



DATGANIAD POLISI Y CWRICWLWM

Ym mhob un o bolisiau yr ysgol fe anelwn at gyflawni nodau ac amcanion fframwaith saith nod Craidd Hawliau Gweithredu Pobl Ifanc Cymru.

"DYRO DY LAW I MI AC FE AWN I BEN Y MYNYDD"

Drwy gydweithio ac ymddiried yn ein gilydd ein nod yw sicrhau bod pob disgybl yn cyflawni hyd eithaf ei allu a'i ddawn. Gwnawn hyn drwy gynnig cyfle, cymorth ac arweiniad mewn cymdeithas gadarnhaol, agored, diogel a gwraidd.

Ein Gweledigaeth ar gyfer ein Disgyblion

Rydym yn chwilio am ddisgyblion sy'n rhugl mewn Cymraeg a Saesneg ac sy'n falch o draddodiadau ac etifeddiaeth eu hardal leol a'u gwlad. Rydym yn chwilio am ddinasyddion cytbwys a chyfrifol sy'n parchu hawliau unigolion eraill ac sy'n gyfforddus gyda'u hunain. Byddant yn parchu eu meddyliau, eu heneidiau a'u cyrff a bydd ganddynt orwelion eang a chwilfrydedd am wybodaeth newydd. Bydd ganddynt y sgiliau angenrheidiol i fanteisio ar her y gweithle a chymdeithas yn y dyfodol a byddant am barhau i dyfu a datblygu fel dysgwyr gydol oes a dinasyddion byd-eang.

Cyflwyniad

Yn "Cwricwlwm 5-16" (AEM 1985) diffinnir Cwricwlwm ysgol fel "yr holl weithgareddau hynny, a gynlluniwyd neu a anogwyd o fewn y fframwaith cyfundrefnol, i hyrwyddo datblygiad deallusol, personol, cymdeithasol a chorfforol ei disgyblion. Yn ogystal â'r rhaglen ffurfiol o wersi mae'n cynnwys y rhaglen "anffurfiol" o weithgareddau allgyrsiol ynghyd â'r nodweddion rheini sy'n creu ethos yr ysgol megis ansawdd y berthynas rhwng unigolion, y pwyslais a roddir ar sicrhau cyfle cyfartal, y gwerthoedd a adlewyrchir yn y modd y mae'r ysgol yn gweithredu ac yn cael ei threfnu a'i rheoli".

Cyflwynwyd y Cwricwlwm Cenedlaethol fel rhan o Ddeddf Diwygio Addysg 1998, ac mae'n parhau yn sail statudol i ddarpariaeth addysgol yng Nghymru a Lloegr.

Seilir y Cwricwlwm Cenedlaethol ar feysydd profiad neu agweddau ar ddysgu; pynciau unigol wedi eu grwpio yn ôl maes neu agwedd; ac amrediad o elfennau traws-gwricwlaidd yn Themâu, Dimensiynau a Chymwyseddau.

Rhesymeg

Y broses gwricwlaidd yw calon yr ysgol ac mae'n cynrychioli "yr holl weithgareddau hynny a gynlluniwyd neu a anogwyd o fewn y fframwaith cyfundrefnol", er budd a lles disgyblion. Dylai pawb sydd â rhan yn y gwaith o reoli'r broses hon o fewn yr ysgol sicrhau bod pob disgybl yn cael mynediad cyfartal i'r cwricwlwm a ddarperir. Rhaid darparu ar gyfer plant â chanddynt anghenion addysgol arbennig yn unol â Chod Ymarfer 2002.

Amcanion y Cwricwlwm

Pwrpas y Cwricwlwm yw hyrwyddo datblygiad Cymdeithasol a Phersonol pob disgybl yn yr ysgol, fel aelodau o gymdeithas, gan eu paratoi ar gyfer bywyd oedolyn. Mynegir hyn yn ein gweledigaeth ar gyfer ein disgyblion;

“Bydd ganddynt y sgiliau angenrheidiol i fanteisio ar her y gweithle a chymdeithas yn y dyfodol a byddant am barhau i dyfu a datblygu fel dysgwyr gydol oes a dinasyddion byd-eang”.

