also within every subject there is explicit reference to CWRE within Schemes of Learning.

By incorporating these cross-cutting elements into their curriculum, schools and teachers can help learners to develop the knowledge, skills, and understanding they need to be successful in Wales and the World.

## **Cluster Working**

We are committed to working with our feeder schools to develop a shared understanding of progress being made by pupils and developing the knowledge, skills and experiences that the pupils will need on entry to Archbishop McGrath High School. This will aid the transition of pupils by ensuring continuity in their learning. We enjoy excellent links with our four main partner primary schools - St. Mary's Catholic Primary, Bridgend, St. Roberts Catholic Primary, Aberkenfig, St. Mary's and St. Patricks Catholic Primary, Maesteg and Archdeacon John Lewis Church in Wales Primary, Brackla. The Headteachers meet on a regular basis and the schools are developing a clear pathway of progression to facilitate and support the learners.

## **Progression**

Progression is a key principle of the Curriculum for Wales. It is about ensuring that learners make continuous progress in their learning, from early years to the end of compulsory education at the end of Year 11.

Archbishop McGrath High School is committed to supporting all learners to make progress. The school has a clear understanding of the principles of progression and how they can be applied in the classroom. The school also has a range of strategies in place to support learners who are struggling or who need additional challenge.

The school will use formative assessment to identify learners' strengths and weaknesses. This information will be used to plan lessons that are tailored to the needs of individual learners.

Termly updates on how the learners is progressing, which will contain:

- Current progress terms of their wellbeing
- Provide information about key progress and learning
- Identify key progression needs, the next steps to support their progression, and advice on how parents can support that progress.

Information outlining the Knowledge, Skills, Experiences and Expectations within every subject can be found in our Parent Booklet for Curriculum for Wales

## Assessment

Assessment is a key component of the Curriculum for Wales. It is used to:

- Identify learners' strengths and weaknesses
- Track learners' progress over time
- Provide feedback to learners and teachers
- Make decisions about learners' next steps

Archbishop McGrath High School is committed to supporting all learners to make progress. The school uses a variety of assessment methods to identify learners' strengths and weaknesses, track their progress over time, provide feedback to learners and teachers, and make decisions about learners' next steps.

- Individual subject areas will have different assessment programmes based on their curriculum, so that assessments are conducted at the correct time to have the best impact on learner progress.
- Pupil progress is reported on three times throughout the year in line with Welsh Government policy.
- Once a year, pupils will undertake personalised assessments in Literacy (Reading) and Numeracy (Procedural and Reasoning). These assessments are a statutory requirement.

## Key Stage Three Curriculum

Details of the Key Stage Three Curriculum can be found in our Parent Booklet for Curriculum for Wales. The time allocation is outlined below:

|                  | PSE      | ART      | IT       | DT       | MUSIC    | WELSH     | FRENCH   | GEOG     | HIST     | PE       | RE        | SCI       | MATHS     | ENG       | TOTAL      |
|------------------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|------------|
| <b>Year 7</b>    | 1        | 2        | 2        | 3        | 2        | 3         | 3        | 3        | 3        | 3        | 5         | 6         | 7         | 7         | <b>50</b>  |
| <b>Year 8</b>    | 1        | 2        | 2        | 3        | 2        | 4         | 3        | 2        | 3        | 3        | 5         | 6         | 7         | 7         | <b>50</b>  |
| <b>Year 9</b>    | 1        | 2        | 4        |          | 2        | 4         | 3        | 3        | 2        | 3        | 5         | 7         | 7         | 7         | <b>50</b>  |
| <b>KS3 Total</b> | <b>3</b> | <b>6</b> | <b>8</b> | <b>6</b> | <b>6</b> | <b>11</b> | <b>9</b> | <b>8</b> | <b>8</b> | <b>9</b> | <b>15</b> | <b>19</b> | <b>21</b> | <b>21</b> | <b>150</b> |

## Key Stage Four Curriculum

The number of ours allocated is the same in Year 10 and Year 11. The time allocation is outlined below:

| <b>Subject</b>                | <b>Hours per fortnight</b> |
|-------------------------------|----------------------------|
| English                       | 7                          |
| Mathematics                   | 7                          |
| Science                       | 9                          |
| Religious Education           | 5                          |
| Welsh                         | 4                          |
| Option 1                      | 5                          |
| Option 2                      | 5                          |
| Option 3                      | 5                          |
| Compulsory Physical Education | 2                          |
| Personal Growth               | 1                          |
| <b>TOTAL</b>                  | <b>50</b>                  |

## **Key Stage Five Curriculum**

Learners can access a variety of courses through the BCBC collaboration and this includes following courses at other schools during the school day and following the twilight college offer.

The number of hours allocated is the same in Year 12 and Year 13. The time allocation is outlined below:

| <b>Subject</b>              | <b>Hours per fortnight</b> |
|-----------------------------|----------------------------|
| Option 1                    | 8                          |
| Option 2                    | 8                          |
| Option 3                    | 8                          |
| Option 4 (if chosen)        | 8                          |
| General Religious Education | 2                          |
| Personal Growth             | 1                          |