

The Successful Futures Curriculum Ysgol Gyfun Heolddu Comprehensive



SHARED EXPECTATIONS AT SCHOOL LEVEL: CURRICULUM FOR WALES 2020

A CURRICULUM FOR OUR LEARNERS

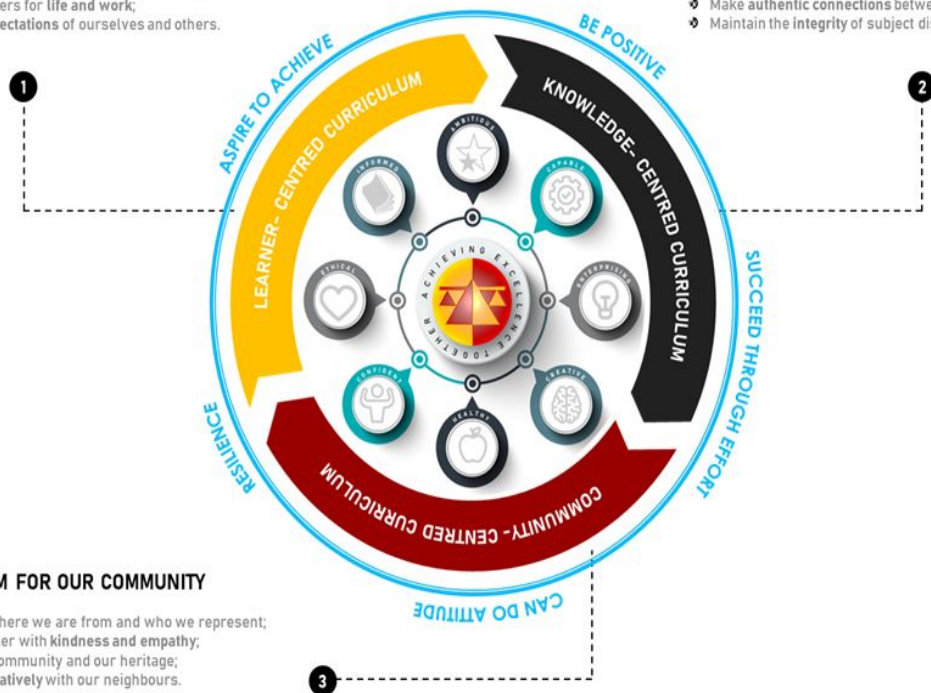
- ❖ Facilitate authentic, first hand experiences of the world;
- ❖ Develop positive attitudes to lifelong learning;
- ❖ Prepare learners for life and work;
- ❖ Have high expectations of ourselves and others.

A CURRICULUM FOR KNOWLEDGE

- ❖ Prioritise powerful knowledge – less content, more depth;
- ❖ Build on a robust pedagogy for learning;
- ❖ Make authentic connections between areas of learning;
- ❖ Maintain the integrity of subject disciplines.

A CURRICULUM FOR OUR COMMUNITY

- ❖ Be proud of where we are from and who we represent;
- ❖ Treat each other with kindness and empathy;
- ❖ Respect our community and our heritage;
- ❖ Work collaboratively with our neighbours.



The Heolddu vision will:

- Deliver the four core purposes of the Curriculum for Wales
- Guide all future curriculum development
- Be centred on the needs of our learners, our community and the development of knowledge
- Support the school learner values



Curriculum Realisation

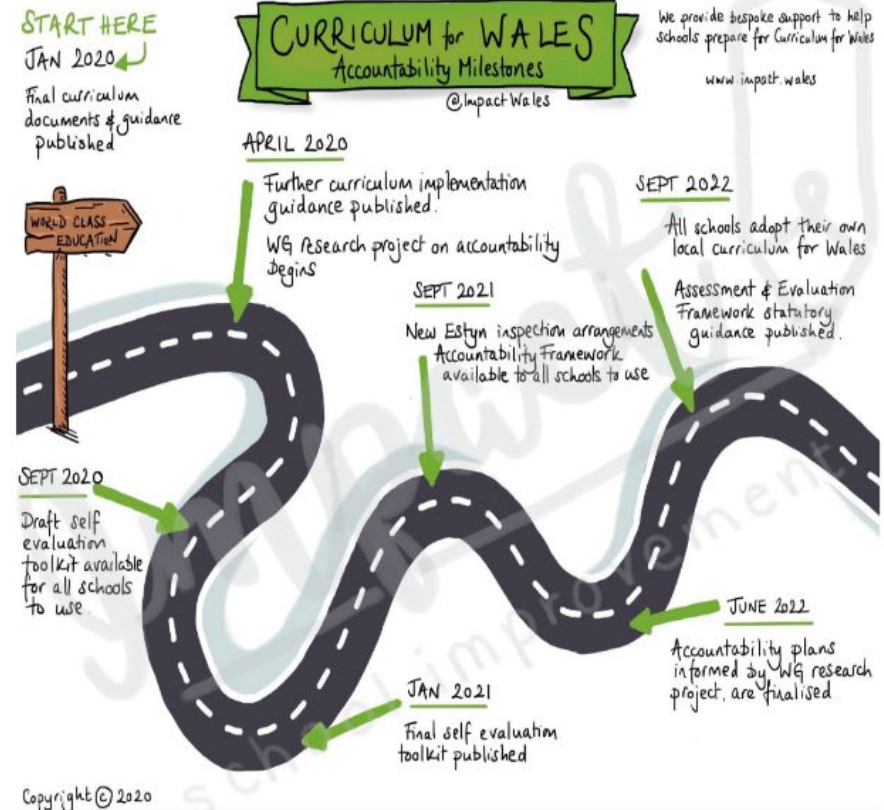
June 2021 - Shared vision and establish the what and why