Dylid felly gynnig cyfle cyfartal i bob disgybl er mwyn sicrhau ei fod yn datblygu hyd eithaf ei allu fel:

Dysgwyr Sydd

- Wedi eu cymell i ddysgu
- Yn cymryd cyfrifoldeb personol dros ddysgu
- Yn gweithio gydag eraill
- Yn datblygu a chymhwyso sgiliau dysgu
- Yn dysgu oddi wrth a gwella eu perfformiad eu hunain

Aelodau o gymdeithas sydd:

- Yn emosiynol fedrus
- Yn rhugl yn y Gymraeg a'r Saesneg ac yn falch o draddodiad ac etifeddiaeth eu hardal a'u gwlad
- Yn ddinasyddion cytbwys a chyfrifol sy'n parchu hawliau unigolion eraill ac sy'n gyfforddus â'u hunain
- Yn dangos parch at eu meddyliau, eu hysbryd a'u cyrff
- Yn ymwybodol o effaith eu gweithredoedd ac yn dangos parch at yr amgylchedd lleol a'r amgylchedd ehangach
- Yn dangos bod ganddynt orwelion eang a chwilfrydedd am wybodaeth newydd
- Yn meddu ar y sgiliau angenrheidiol i fanteisio ar her y gweithle yn y dyfodol ac a fydd am dyfu a datblygu fel dysgwyr gydol oes a dinasyddion byd-eang

Egwyddorion sy'n sail i gynllunio a darparu cwricwlwm cynhwysfawr

Cwmpas a Chydbwysedd

Mae Deddf Diwygio Addysg 1998 yn annog darparu Cwricwlwm eang a chytbwys mewn Ysgolion sydd *"yn hybu datblygiad ysbrydol, moesol, diwylliannol, meddyliol a chorfforol disgyblion yn yr ysgol ac mewn cymdeithas gan baratoi disgyblion ar gyfer cyfleoedd, cyfrifoldebau a phrofiadau bywyd fel oedolyn."*

Dylai'r disgyblion fod â dealltwriaeth gynyddol o werth rhaglen astudiaeth eang a chytbwys iddynt, ymhob cyfnod o'u gyrfa yn yr ysgol.

Hyblygrwydd

Dylai'r ddarpariaeth gwricwlaidd ystyried yn llawn anghenion a chyrhaeddiad pob unigolyn. Dylai darparu dulliau a deunydd addysgu sy'n wahaniaethol ac yn bodloni gofynion pob disgybl.

Dylid cynllunio'r defnydd o amser – hynny yw hyd a phatrwm y diwrnod, wythnos a thymor ysgol er mwyn sicrhau'r budd mwyaf i'r disgyblion.

Perthnasedd

Dylai'r ddarpariaeth gwricwlaidd ar gyfer disgyblion ystyried yn llawn eu gofynion, eu diddordebau a'u profiad fel dysgwyr ac unigolion, gan eu paratoi ar gyfer bywyd fel oedolion. Dylai hefyd ystyried anghenion rhanddeiliaid eraill gan gynnwys rhieni, aelodau o'r gymuned leol a chyflogwyr. Dylai'r ddarpariaeth gwricwlaidd adlewyrchu nodau Llwybrau Dysgu 14 - 19, y Mesur Dysgu a Sgiliau 2009 (Cymru) a'r materion allweddol a nodwyd gan Gonsortium De Ddwyrain Cymru.

Cysondeb

Dylai'r ddarpariaeth gwricwlaidd sicrhau bod safonau cyrhaeddiad ac ansawdd y dysgu a'r addysgu yn cael eu cynnal a'u gwella.

Cydlyniad

Dylai'r ddarpariaeth gwricwlaidd sicrhau integreiddiad o fewn a rhwng y cydrannau, gan gydgyssylltu pynciau, elfennau traws-gwricwlaidd a'r Cwricwlwm cudd.

Dilyniant a Datblygiad

Dylid cynllunio a darparu'r ddarpariaeth gwricwlaidd o fewn ac ar draws y Cyfnodau Allweddol (Cyfnod Sylfaen-CA2; CA2-CA3; CA3-CA4, CA4-CA5) gan sicrhau dilyniant a chynnydd yn y safonau a gyflawnir gan ddisgyblion, ac yn ansawdd y dysgu a'r addysgu.

