Curriculum Summary Document

September 2023

Next review: September 2024

PERTHYN CREDU LLWYDDO
BELONG BELIEVE ACHIEVE

Our school vision

Our priorities continue to fall under the three main headings of *belong, believe and achieve*. We know that these three areas are intrinsically linked and understand that if our learners are happy at school and they have high expectations of their futures, then a learning environment where we strive for excellence in all that we do will enable every single one of our learners to excel and fulfil their life potential.

Belong:
We celebrate the diversity of our learning community and promote a culture of understanding and tolerance which is totally inclusive, where all of our learners will value school and attend regularly because they have a sense of belonging and feel valued, safe and happy. We are proud of the fact that our school has a family feel where every learner is known and valued and celebrated for their individuality within our school communities at Newtown and Presteigne. Learners will be immersed in the culture of NHS, so that they have that clear sense that they belong to the wider Newtown High School community, in addition to their *cynefin* of the Newtown / Presteigne community.

Believe:
We work to raise the aspirations of our learners, to ensure that they believe in themselves and recognise their own potential to give them the best possible chance of succeeding and achieving economic wellbeing. We know that working in partnership with others outside of school is critical to ensuring our learners develop belief in themselves. We believe that our learners are amazing and their life potential enormous.

Achieve:
We provide a curriculum which is innovative, exciting and relevant, delivered within a high quality learning environment where every learner can make high levels of progress and where there is an expectation of high achievement enabled by high standards of teaching. We work tirelessly to identify skills gaps and provide precision teaching through intervention so that no learner is held back and all are given the opportunity to develop a love of learning, in order to flourish and to fulfil their true potential.

Four Purposes

The four purposes are at the forefront of the curriculum. All students at Newtown High School will be challenged to become:

Ambitious, capable learners who are ready to learn throughout their lives;

Enterprising, creative contributors who are ready to play a full part in life and work;

Ethical, informed citizens who are ready to be citizens of Wales and the world and

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Areas of Learning and Experience (AoLEs)

The curriculum is divided into the following six areas of learning and experience:

Expressive Arts;

Health & Wellbeing;

Humanities;

Languages, Literacy & Communication;

Mathematics & Numeracy and

Science & Technology

Each AoLE has produced its own vision for how learning should look within their area, which contributes towards the overarching whole-school vision:

Expressive Arts:

At Newtown High School, we aim for learners within the Expressive Arts AOLE to develop creativity and wellbeing through the exploration of Music, Drama, Art, Media and Dance. Engagement in the Expressive Arts requires personal application, perseverance and close attention to detail, which contribute to making learners ambitious and capable, ready to learn throughout their lives. Above all, learners should have fun, be inspired and become more confident as well as developing a life long enjoyment of the Expressive Arts subjects.

Health & Wellbeing:

The Health and Well-being Area of Learning and Experience's vision is to provide our learners with a holistic learning environment for understanding health and well-being, developing the capacity of learners to navigate life's opportunities and challenges.

Our learners will be given the opportunity to apply a range of different experiences that will develop and understanding of physical, mental, emotional and social well-being.

It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning and positive life-long habits.

Humanities:

At Newtown High School, we aim for learners within the Humanities AOLE to develop a sense of awe and wonder through their exploration of the subjects of Geography, History, Religion, Philosophy and Ethics, Business Studies and Social Studies. Through their studies in this area, they will engage with the most important issues facing humanity which will in turn fire their imaginations and encourage them to develop and grow in their knowledge, understanding and wisdom. This will be based around civilisations, society, sustainability, beliefs and human interactions. We also aim for our learners to develop their wider skills, including those of literacy, numeracy and DCF, in addition to the skills necessary to interpret and articulate the past, present and future. This is also underpinned with fostering an awareness of Cynefin and Community.

Languages, Literacy & Communication:

The vision of Language, Literacy and Communication at Newtown High School is to create a sense of wonder, passion and love for the learning of languages. We want our learners to aspire to become expert linguists who understand the power of language. We want to ignite a passion for

literature that develops into a lifelong love of reading. We aim to broaden the horizons of learners through a diverse curriculum that allows them to study a range of texts that explore other worlds, cultures and identities as well as developing their own identity and becoming informed citizens within their community.

Mathematics & Numeracy:

Our vision for our learners of Mathematics and Numeracy is for each individual to explore the beauty of mathematics and approach problems with curiosity, resilience and with a strong growth mindset. We hope to develop learners who are able to address challenges as opportunities to grow and learn rather than from a place of fear of getting something 'right' or 'wrong'. Finally, for our learners to become mathematical explorers.

Science & Technology:

Through learning about science and technology together we aim to inspire young people to believe they can become problem solvers, collaborators, designers and innovators, able to handle information and critically assess products and solutions.

They will develop an understanding of how our world works and use this understanding to become confident, ambitious, ethical, creative and healthy members of society at a local, national and global level.

Statements of What Matters

Across all 6 AoLEs there are 27 ‘Statements of What Matters’. These statements link with the Four Purposes to help shape the purpose of the learning. Together they span the breadth of each AoLE, and convey the fundamental key concepts of what matters most. The ‘What Matters’ statements are the basis of planning for progression in learning.

