

Curriculum offer rationale:

The curriculum at Cathays High is designed to meet the broad range of needs that students have within the context of our community. It is reviewed annually to ensure that it is effective in meeting the needs of our context. We ensure that all are challenged and stretched through curriculum and enrichment opportunities whilst ensuring that those who need additional help are supported to make progress and achieve. Our Summer Timetable provides a space for more creative and collaborative learning to take place for all students and particularly those in years 7 to 9.

Our curriculum is adapted for young people who require additional support to suit their learning needs. We have a specialist New Arrivals provision for students who are developing their English language skills in Years 7-11, that provides opportunities to study Maths, Science, Humanities and PE as well as a significant focus on English. In Year 7, our Learning Pathways programme provides a bespoke curriculum for identified students to focus on developing vocabulary, emotional wellbeing and IDP targets in a smaller group environment for part of their curriculum time. Many of these young people also receive intensive literacy and numeracy interventions as part of this programme.

Work on developing a vision for the implementation of the Curriculum for Wales at Cathays began in summer 2019 and was shared in draft form with staff during INSET in September 2020. It was amended and refined during the course of the last three years following discussions with different stakeholders including governors, the senior management team, teachers, pupils and parents.

Our curriculum vision statement is as follows:

A broad, balanced and highly effective curriculum that ensures the development of the knowledge, skills and wellbeing of all learners. It will: challenge all learners appropriately; develop our pupils' sense of their identity locally, nationally and globally; be responsive to the needs, experiences and input of learners; and promote opportunities for all.

As part of our preparation for trialling new curriculum content during 2021/22, a wide range of pupil voice responses on the curriculum vision and possible content was sought during the summer term of 2021. Feedback was shared with all staff in September 2021 to inform area planning for new curriculum design.

The ongoing work of developing the content of our new curriculum across all areas allows us to ensure we realise this vision. As part of curriculum design:

- Our school leaders and teachers undertook reading, research and attended professional learning on the new curriculum, including meetings with pioneer schools and a range of other organisations.
- New curriculum leads developed a checklist to ensure that new curriculum planning is a regular feature of INSET and staff meetings at all levels and to ensure a consistent focus in curriculum design. This includes focus on the Four Purposes and the What Matters Statements and Progression Steps for each AOLE.
- Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.
- We have put teaching and learning approaches at the heart of curriculum development leading to the development of the Cathays 5 as a foundation for lesson planning, evaluation and the ongoing professional learning of all staff.
- Through work in area teams and whole-school INSET, all staff have been engaged and involved in identifying and implementing the necessary changes to our current cultures, provision and practices. This has included: discussion of what cynefin means in our context and how local, national and global contexts will be addressed across all areas of learning and experience; planning curriculum provision with a focus on the experiences and contributions of BAME people; and planning for the effective implementation of the literacy, numeracy and digital skills frameworks across all areas.
- Teachers have worked with staff from partner primaries to develop new approaches to transition to support the development of the new curriculum and meetings have taken place at senior leadership level to start to plan further curriculum development. This will ensure clearer progression along the 3-16 continuum.
- The school has begun to develop new approaches to sharing information with parents/carers on the curriculum and ways they can support their child within and outside of the school environment.

- The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including religion, values and ethics (RVE) and careers and work related experiences (CWRE).

Our curriculum vision is supported by a clear outline of how we intend to ensure new curriculum design meets the demands of the Four Purposes:



The Cathays Culture: Team First



Collaboration



Ownership



Our Curriculum Vision:

*A broad, balanced and highly effective curriculum that ensures the development of the **knowledge, skills and wellbeing** of all learners. It will: challenge all learners appropriately; develop our pupils' sense of their **identity** locally, nationally and globally; be responsive to the needs, experiences and input of learners; and promote opportunities for all.*