Effeithlonrwydd ac Effeithiolrwydd

Dylai'r ddarpariaeth gwricwlaidd sicrhau bod ansawdd yr addysg a ddarperir yn cael ei gynnal a'i wella drwy ddefnydd effeithiol o adnoddau dysgu helaeth ac amrywiol.

Arfarnu ac Adolygu

Dylid adolygu'r cwricwlwm yn gyson ac yn systematig yn erbyn meini prawf sy'n mesur sut mae'r cwricwlwm¹:

- Yn cyfrannu tuag at gyflawni safonau uchel. Dylid seilio unrhyw ddyfarniad ynglŷn ag effeithiolrwydd ar safon y gwaith ac ymateb y disgyblion, yn hytrach na syniadau rhagderfynedig am y cwricwlwm.
- Yn adlewyrchu amcanion yr ysgol gan ystyried eu cysondeb a'r graddau y maent yn adlewyrchu yr amcanion a osodwyd ar gyfer plant o oedran ysgol statudol yn Neddff Addysg 1988.
- Yn eang a chytbwys o ran profiadau'r disgybl, cynlluniau gwaith pynciau unigol, a chynlluniau'r ysgol ar gyfer darparu elfennau traws-gwricwlaidd.
- Yn cydymffurfio â gofynion statudol y cwricwlwm cenedlaethol.
- Yn cyflwyno cynnwys sy'n addas i gyraeddiadau'r disgyblion.
- Wedi ei drefnu'n effeithiol o ran grwpio disgyblion mewn dosbarthiadau gallu cymysg, ffrydiau neu fandiau; trefniadau i dynnu disgyblion allan o'r dosbarth neu ddarparu cefnogaeth ychwanegol.
- Yn paratoi disgyblion ar gyfer bywyd fel oedolyn.
- Wedi eu cyfoethogi gan weithgareddau allgyrsiol, sy'n integreiddio'r rhaglen ffurfiol.
- Yn caniatáu i bob disgybl fynediad cyfartal i'r holl brofiadau a gynigir gan yr ysgol.

Methodoleg

Dylai ansawdd y cwricwlwm gael ei adlewyrchu yn yr effaith mae ei gynnwys, ei brosesau a'i drefniadaeth yn ei chael ar ddatblygiad personol a chymdeithasol disgyblion, drwy ddefnyddio strategaethau dysgu ac addysgu addas.

- Dylid ystyried potensial pob disgybl, gan dalu sylw i wybodaeth a drosglwyddir o'r ysgolion cynradd yn ogystal ag asesiadau.
- Dylid ystyried sut mae disgyblion yn dysgu, yn ogystal â'r hyn maent yn ei ddysgu.
- Dylid annog disgyblion i ddatblygu ar gyflymder sydd yn addas iddynt fel unigolyn.

Yn unol â Pholisi Dysgu ac Addysgu'r Ysgol dylid: -

- Creu disgwyliadau uchel o ran perfformiad y disgyblion
- Datblygu amrywiaeth o ddulliau addysgu
- Sicrhau bod y gwersi yn heriol
- Creu awyrgylch lle yr anogir awyrgylch o ddatrys problemau yn y gwersi
- Dylai'r disgyblion fod yn ddysgwyr gweithredol gan dderbyn cyfrifoldeb cynyddol am eu dysgu wrth iddynt fynd yn hŷn
- Dylai'r gwaith cartref a osodir atgyfnerthu ac adeiladu ar waith y dosbarth
- Dylid cyflwyno nodau dysgu pob gwर्स ar ddechrau gwर्स
- Dylid darparu rhaglen gyfoethog o weithgareddau ac ymweliadau allgyrsiol.
- Dylid magu agwedd ymchwilio at ddysgu ac addysgu.

¹ Yn ystod yr argyfwng COVID-19, ceir hyblygrwydd am gynnwys statudol y cwricwlwm gan Lywodraeth Cymru er mwyn caniatáu i'r ysgol ymateb yn effeithiol o anghenion y dysgwyr. Mae'r ysgol yn ymateb trwy adolygu pob agwedd a nodir yma er lles y dysgwr.