Curriculum Impact and Quality Assurance

Concept maps and curriculum planning documentation ensure coverage of the Principles for Progression, the What Matters statements and cross-curricular frameworks. The school’s internal Quality Assurance processes will provide evaluation to inform future planning; this will include work sampling, lesson observations, learning walks, Pupil Voice, Staff Voice, Parent Voice, Standards Reviews and line management structures.

Welsh language and Welsh dimension

All students will study Welsh language from Year 7 through to Year 11. The school recognises the need for learners to be rooted in their own cultures and to have a strong sense of identify within their locality, Wales and the wider world, and to develop their sense of ‘cynefin’. Siarter Iaith is a focus within our school, alongside daily promotion of the Welsh language and Welsh culture.

Cross-curricular skills

The new curriculum has three cross-curricular skills: literacy, numeracy and digital competency. The curriculum brings together subjects that share both skills and content to allow application of skills across the curriculum, providing rich and authentic contexts for learners' skills to be reinforced.

Literacy

At Newtown High School we aim to ensure that every child uses their literacy skills across the curriculum.

1. **Oracy.** The development of oracy skills is an important part of the literacy curriculum in all areas of learning. This includes speaking and listening skills, understanding different forms of communication, and participating in discussions and debates using extensive vocabulary, sentences and expression.

2. **Reading.** Reading is a key skill that is taught and developed across the curriculum. Through engaging with a range of different text types across all AOLEs, learners will develop the ability to understand meaning, summarise, question and make comparisons and inferences from the texts.

3. **Writing**. Learners are taught to write for different purposes and audiences, using a range of language forms, structures and vocabulary. Learners are taught to use a variety of spelling strategies and we emphasise the importance of understanding and using grammar and punctuation correctly.

We will use a range of teaching strategies and resources to build literacy skills. This may include explicit teaching, modelling, scaffolding, and the use of technology.

Numeracy

Numeracy is the process of applying mathematical skills to solve numerical problems in real-life context. Numeracy skills are developed in lessons across the school where pupils can use their mathematical skills, learnt in Maths lessons, to solve problems that enhances their understanding of the topic being covered where it is appropriate. This prepares pupils to be able to apply these skills in real life and become natural problem solvers. Numeracy has 16 elements which have individualised progression steps that outline the skills and competencies students should acquire at different stages of their education.

DCF

DCF stands for Digital Competence Framework. It aims to ensure that students gain the necessary skills to thrive in a digital world. The DCF is organised into four strands, namely, Citizenship, Interacting and Collaborating, Producing and Creativity, and Data and Computational Thinking. Each strand has a set of elements and progression steps that outline the skills and competencies students should acquire at different stages of their education.

The purpose of the DCF is to support the integration of digital skills across all subject areas, rather than being a standalone course. It encourages the use of technology as a tool for learning and creativity while also promoting responsible and safe digital practices.

Wider skills

The curriculum will also provide students with the opportunity to develop the wider skills of:

- Critical thinking and problem solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness

Careers and Work-Related Education

We have a well-established Careers and Work-Related Education provision that supports students to gain experiences related to work and careers. We work with a range of external partners including local employers, the local college, universities, alumni students and Careers Wales to develop impartial advice and guidance to students.

Relationship and Sexuality Education (RSE)

At Newtown High School RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Our aim is to help learners to form and maintain a range of relationships, all based on mutual trust and respect. These relationships are critical to the development of emotional well-being, resilience and empathy. It is also important that our learners develop an understanding of sexuality with an emphasis on rights, health, equality and equity. This is to empower our learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is compulsory for all students at Newtown High School. This is delivered in Key Stage 3 through the Humanities AOLE and through the DACW, LMT Activities and WBQ lessons in Key Stage 4. Over the course of their time at Newtown High School, all students will engage with and explore a range of different religions in line with the locally agreed syllabus.

Progression and Assessment

The curriculum has been designed with learner progress and assessment at the forefront. This can be achieved through developing a curriculum that has breadth and coherence within and across subjects. Assessment will take place using both formative and summative feedback to learners, in verbal and written formats. Where possible, students will receive as much instant 'live feedback' within lessons as is possible in the time available. Written feedback will be provided using the 'CARI' model, enabling learners to see where they have met the success criteria of a task (C), the action they need to take to improve their work (A), an opportunity for them to respond to the actions identified (R), and for the teacher to re-check work to ensure that improvement has been made (I).

The school tracking and assessment systems will ensure all stakeholders are informed of a student's progress in learning. All students will be assessed upon entry to the school, which will

enable the school to build a cognitive profile of each individual student. This will then help us ensure that appropriate, targeted support is provided for each student as required.

Additional Learning Needs

The school has an Additional Learning Needs policy and will determine the appropriate learning pathways for each learner in consultation with parents.

Extra-curricular opportunities

The new curriculum offers a range of opportunities for learning to take place both within and outside the classroom environment in each AoLE. This will provide real-life context to the topics being studied by learners.

Review and Refinement

Newtown High School has designed a broad and balanced curriculum that meets the needs of all students, ensuring that all students make progress relative to their individual starting point on arrival at the school. Throughout the year, the curriculum and assessment arrangements are evaluated as part of the school's monitoring and evaluation cycle.

Presented to Governors: /2023

Headteacher – Rob Edwards

Chair of Governors – Jo Banks

Next review date – September 2024