



EHS Curriculum Policy

Name of Policy / Procedure	Curriculum Policy
Issue date	September 2022
Review date	September 2027
GB committee responsible for the policy / procedure	Curriculum
Staff member responsible for writing, reviewing and updating the policy / procedure	Deputy Head Teacher
Person responsible for monitoring implementation of the policy / procedure	Headteacher
Workload impact assessment (see below)	High

Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis

Medium impact: Policy implemented by teachers on a monthly / termly basis

Low impact: Policy implemented by teachers on an annual basis

n/a Policy is not implemented by teachers.



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Related Policies

The Curriculum Policy takes account of, and should be read in conjunction with, the following policies:

- Religion, Values and Ethics
- Relationships and Sexuality Education
- Careers and the World of Work
- Teaching and Learning

'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.' (*CfW Guidance*)

Rationale: Why We Teach It

At Elfed High School, we are committed to a purpose-led, pupil-centered curriculum that supports every learner to make meaningful progress in line with their individual journey. Our curriculum ensures that all pupils are equipped to become:

- **Ambitious, capable learners**, ready to learn throughout their lives
- **Enterprising, creative contributors**, ready to play a full part in life and work
- **Ethical, informed citizens** of Wales and the world
- **Healthy, confident individuals**, ready to lead fulfilling lives as valued members of society

This policy reflects our strategic approach to curriculum design, delivery, assessment, and progression, aligned with the Curriculum for Wales and our school's overarching vision: ensuring all learners are "**ready to thrive in the wider world.**"

How We Design Our Curriculum

The Governing Body endorses the fundamental principles which must be applied to the curriculum. In this context the curriculum must have the following qualities:

'Freedom of choice should be underpinned by robust, evidence-based process of curriculum design, where the aim is always to help learners to realise the four purposes.' (*CfW Guidance*)

Our curriculum is built upon the following principles:

- **Balanced and Broad:** Developing the whole child
- **Purposeful and Meaningful:** Rooted in relevance to learners and context
- **Sequenced and Coherent:** Structured for deep learning over time

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- **Focused on Depth:** Prioritising what matters most
- **Authentic Connections:** Cross-AoLE links that aid understanding
- **Challenging for All:** High expectations, tailored to individual needs
- **Progression-led:** Driven by principles of progression, not content coverage

It is the policy of the Governing Body that these principles will apply to the formal education of every child. Every effort must be made to enable children with Additional Learning Needs to follow a curriculum based on these four principles.

What We Teach

Upper School Curriculum (Years 10 and 11)

In Upper School, the curriculum consists of

- Compulsory subjects: English, Welsh Second Language, mathematics, science and religious studies, physical education;
- Wider core offer: Careers, Financial Education, Equality and Diversity
- PSE (including sex education);
- a broad range of academic and vocational courses leading to external qualifications

A small number of students undertake extended work placements organised by Careers Wales in Year 10 and 11. This provision is offered to students who require a learning pathway which is different from or additional to the differentiated curriculum available to all students.

Mandatory Cross-Curricular Skills

The curriculum enables learners to develop competence and capability in literacy, numeracy and digital competence and, where there are opportunities, to extend and apply them across all Areas. The development of these skills is the responsibility of all practitioners.

It is the belief of the Governing Body that these are opportunities to develop these skills are *meaningful* and developed through *authentic connections*.

Students are 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

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Skill-Based Progression Model

Across all Areas of Learning and Experience (AoLE), we track progress in the following core skill areas:

1. **Independent Learning**
2. **Questioning and Responding**
3. **Knowledge and Understanding**
4. **Recall**
5. **Subject-Specific Skills**
6. **Problem Solving**
7. **Making Links**

Each skill is assessed against a shared 5-point scale:

- **Emerging**
- **Widening**
- **Developing**
- **Securing**
- **EMbedding**

This progression code supports feedback, differentiation, planning, and reporting.