- Dylid magu ethos o gefnogaeth lle y caiff cyflawniad ei herio ac anogaeth ei rhoi.

Asesu

Mae asesu yn rhan annatod o ddysgu ac addysgu. Dylai pob Polisi Asesu ar gyfer Dysgu adrannol adlewyrchu Polisi'r Ysgol. Drwy systemau SIMS a SMID yr ysgol gellir tracio cynnydd pob disgybl yn yr asesiadau ffurfiannol a rhoddir pwyslais mawr ar rannu targedau â'r disgybl er mwyn iddo wella.

Gwerthoedd ac Ethos yr Ysgol

Dylai'r cwricwlwm adlewyrchu gwerthoedd ac ethos yr ysgol a ffurfiwyd gan y staff, y Llywodraethwyr, y rhieni a'r gymuned leol. Dylid sicrhau bod partneriaeth iach rhwng yr ysgol, y cartref a'r gymuned.

Themâu Traws-Gwricwlaidd

Dylid cynnwys y themâu a'r dimensiynau canlynol yn y cwricwlwm ffurfiol a chudd, yn ystod y cyfnodau allweddol perthnasol:

- Fframwaith Llythrennedd a Rhifedd Cenedlaethol.
- Y Dimensiwn Cymreig
- Dinasyddiaeth fyd-eang
- Fframwaith Sgiliau 3 – 19
- Addysg Gyrfaoedd a'r Byd Gwaith
- Addysg a'r Gymuned
- Addysg Amgylcheddol
- Cyfle Cyfartal
- Addysg Iechyd
- Technoleg Gwybodaeth
- Addysg Amlddiwyllynnol
- Addysg Personol a Chymdeithasol

Cyfraniad yr adrannau

Mae'r adrannau yn teilwra eu gwersi i gyd-fynd â gorchmynion y Cwricwlwm Cenedlaethol yng Nghymru gan ystyried anghenion pob unigolyn wrth gynllunio eu cyrsiau. Ystyria pob adran yr holl agweddau eraill sy'n cyfoethogi profiadau'r disgyblion a gwneir ymdrech amlwg i sicrhau bod "pob disgybl yn cyrraedd hyd eithaf ei allu a'i dalentau" yn ôl ein Cenhadaeth fel ysgol.

Llythrennedd, Rhifedd, Sgiliau Allweddol a Sgiliau Meddwl

Sgiliau sy'n angenrheidiol ar gyfer ystod o weithgareddau ym maes addysg a hyfforddiant, byd gwaith ac yn wir bywyd beunyddiol yw Llythrennedd, Rhifedd, Sgiliau Allweddol a'r Sgiliau Meddwl. Paratoad yw datblygu'r sgiliau o fewn pynciau'r ysgol ar gyfer bywyd y tu mewn a thu allan i oriau ysgol, gan gydnabod pa mor bwysig yw'r gallu i gyfathrebu'n effeithiol, gweithio gyda rhifau, defnyddio technoleg fodern, datrys problemau, gweithio gydag eraill a monitro a myfyrio ar sut y mae gwella perfformiad personol. Nod yr ysgol wrth hybu'r sgiliau ar draws y cwricwlwm yw rhoi'r cyfle i bob disgybl ddatblygu amrediad o sgiliau pwysig sy'n ei alluogi i ddatblygu ei gymeriad yn llawn a thrwy hynny ei baratoi i fod yn ddinesydd cytbwys a chyfrifol sy'n barod i wynebu her y dyfodol.

Cyfnod Allweddol 3

Yng Nghyfnod Allweddol 3 mae Crefydd Gwerthoedd a Moeseg, Addysg Gorfforol, Addysg Bersonol a Chymdeithasol, Addysg Perthnasoedd a Rhyw, Addysg Gyrfaoedd, Saesneg, Cymraeg, Gwyddoniaeth, Ieithoedd Tramor Modern, Dylunio a Thechnoleg, Technoleg Gwybodaeth a Chyfathrebu, Hanes, Daaryddiaeth, Celf a Dylunio a Cherddoriaeth yn orfodol. Mae cwricwlwm Cyfnod Allweddol 3 yn cynnwys Drama hefyd.

