



Coleg Llanymddyfri
Llandovery College

Curriculum Policy

September 2021

Curriculum Overview

Teaching and Learning is at the core of what we do at Llandovery College. The curriculum has been designed to give a broad and balanced education to our students, who have a broad range of ages, aptitudes and needs including those with a statement of special educational needs, and who are from a wide range of cultural backgrounds. The curriculum also recognises that all students have individual needs, whatever their ability. Pupils have the benefit of wonderful educational facilities and dedicated and highly qualified staff. Pupils learn what is needed to prepare fully for public examinations but, more than that, they develop a love of learning which stays with them long after they have left the College. This is a whole school policy reflecting the curriculum from Reception to Year 13.

Equal Opportunities

The School is active in its responsibilities under the Equality Act 2010 and will not discriminate on the basis of protected characteristics including race, colour, religion, or belief, national ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need.

Curriculum Approach

We adopt a learner-centred approach throughout the curriculum. Each pupil is welcomed as an individual. It is recognised that children learn at different rates and have different talents and interests. Generous staff-pupil ratios enable teachers and assistants to give quality time to the children. Their experience and sensitivity to children's needs enable them to judge when to consolidate learning and when to challenge and extend their thinking. The curriculum is carefully planned to be an exciting journey, as the children share in the joy of learning and discovering. Pastoral care is at the centre of our ethos and it is essential that children know that they are valued and respected and have a unique and significant contribution to offer, a part to play in the college and the wider community.

Curriculum Content

Llandovery College's curriculum provides for the following:

a. Full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

As a proudly Welsh school, pupils are given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

All pupils will have the opportunity to experience:

- a sense of Welsh place and heritage
- a sense of pride in Wales
- a better understanding of the creative and expressive arts that are unique to Wales
- a political and economic understanding of Welsh society
- an appreciation of the diverse environment of Wales

- an appreciation of the religious beliefs in Wales
- an awareness of the rich culture and history of Wales
- an appreciation of the Welsh Language

The following are also encouraged:

- The Welsh Society
- the use of Welsh
- Welsh dimension in schemes of work
- Welsh reading material in the College Library
- Participation in residential courses, e.g. Llangrannog
- Eisteddfod
- Welsh language and culture focused trips and excursions
- Welsh component within Wellbeing
- Welsh assemblies

“Full-time”: Llandovery College usually has 35 teaching weeks per year, split into three terms. Normal school hours at Llandovery College are 8.30 to 16.40. In addition to this, there are enrichment activities on Saturdays, and there are many trips and excursions that take place during the school holidays.

The Boarding community has its own programme to cover times outside the normal hours for a day student, including weekends.

Curriculum coverage: Throughout the College, the aim is to provide a broad and balanced education in all the subjects that we consider important in a modern world. We are not constrained by national curricula but we are mindful of trends and expectations. We embrace innovation as evidenced by the introduction of the International Primary Curriculum into the Prep School, the introduction of the International Middle Years Programme into Middle School, as well as alternative qualifications that can provide avenues into tertiary education such as BTECs and Extended Project Qualifications. These additions complement an impressive range of over 22 subjects available at A Level.

In the Sciences, we are committed to the teaching of these subjects by specialists in Biology, Chemistry and Physics. All students study all three sciences separately from Year 9, and everyone begins the examined GCSE course in Year 9.

Non-academic pursuits complete a broad and well-rounded curriculum. Pupils are encouraged to take part in sport and there are numerous opportunities for pupils to represent the school in over a dozen disciplines. However, non-sporting co-curricular opportunities are numerous also and equally as valued as sport, with the school in particular maintaining a strong tradition of performance in both drama and music. The Combined Cadet Force is well supported within the College and helps pupils to develop passions as well as important ‘soft skills’.

Our Wellbeing programme is well integrated into the timetable and ensures that our curriculum:

- promotes Welfare, Health and Safety
- promotes Spiritual, Moral, Social and Cultural development
- prepares pupils for the opportunities, responsibilities and experiences of later life
- promotes community cohesion
- actively promotes fundamental British values
- promotes respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation

b. that students acquire speaking, listening, literacy and numeracy skills;

All students follow compulsory English and Mathematics courses to the end of KS4 and also acquire these skills in a range of other subjects we offer. Lessons place a high premium on discussion and writing throughout the curriculum.