Purposeful Planning for Progression

Our planning ensures that learning:

- Targets progression in a shared set of **7 skill areas**
- Embeds **assessment for learning (AFL)** strategies, including feedback and questioning
- Reflects the **progression steps** and supports non-linear learner journeys
- Incorporates **cross-curricular links**, challenge, and enrichment

Unit Overviews created by Heads of Department will:

- Detail skill development and progression focus
- Plan for assessment, feedback, and learning experiences
- Be shared with pupils to support transparency and engagement

Assessment and Progress Monitoring

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Formative Assessment

- Ongoing feedback focused on skill progression and next steps
- Learning conversations and pupil portfolios support reflection
- Self and peer assessment is promoted

Holistic Tracking via SIMS

- Teachers log progress in each skill area termly
- Each pupil is tagged with a progression step based on CATs data (stanine)
- Dashboards and radar charts provide pupil profiles for targeted planning

Moderation and Quality Assurance

- Departmental moderation of work at each progression level
- MER (Monitoring, Evaluation & Review) calendar outlines QA cycles
- Triangulation through book looks, learning walks, and pupil voice

The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Delivery of the Curriculum

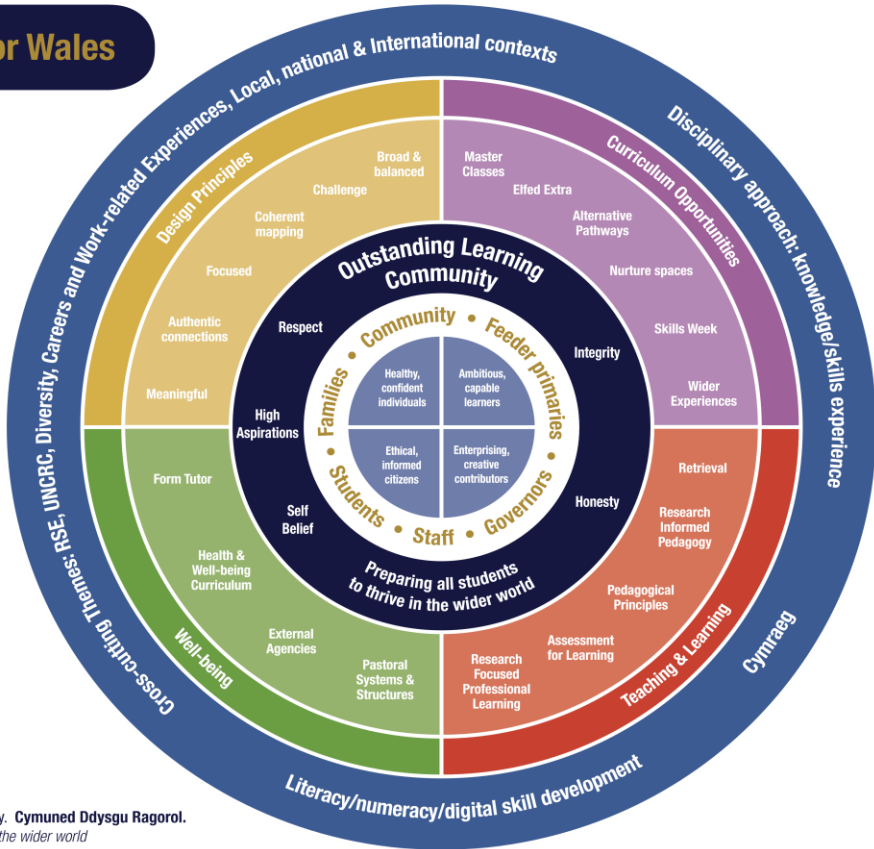
The Governing Body believes that a curricular policy based upon the principles and content outlined above should provide that range of learning experiences which will develop knowledge, skills and experiences which will prepare our students so that they are 'ready to thrive in the wider world'.

The school must produce detailed long and medium term plans that are in line with National Curriculum expectations and specification content. The leadership of the curriculum should be seen as a priority and support should be given to less experienced teachers in order that they may ensure its effective delivery.

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EHS Curriculum: Infographic

Curriculum for Wales



Outstanding Learning Community. **Cymuned Ddysgu Ragorol.**
Preparing all students to thrive in the wider world

elfedhs.co.uk

Support and Inclusion

- Planning is tailored to meet individual learner needs, including ALN and EAL
- **ECO scores** and skill profiles help identify interventions and bespoke support
- All learners are entitled to progress through meaningful engagement and challenge

Professional Learning and Review

- Ongoing CPD supports progression, AfL, and curriculum planning
- PDR targets focus on teaching and learning excellence
- Curriculum implementation is reviewed annually

How It All Connects: Vision in Practice

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Vision Element	Curriculum Implementation
Purposeful Planning	Skills, feedback, AfL, and progression codes are embedded in every lesson
Confident & Honest Learners	Independent learning and questioning nurture resilience
Ambitious & Capable Learners	Deep understanding and ownership through progression steps
Curious & Informed Learners	Problem solving and links across AoLEs sustain engagement
Ethical & Informed Learners	Context-rich learning and self-reflection build empathy and awareness