Asesir y disgyblion yn statudol ar ddiwedd Cyfnod Allweddol 3. Mae'r asesiadau statudol yn cynnwys asesiadau athro a wneir gan bob disgybl i ganiatáu ar gyfer barn yn seiliedig ar dystiolaeth o'r lefel y mae disgybl yn gweithio arni ar ddiwedd y cyfnod allweddol.

Mae'r Ysgol yn paratoi ar gyfer datblygu'r Cwricwlwm i Gymru gan arbrofi gyda phrojectau amrywiol yn ystod CA3 er mwyn datblygu'r addysgeg a'r dealltwriaeth o Feysydd Dysgu a Phrofiad a'r pedwar diben y cwricwlwm.

Cyfnod Allweddol 4

Yng Nghyfnod Allweddol 4, mae Crefydd Gwerthoedd a Moeseg, Addysg Gorfforol, Addysg Bersonol a Chymdeithasol, Addysg Perthnasoedd a Rhyw, Addysg Gyrfaoedd, Saesneg, Cymraeg, Mathemateg, Gwyddoniaeth a'r Dystysgrif Her Sgiliau'n orfodol.

Mae'r ddewislen opsiynau a gynigir ym Mlwyddyn 9 yn llywio cwricwlwm Cyfnod Allweddol 4 a manylir arni yn y Llyfryn Opsiynau ynghyd â gofynion y cyrsiau.

Byddwn yn parhau i ddilyn yr egwyddorion sylfaenol a nodwyd ar ddechrau'r polisi hwn er mwyn sicrhau bod ein disgyblion yn cynnal y gorwelion eang angenrheidiol. Bydd cwricwlwm lleol yr Ysgol yn cael ei fwydo i wefan Gyrfa Cymru i sicrhau bod yr Ysgol yn bodloni gofynion y Mesur Dysgu a Sgiliau 2009 (Cymru).

Asesir y disgyblion ar ddiwedd Cyfnod Allweddol 4 yn bennaf drwy gymwysterau achrededig (TGAU, BTEC, Dyfarniad) y cymeradwywyd eu defnyddio gyda disgyblion yn yr oedran ysgol orfodol fel y nodir ar wefan Cymwysterau Cymru ([Cymwysterau yng Nghymru \(qiw.wales\)](http://qiw.wales)).

Cyfnod Allweddol 5

Yng Nghyfnod Allweddol 5, mae'r Dystysgrif Her Sgiliau Uwch, Crefydd Gwerthoedd a Moeseg, Addysg Perthnasoedd a Rhyw, Addysg Bersonol a Chymdeithasol ac Addysg Gyrfaoedd yn orfodol. Darperir y cwrs hwn ar lefel ganolradd ac uwch fel y bo'n briodol.

Mae'r ddewislen opsiynau a gynigir ym Mlwyddyn 11 yn llywio cwricwlwm Cyfnod Allweddol 5 a manylir arni yn y Llyfryn Opsiynau ynghyd â gofynion a chymwysterau mynediad.

Asesir y disgyblion ar ddiwedd Cyfnod Allweddol 5 yn bennaf drwy gymwysterau achrededig (TAG, BTEC, Diploma Cymhwysol) y cymeradwywyd eu defnyddio gyda disgyblion ôl-16 fel y nodir ar wefan Cymwysterau Cymru ([Cymwysterau yng Nghymru \(qiw.wales\)](http://Cymwysterau yng Nghymru (qiw.wales))).

Llwybrau Dysgu 14 – 19

Caiff cyrsiau gwyddoniaeth eu teilwra i ddiwallu anghenion disgyblion a rhanddeiliaid eraill. Mae myfyrwyr sy'n astudio Gwyddoniaeth yn CA4 yn astudio naill ai Gwyddoniaeth Dwyradd, Gwyddoniaeth Gymhwysol neu Wyddoniaeth Driphlyg. Bydd yr Adran Wyddoniaeth yn dewis y cwrs/cyrsiau i'w (h)astudio ar ôl trafodaeth rhwng y rhieni, y disgyblion a'r athro Gwyddoniaeth yn ystod noson opsiynau.

