



Vision

The Whitchurch High School curriculum has been driven by the four purposes and by our vision for an imaginary learner, Alex, who will experience this curriculum within the Whitchurch 'Cynefin'. All stakeholder groups (practitioners, learners, parents, carers and the wider community) were represented in developing this vision for Alex and consequently Alex is at the heart of all that we do. If Alex were to reflect on their time at Whitchurch we would want Alex to say:

I learned in a welcoming community which allowed me to flourish socially, physically, academically and emotionally. I was nurtured, valued and provided with lifelong advantages for health, employment and relationships making me a confident and resilient individual who respects others, knows my core values and I have faith in my own judgement. I developed pride in my background, my heritage and in being part of something bigger than myself. School was a safe, non-judgemental space where I was free to express myself, where everyone matters and where nobody need ever feel lonely. There was always someone there if I needed to talk. I was given freedom to discover and be proud of myself. I had fun, was challenged, and always encouraged to be the best I could be and fulfil my ambitions. I recognised daily the importance of kindness and doing the right thing even when no one was watching. Every day I woke up looking forward to school.

I took ownership of my learning, worked successfully with peers and developed skills that are integral to life. There was both breadth and depth to my learning. I know and understand so much more in a variety of disciplines and I have a lifelong passion for holistic learning. I learned to think differently, creatively, solving problems, asking questions, taking risks, expressing myself and facing challenges head on. I made connections between areas that I may not otherwise have seen as being linked and I often felt that I was learning a skill in one classroom while refining and practising it in another thereby giving me a greater depth of understanding. Every lesson made a difference and I always left the classroom more knowledgeable, more understanding or more skilful. Often all three. Learning was fun, often hard but always there was something new. Every week there was an opportunity to learn outside my lessons. I know how to be a good citizen and to be a successful participant – rather than a mere spectator - in 21st century society. I learned about our past, about our shared and different cultures and how these can inform our present and influence our future.

I played new and familiar sports, went on educational visits and learned about the world beyond my immediate experiences. Lessons were engaging and characterised by opportunities for experiential learning, inquiry and problem-solving all of which helped build resilience, preparing me to respond competently to unfamiliar situations. Lessons nurtured my creativity and imagination, taught me healthy living, to express my emotions and to think critically. The staff understood my learning differences and made sure classrooms were inclusive by using universal teaching strategies so I was able to understand. This helped my esteem and confidence. I was encouraged to think about wider concepts such as research and enquiry, global citizenship, how to interrogate ideas, beliefs and assumptions, all the while becoming increasingly independent. I learned that

mistakes aid progress, how to take informed risks and embrace challenges. I was given the tools to think for myself and to adapt to an ever-evolving world while developing the ability to articulate my ideas confidently, remaining mindful and respectful of others' views. I understood the importance of what I was learning and how I was learning. When I'm interested in something, I want to find out more and I know how to do that independently and discerningly.

I learnt skills which helped me to assimilate, retain and recall information which improved my memory. I expressed my views and thoughts freely and was taught to be open to be challenged on those ideals and given opportunities to widen those views. I always felt part of a wider community, where I could make valuable contributions. I fondly remember musical, artistic and sporting events, alongside other enriching experiences within and outside the curriculum. I gained academic and cultural knowledge and learned how to apply it to deepen understanding. I considered how choices, actions and ideas make local and global impacts and how they can affect people. This helps me to interpret the world and filter fact from fiction. I was encouraged to explore less conventional pathways. My voice was heard and helped shape my experience of school. I never felt like I was just a name on a register.

I am a well-rounded and tolerant individual who is thoroughly prepared and excited for what lies ahead. I am ambitious, capable, an ethically informed citizen with a positive mindset which helps me see that dreams can become reality. I made lifelong friendships and gained an appreciation that people are different, with different backgrounds and with different views. I learned to see others as individuals and learned about tolerance, respect and understanding for people who were not like me. As a happy, healthy, caring and hard-working young person the school has helped me become the best version of myself. I have the empathy to know that people can disagree but still get along.

Subject Curriculum

Each subject area has used "Alex", the statements of what matters, principles of progression and descriptions of learning to inform their planning and curriculum development. Curriculum areas worked backwards from identifying the knowledge and skills that learners need to master in order to progress beyond age 16 and have developed appropriate programmes of study to support this.