September 2021 - Evaluate the what and why and plan the how

December 2021 - Evaluate the how. Plan the pedagogy to support the curriculum and authentic cross discipline learning

June 2022 - Evaluating the pedagogy and cross discipline learning. Planning for assessment.

September 2022 - CfW delivery begins
2022 evaluate curriculum based on the Heolddu CfW vision

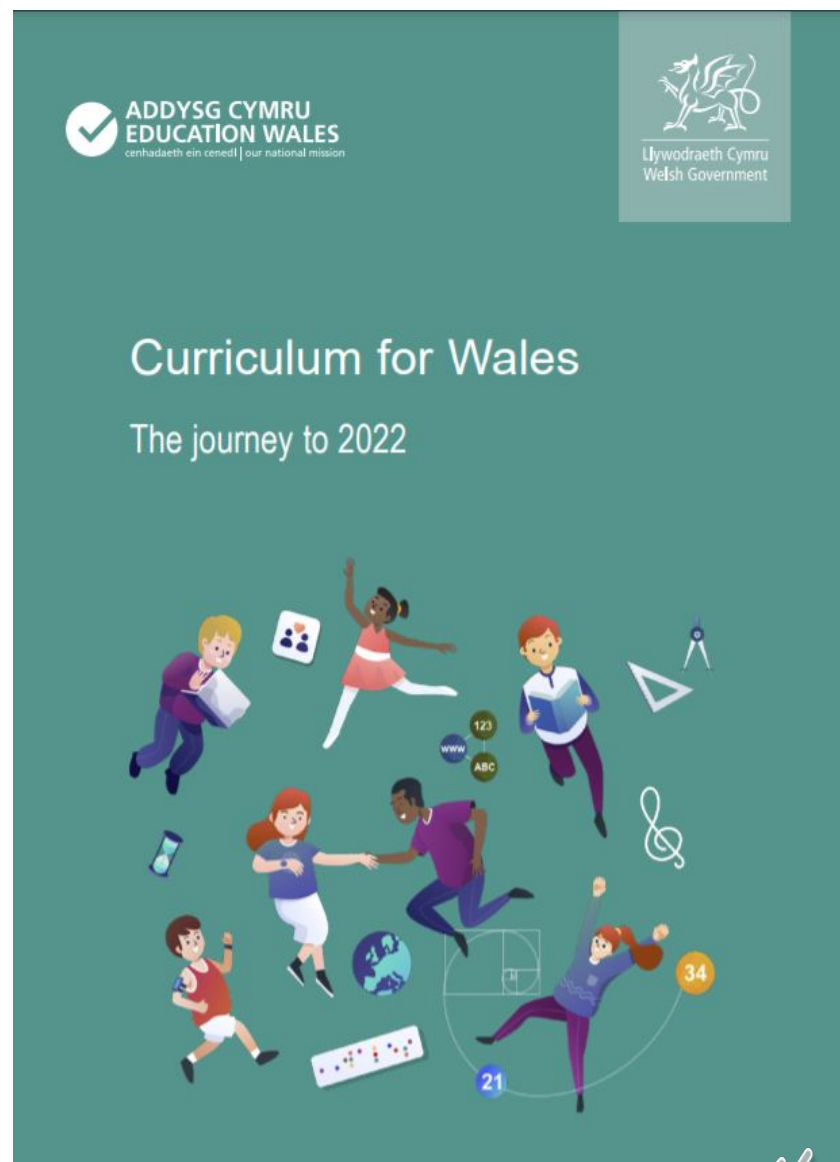


Achieving Excellence Together

Cyflawni Rhagoriaeth Gyda'n Gilydd

Teachers have been supported to deliver the successful future curriculum by:

- Being provided with carefully planned, high-quality professional development
- Engaging with key documentation such as WAG 'Curriculum journey to 2022' and ESTYN thematic reviews of curriculum developments in order to develop an understanding of some "do's and don'ts" for the curriculum planning journey
- Being provided with training to understand how content can be sequenced into a narrative over time, with carefully planned authentic learning experiences that are built on prior learning.
- Being providing with the knowledge to plan for the development of deep learning. The focus of this work is professional research into the theory of building strong schema; making connections to prior knowledge; how to consolidate learning and create an emphasis on carefully-planned, long term learning objectives.