Mae nosweithiau opsiynau yn gyfle i asesu a datblygu'r cwricwlwm gan y rhoddir llyfryn opsiynau (sy'n cynnwys manylion yr holl gyrsiau perthnasol) i ddisgyblion Blwyddyn 9 a Blwyddyn 11 ond cânt eu harolygu hefyd i sicrhau bod y cwricwlwm yn diwallu eu hanghenion. Caiff cyrsiau eu hychwanegu neu eu dileu o'r cwricwlwm yn dilyn y broses opsiynau. Nodir yr amrywiaeth eang o gyrsiau a gynigir a'r cymwysterau a enillir yn y llyfrynau opsiynau.

Mae'r Ysgol wedi ffurfio partneriaeth gadarn gyda Choleg Caerdydd a'r Fro (CAVC) a'r Coleg Paratoi Milwrol (MPCT) er mwyn cynyddu'r ddewislen opsiynau ymhellach gydag thrin gwallt a phrydferthwch, Gwaith Tîm a Datblygiad Personol yng Nghyfnod Allweddol 4. Lleolir y cwrs trin gwallt a phrydferthwch ar gampws y Barri (CAVC). Mae'r Ysgol yn gweithio mewn partneriaeth gyda Portal Training i gynnig cwrs Llwyddo i ddisgyblion sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth neu hyfforddiant (NEET). Yn ôl yr angen, mae'r Ysgol yn darparu cyfleon i ddisgyblion â risg NEET ymgymryd â phrofiad gwaith estynedig addas neu gynnal rhan o'r cwricwlwm yng nghanolfan ACT neu Brentisiaeth Ifanc (CAVC) yng Nghaerdydd.

Mae'r ddewislen o gyrsiau galwedigaethol a gynigir yn yr Ysgol yn cynnwys Chwaraeon (CA5), Gwaith Tîm a Datblygiad Personol (CA4), Addysg Sy'n gysylltiedig â Gwaith (CA4), Adeiladwaith (CA4), Lefel 2 Iechyd a Gofal Cymdeithasol: Egwyddorion a Chyd-Destunau (CA4) Teithio a Thwristiaeth (CA4 a 5), Gwyddoniaeth Gymhwysol (CA4), Gwyddorau Meddygol (CA5), Troseddeg (CA5) a BTEC Cerddoriaeth (CA5). Nodir manylion pellach y cyrsiau a gynigir gydag elfennau galwedigaethol yn Atodiad I ac yn y Llyfryn Opsiynau priodol.

Anghenion Dysgu Ychwanegol

Mae gan yr Ysgol bolisi anghenion dysgu ychwanegol ar gyfer disgyblion â datganiad a disgyblion heb ddatganiad, ac mae'r adran Cynnal Dysgu yn paratoi Cynlluniau Datblygu Unigol (CDU) ar gyfer Medi 2021. Bydd y CDU yn canolbwyntio ar sicrhau darpariaeth sy'n cyflawni deilliannau gweladwy, a fydd yn cyfrannu'n ystyrlon at allu'r plentyn neu'r person ifanc i gyflawni ei lawn botensial o fewn y cwricwlwm ac o fewn rhaglenni ymyrraeth pwrpasol. Mae'r Ysgol yn pennu'r cyrsiau CA4 a CA5 priodol mewn ymgynghoriad â'r rhieni a'r athrawon perthnasol.

Polisiau Perthnasol Eraill

Mae gan yr Ysgol bolisiau ar gyfer Asesu ar gyfer Dysgu, Addysgu a Dysgu, Addysg Rhyw a Pherthynas, Hybu Iechyd, Bwyd a Ffitrwydd, ABCh, Datblygiad Ysbrydol a Moesol Disgyblion, Gwaith Cartref, Addysgu Datblygu Cynaliadwy a Dinasyddiaeth Fyd-Eang a Chyfle Cyfartal. Gweithredir y polisiau hyn drwy'r cwricwlwm.

Pryderon a Chwynion

Dylai rhieni sydd â phryderon ynghylch unrhyw agwedd ar y cwricwlwm drafod y rhain yn gyntaf gyda Pennaeth Blwyddyn y disgybl.