All areas of the curriculum at Cathays should be designed to meet the Four Purposes and meet the needs of all learners in our context:			
<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>This means:</p> <ul style="list-style-type: none"> • being appropriately challenged • developing the skills to apply knowledge in new contexts. • asking questions and solving problems. • strong reading, writing and oracy skills. • effective communication skills and expanding Welsh and English vocabularies. • developing numeracy skills across the curriculum: using <i>number</i>; interpreting data; and applying mathematical concepts in different contexts. • developing digital competency skills across the curriculum and using technology creatively for analysis and communication. • effective research and critical evaluation of findings. • being able to explain ideas, concepts and the process of learning. • learners knowing where they are and what they need to do to progress. 	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>This means:</p> <ul style="list-style-type: none"> • applying new knowledge and skills in different contexts. • developing transferable skills: creativity and innovation; critical thinking and problem solving; planning and organisation. • generating ideas and thinking creatively to reframe and solve problems. • grasping new opportunities, taking measured risks and building independence. • opportunities to lead and play different roles in teams. • expressing ideas and emotions through different media. • using energy and skills for the benefit of others. • participation in all aspects of school life including extra-curricular activities. 	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>This means:</p> <ul style="list-style-type: none"> • finding, evaluating and using evidence to form views. • engaging with contemporary issues. • exercising human and democratic rights and responsibilities. • assessing the impact of decisions when making choices and taking action. • developing knowledge of culture, community, society and the wider world. • respecting the needs and rights of others and showing commitment to the sustainability of the planet. • celebrating the diverse and multicultural nature of our community and recognising the varied experiences of each individual. • understanding and celebrating our shared identity as members of the Cathays community and citizens of the city of Cardiff and the Welsh nation. 	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</p> <p>This means:</p> <ul style="list-style-type: none"> • having opportunities for spiritual and ethical growth and developing secure values. • building mental and emotional well-being. • developing confidence, resilience and empathy. • understanding the impact of diet and exercise on physical and mental health. • valuing participation in physical activity. • being able to find the support needed to keep safe and well. • taking measured decisions about lifestyle and managing risk. • participating in different types of performance. • learning to form positive relationships based upon trust and mutual respect. • developing the skills and knowledge needed to overcome challenges and to manage everyday life independently.

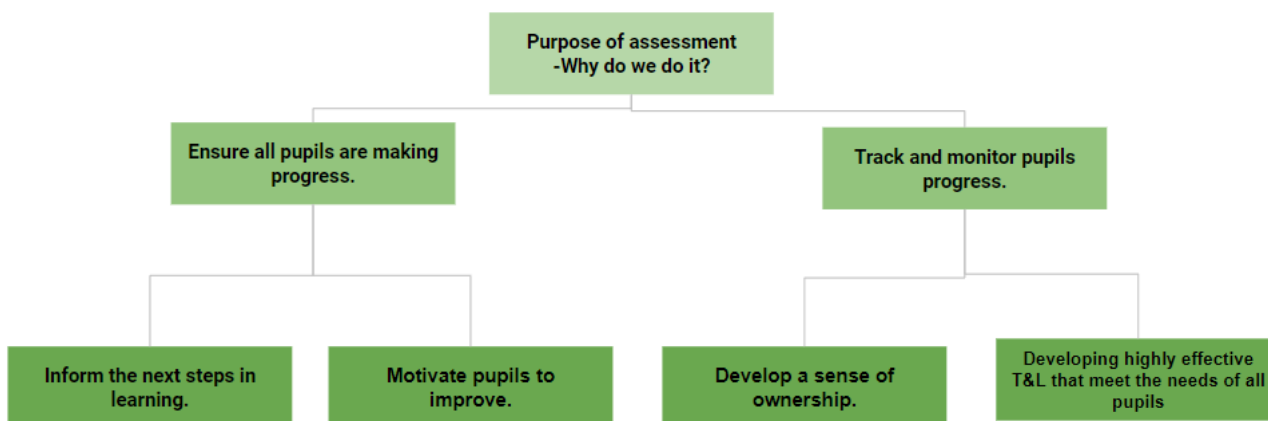
Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school. Our school curriculum is broad and balanced and includes learning opportunities within and across all of the areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

Assessment

Our curriculum at Cathays High School is a purpose-led curriculum with learner progression at its heart. At Cathays, our curriculum will aim to obtain a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development. Learners will be greatly involved in their own progression and will have a clear understanding of how to improve. We want our pupils to know what they are learning, how and why. Our pupils will be confident, independent individuals who will experience excellent teaching and learning and will be ready for the next step in their journey. As part of this commitment we make assessment for learning a core principle of teaching and learning (as one of the Cathays 5) and ensure effective approaches to afl form the basis of robust teacher judgements about learner progress.

Assessment at Cathays supports teachers in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand their journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are

able to demonstrate. Reflecting on a learner's progress over time enables teachers to provide feedback and help plan future learning, including any interventions, additional support or challenge which may be required. This includes both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning.



In order to keep our new curriculum development consistently under review, evaluation of progress will continue to take place regularly at whole-school and area levels starting in the Summer Term of 2022. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision, to ensure it meets our vision and the needs of our learners. We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all. Important next steps that are a priority for the first year of our new curriculum implementation are:

- Get feedback from parents/carers and further input from pupils and governors, regarding the new curriculum vision and provision being developed.
- Area teams to evaluate the new curriculum provision developed for Year 7 during 2021/22 ready for formal implementation during the next academic year and to begin the process of developing new curriculum provision in Year 8.
- Continue to work with partner primaries to develop new approaches to sharing best practice and achieving greater consistency in teaching and assessment for the new curriculum.
- The school ensures that it considers the impact on learners' mental health and emotional well-being in all curriculum decision making. The school has embedded the framework on developing a whole school approach to emotional and mental well-being to support this.
- All staff have participated in professional learning on the UNCRC and UNCRPD. Although embedded across the curriculum and in the work of the school council, it remains a focus for further work.