At Llandovery College, the principal language of instruction is English. However, Welsh first language is offered as an academic subject and, where appropriate, 'English as an Additional Language' (EAL) support is provided.

c. Personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

Llandovery College has a clear and developed 'Wellbeing' programme that runs throughout Years 9 to 13, and a PSHE programme that runs through Years R to 8, which is co-ordinated by a teacher with specific responsibility. This programme is delivered in a variety of ways, including class based teaching, assemblies, lectures, off-timetable workshops and seminars. Alongside the 'Wellbeing' programme, respect for others is at the heart of the school's ethos and daily routines. The school's Christian heritage and ethos leads to a strong emphasis on respect for others in assemblies, chapels and the weekly whole school service.

d. For students receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential;

We have a structured Careers programme at Llandovery College. Our provision is delivered in a range of formats, including one-off workshops, informal talks and presentations and specific careers lessons. Our sixth form academic provision includes impartial advice on careers, GAP year opportunities, work experience and university applications.

e. Where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

In Nursery and Reception, the Early Years Foundation Phase provides a play-based framework to support early learning and care for all our children from nine months to five years. It is a framework that forms a foundation for children's learning and development for

the future. The partnership of home and school is nurtured from the very first visit as parents and teachers work together to encourage the children in developing their knowledge, skills and thinking processes. For the young child, many experiences are fresh and new. Learning is an exciting adventure waiting to happen. Children are encouraged to discover what interests them and what they are good at and to celebrate their findings and achievements with their peers and with caring staff in an atmosphere of warmth, trust and mutual respect.

f. where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;

Our sixth form academic provision ensures that our students are given a wide choice of subjects from the Arts, the Sciences, the Humanities, Modern Foreign Languages and the Technologies in preparation for further study and for life in society. We aim to ensure that our sixth form students stay healthy by encouraging participation in appropriate co-curricular activities. The development of leadership skills within the School is encouraged through a variety of prefect positions, the school council and charity work, and community service. In short, our students are prepared for the opportunities, responsibilities, and experiences of adult life.

g. That all students have the opportunity to learn and make progress;

The College is not selective beyond an expectation that each student is able to access the College's curriculum as a whole, subject to reasonable adjustments being made. The College ensures that all enrolled students have the opportunity to learn and make progress through the following:

- i. Through a combination of formative assessment techniques in the classroom and in response to written work, tutorial time, parents' meetings conversations and formal reporting to parents, *all* students will be set individual appropriately challenging targets;
- ii. The College has a Learning Support Department, led by the Additional Learning Needs Co-ordinator (ALNCo) which caters for those enrolled students and students with special educational needs and disability;
- iii. The class teacher and 'English as an Additional Language' teacher supports those students and students for whom English is not their native language;
- iv. Students with a Statement of Educational Need are supported as appropriate;
- v. In addition; through its pastoral system, the School supports those students and students who are experiencing extraneous factors which may impact on their learning.

h. Effective preparation of students for the opportunities, responsibilities and experiences of adult life;

Llandoverly College's curriculum offers students effective preparation for the opportunities, responsibilities and experiences of life in society. Our curriculum gives our students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education³, and we cultivate academic, moral, spiritual and personal development in a caring environment which reflects the school's aims and ethos.

The College offers students many opportunities to take on leadership responsibilities, particularly in the Sixth Form, with our prefect and house system. We foster democratic values through our teaching and also through our use of student voice, such as in the School Council; Members of the Boarding community have an active voice on our boarding provision.

Transition and Continuity

The curriculum is constructed with the aim of providing a seamless progression throughout, for those who wish to take advantage of a 3-18 years continuous education. Transition occurs between Preparatory School and Senior School at the end of Year 8, between Key Stage 4 and Sixth Form, and on leaving school.

- i. Pupils in Year 7 and 8 are known as Middle School in preparation for the transition to Senior School. In Year 7, a number of subjects are taught by Senior School subject specialists including ICT, languages and sport and this is further extended in Year 8.
- ii. We offer individual 'taster' days to all pupils who have been offered a place in other year groups, during which they will be paired with someone in their year group and experience a normal school day.

All pupils have the opportunity to learn and make progress. There is regular monitoring, review of progress and communication of pupil achievement to pupils and parents.

In preparation for next stage choices, the following is organised:

- i. explanatory material is sent out to all parents and pupils;
- ii. the Assistant Warden (Academic) talks to pupils during Year 8 about the process of making their GCSE choices, as does the Year 8 tutor, and all are active in advising and supporting as appropriate;
- iii. an options evening is provided for Year 8 pupils and parents to discuss options and suitability of available courses;
- iv. the Assistant Warden (Academic) talks to pupils in Year 11 about the process of option choices for A levels;
- v. towards the end of Key Stage 4, there is an A level options evening for pupils and parents, during which they can look at resources and ask questions of teachers and sixth form students before making an informed choice for A level.
- vi. The Head of Sixth Form provides a programme of advice and support on application to university through UCAS and work-place apprenticeships.

Summary of Curricular Provision

By accessing our broad and balanced curriculum, we enable students to:

- acquire knowledge, understanding, skills and attitudes relevant to their future lives;
- develop respect for religious and moral values;

Pupils study one subject from each of four option blocks

Years 12 & 13

Pupils choose subjects from five option blocks presented each year.

All subjects are allocated 9 lessons per fortnight.

1. It is generally expected that three subjects are taken at AS level and A level,
2. Further Mathematics may only be studied alongside Mathematics
3. A BTEC Diploma is the equivalent of two A levels and is usually taken in conjunction with one other subject