The content of the curriculum delivered in Heolddu has been decided by:

- A complete review of knowledge skills and understanding across the AOLEs.
- Planning of learners' curriculum journey, centred around the progression code in all AOLEs.

BIG QUESTION How do I Become a resilient learner in Heolddu?		YEAR 7 WBAC AUTUMN 1
Progression Step 3 Interacting pro-socially in different groups and situations. - recognising that some decisions will have a long-term impact on my life and the lives of others. - making considered decisions, taking into account available information, - setting appropriate targets.	Progression Step 4	Progression Step 5
KNOWLEDGE state, name, label, draw, identify, describe → Pupils will identify the characteristics of resilience → Describe the features of a positive mindset and reframing		ASSESSMENT What are the rich tasks? Skills Audit Written description of personal S&W Complete resilience personal profile Action plan of short and long term targets
SKILL carry out, perform, find, investigate, explore → Pupils all investigate strategies for working with others (purpose, places, passion, people) → Select the most appropriate strategies for effective group working		Pupils will be able to complete an extended piece of writing describing their strengths and weaknesses in relation to their skills. They will discuss how they can develop and improve these skills in context. (using specific examples linked to school or extra-curricular activities)
UNDERSTANDING explain, justify, analyse, give reasons for → Explain resilience and justify a choice of resilience strategies to support learning → Analyse personal strengths and weaknesses and create an action plan for improvement		CROSS CURRICULAR SKILL PROGRESSION LIT, DC, PE, CT&PS, C&I, P&O
Pedagogical approaches 		INTERDISCIPLINARY LEARNING

The pedagogy that will deliver the curriculum has been decided by:

- Carefully considering the needs of Heolddu learners
- Adherence to the 12 pedagogical principles that underpin the curriculum
- A professional learning toolkit of evidence-based research that guides teachers in improving their practice
- Planned collaboration between subject disciplines to make meaningful connections
- Planned interdisciplinary projects and themes that have authentic, real-life scenarios and associated assessment tasks that can be used to monitor progression
- The findings of a high-functioning instructional coaching programme that generates school improvement specifically in learning and teaching



Engaging with pupils, parent/carers and the local community has informed us that:

- Learners believe they are at their best when learning objectives are planned over a longer series of lessons and developed into substantial pieces of work
- Pupils value support and scaffolding activities during the learning journey and welcome the opportunity to reflect on their work themselves, as well as respond to teacher feedback to improve their outcomes.
- 94.4 % parents agreed or strongly agreed with the principles of the Heolddu vision for the Curriculum for Wales
- Parents/carers rated literacy, numeracy and critical thinking and problem solving as the most important skills they would like to see developed in learners
- Parents /carers stated that relationships and sex education, diversity and human rights are the three most important cross-cutting themes that they would like to see developed in the curriculum
- The other areas parents/carers strongly felt should be developed in school were: the world of work and careers, life skills e.g. money matters, experiential learning (including educational visits) and practical skills e.g. home economics

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- The wider community involvement in curriculum planning has included agencies such as a Careers Wales, local employers and the governing body
 - The results of stakeholder surveys have been incorporated into in all of the AOLE curriculum maps.
 - A cluster curriculum vision has been devised and joint planning sessions will be extended from the senior leaderships teams to involve all staff in the Autumn term of 2022.

The progression code will be delivered across the curriculum by:

- Delivering high-quality professional development for staff on the principles of progression and assessment
- Using the curriculum descriptions of learning to provide reference points of what progression should look like, as learners work towards the statements of what matters
- Having carefully planned summative assessment in the form of planned rich tasks that will allow pupils to demonstrate their depth of knowledge, skills and understanding
- Ensuring learners have a clear understanding of where they are going on their learning journey
- Ensuring that learners understand what excellence looks like in all subject disciplines
- Using faculty based feedback strategies that are designed to ensure that learning improves



The curriculum will be reviewed by:

- Including Curriculum for Wales as a feature in the self-evaluation and development plan processes at school and faculty level
- Use of robust line management structures to monitor implementation and impact
- Planned cluster INSET curriculum events
- Link curriculum governor visits
- Continued stakeholder voice activities
- Networking with other schools at all levels