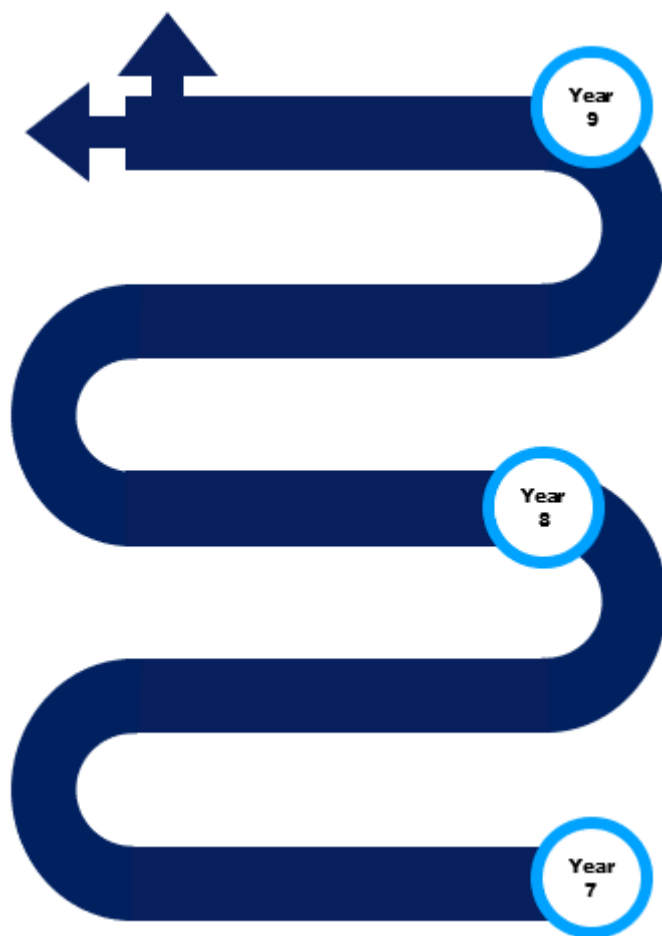
Each curriculum area has developed curriculum related expectations that state clearly what is expected of learners at the end of years 7, 8 and 9. Following the introduction of exam specifications in September 2024 curriculum areas will then develop these curriculum related expectations into years 10 and 11.

Alongside the subject knowledge and skills, each curriculum area will provide appropriate opportunities for learners to develop the cross curricular skills of literacy, numeracy and digital competency and will build authentic opportunities to develop the integral skills which are also central to Curriculum for Wales.

Curriculum related expectations (CREs)

These are the knowledge, concepts and skills we expect learners to have developed by the end of years 7, 8 and 9. The wider skills will form part of the curriculum related expectations. They provide guidance on how our learners are making progress through progression steps 3, 4 and on to 5. At school level we need these set out clearly by curriculum areas within the school framework. All classroom teachers should know these CREs as these drive progression within the curriculum and they should be visible in lessons, curriculum documents and the working life of the curriculum areas within faculties. Each CRE should have clear objectives against which learners' progress can be assessed at regular and timely points.

In addition to the CREs, each curriculum area should provide a road map of the plan of study that each learner will follow through years 7 to 9. This is a visual guide and represents what the learners will learn and the sequence of the learning.



Schemes of Learning (SoL)

All curriculum areas have developed schemes of learning to support teachers in delivering the curriculum to our learners. These outline the knowledge, concepts and skills that students are required to learn to make progress in the curriculum and achieve the curriculum related expectations. They should highlight pedagogical and assessment approaches and opportunities.

Pedagogy and Assessment

The school continuum (Connect, Activate, Demonstrate and Consolidate) is used as a vehicle for DRICE (Deepening thinking, Role Modelling, Impact, Challenge, Engagement) and CRAFT (Condense, Reflect, Assess, Feedforward, Target driven improvement). These are features of good teaching and learning and are expected to be part of learning activities within all classrooms.

Assessment is integral to teaching and learning and as such strategies used are those designed to support good quality assessment for learning.

Teaching and Learning strategies in any classroom should include:

- Mini whiteboards
- Effective questioning
- Think Pair Share
- Retrieval
- Feedback
- Directed, Improvement and reflection time

Curriculum areas will decide how best to implement these practices effectively within their area to ensure that they support high quality responsive teaching and learning.

Assessment of learning and for learning will take place at appropriate times and as set out within individual subject curriculums. Assessment has been designed carefully to ensure it meets the purposes of Curriculum for Wales. These are

- I. Supporting learners on an on-going, day-to-day basis
- II. Identifying, **CAPTURING** and reflecting on individual learner progress over time
- III. Understanding group progress in order to reflect on practice

All faculties will have a clear pedagogy, assessment and feedback policy, with supporting information where appropriate, to evidence approaches towards this and support teachers in implementing these approaches effectively.

Curriculum Review

As a school we will evaluate our progress with the curriculum annually as part of our self-evaluation process and keep abreast of Welsh Government developments. We will make any necessary updates and changes when needed.