Os na chaiff y broblem ei datrys dylai rhieni wneud cwyn swyddogol ysgrifenedig i'r Pennaeth a dilyn gweithdrefnau cwyno'r Ysgol.

Monitro ac Adolygu

Caiff y polisi hwn ei fonitro a'i adolygu gan Reolwr y Cwricwlwm (Pennaeth Cynorthwyol), sy'n atebol i'r Pennaeth o ran ei weithredu.

Mae'r Pennaeth yn cyflwyno adroddiadau i Bwyllgor Cwricwlwm y corff llywodraethu ar gynnydd y polisi a newidiadau a argymhellir.

Atodiad I:

Crynodeb o'r cyrsiau Galwedigaethol a'r Cymwysterau heb fod yn ffurfiol.
2021-22.

Maes cwricleidd.	Lefel.	Cyfnod Allweddol	Manylion.
Gwyddorau Meddygol	Lefel 3	5	Bro Morgannwg
Troseddeg	Lefel 3	5	Bro Morgannwg
Cerdd (Perfformio)	Lefel 3	5	Bro Morgannwg.
Chwaraeon BTEC	Lefel 3	5	Bro Morgannwg
Twristiaeth a Theithio	Lefel 1/2 Lefel 3	4 a 5	Bro Morgannwg
Addysg sy'n Gysylltiedig â Gwaith	Lefel 1/2	4	Bro Morgannwg
Gwaith Tîm a Datblygiad Personol	Lefel 2	4	MPCT
Adeiladwaith	Lefel 1/2	4	Bro Morgannwg
Trin Gwallt a Phrydferthwch	Lefel 2	4	Coleg Caerdydd a'r Fro
Llwyddo	Lefel 1/2	4	Bro Morgannwg mewn partneriaeth gyda Portal training
Gwyddoniaeth Gymhwysol	Lefel 1/2	4	Bro Morgannwg
Iechyd a Gofal Cymdeithasol	Lefel 2	4	Bro Morgannwg
Dug Caeredin	Aur ac Efydd	4 a 5	Bro Morgannwg



CURRICULUM POLICY STATEMENT

In all school policies we aim to complete the seven core aims and objectives of the Rights to Action Agenda for the Young People of Wales.

“PUT YOUR HAND IN MINE AND WE WILL GO TO THE MOUNTAIN TOP”

By co-operating and trusting each other we aim to ensure that every pupil reaches the top of their ability and talents. We shall do this by offering opportunity, support and guidance within a positive, open-minded, safe and civilised society.

Our Vision for our Pupils

We seek pupils who are fluent in Welsh and English and who are proud of the traditions and inheritance of their locality and their country. We seek balanced and responsible citizens who respect the rights of other individuals and who are comfortable with themselves. They will have respect for their minds, their souls and their bodies and they will have wide horizons and a curiosity for new information. They will have the necessary skills to take advantage of the challenge of the future in the work place and in society and they will wish to continue to grow and develop as lifelong learners and world citizens.

Introduction

In “The 5-16 Curriculum” (HMI 1985) the school Curriculum is defined as being “all those activities, planned or encouraged within the systematic framework, to promote the intellectual, personal, social and physical development of its pupils. As well as the formal programme of lessons it includes the “informal” programme of extra-curricular activities together with those characteristics that create the ethos of the school such as the quality of relationships between individuals, the emphasis on ensuring equal opportunities, the values reflected in the way the school operates and is organised and managed”.

The National Curriculum was introduced as part of the Education Reform Act 1988, and it continues to be a statutory basis for educational provision in England and Wales.

The National Curriculum is based on areas of experience or aspects of learning; individual subjects grouped according to area or aspect; and a range of cross-curricular elements in Themes, Dimensions and Competencies.

Rationale

The curricular process is the heart of the school and it represents “all those activities planned or encouraged within the systematic framework”, for the benefit and welfare of pupils. All who have a part in managing this process within the school should ensure that every pupil is given equal access to the curriculum provided. Children with special educational needs must be provided for in accordance with the Code of Practice 2002.

Curriculum Objectives

The purpose of the Curriculum is to promote the Social and Personal development of each pupil within the school, as members of society, preparing them for adult life. This is expressed in our vision for our pupils;

“They will have the necessary skills to take advantage of the challenge of the future in the work place and in society and they will wish to continue to grow and develop as lifelong learners and world citizens”.

Therefore equal opportunities should be extended to every pupil to ensure that they develop to the best of their ability as:

Learners Who

- Are motivated to learn
- Take personal responsibility for learning
- Work with others
- Develop and apply learning skills
- Learn from and improve their own performance

Members of society who:

- Are emotionally adept
- Are fluent in Welsh and English and who are proud of the traditions and heritage of their locality and country
- Are balanced and responsible citizens who respect the rights of other individuals and who are comfortable with themselves
- Show respect for their minds, their souls and their bodies
- Are aware of the impact of their actions and show respect for the local and wider environment
- Show that they have wide horizons and a curiosity for new information
- Have the necessary skills to take advantage of the challenge of the future in the work place and who will wish to grow and develop as lifelong learners and world citizens

The principles that are a basis for planning and providing a comprehensive curriculum

Scope and Balance

The Education Reform Act 1998 encourages the provision of a broad and balanced Curriculum in Schools that *“promotes the spiritual, moral, cultural, mental and physical development of pupils in the school and within society preparing pupils for opportunities, responsibilities and life experiences as an adult.”*

The pupils should have an increasing understanding of the value of receiving a broad and balanced programme of study, in every period of their career in the school.

Flexibility

The curricular provision should fully consider the needs and attainment of every individual. Differentiated teaching methods and materials should be provided that meet the requirements of every pupil.

The use of time should be planned – i.e. the length and pattern of the school day, week, and term to ensure the maximum benefit for the pupils.

Relevance

The curricular provision for pupils should fully consider their requirements, their interests and their experience as learners and individuals, preparing them for adult life. It should also consider the needs of other stakeholders including parents, members of the local community and employers. The curricular provision should reflect the aims of the 14 – 19 Learning Pathways, the Learning and Skills (Wales) Measure 2009 and key issues identified by the South East Wales Consortium.

Consistency

The curricular provision should ensure that attainment standards and the quality of the learning and teaching are maintained and improved.

Cohesion

The Curricular provision should ensure integration within and between the components, interlinking subjects, cross-curricular elements and the hidden Curriculum.

Progression and Development

The curricular provision should be planned and provided within and across the Key Stages (Foundation Stage-KS2; KS2-KS3; KS3-KS4, KS4-KS5) ensuring progression and progress in the standards achieved by pupils, and in the quality of the learning and teaching.

Efficiency and Effectiveness

The curricular provision should ensure that the quality of education provided is maintained and improved through the effective use of extensive and varied learning resources.

Evaluation and Review

The curriculum should be regularly and systematically reviewed against criteria that measures how the curriculum²:

- Contributes towards achieving high standards. Any judgements with regard to effectiveness should be based on the standard of work and the response of pupils, rather than predetermined ideas regarding curriculum.
- Reflects the school's objectives taking into account their consistency and the extent they reflect the objectives set for children of statutory school age in the Education Act 1988.
- Is broad and balanced in terms of the pupils' experiences, individual subject's schemes of work, and the school's plans for providing cross-curricular elements.
- Conforms to the statutory requirements of the national curriculum.
- Delivers content that is appropriate to the pupils' attainments.
- Is organised effectively in terms of grouping pupils, within mixed ability classes, streams or bands; arrangements to take pupils out of classes or provide additional support.
- Prepares pupils for adult life.
- Is enriched by extra-curricular activities that integrate the formal programme.
- Allows every pupil equal access to all the experiences offered by the school.

Methodology

The quality of the curriculum should be reflected in the effect its content, its processes and its organisation has on the personal and social development of pupils, by using suitable learning and teaching strategies.

- The potential of every pupil should be considered, paying attention to information transferred from primary schools as well as assessments.
- The way in which pupils learn as well as what they learn should be considered.
- Pupils should be encouraged to develop at a pace that is suitable for them as individuals.

In accordance with the School's Learning and Teaching Policy: -

- High expectations should be created with regard to pupils' performance
- A variety of teaching methods should be developed
- Lessons should be challenging
- A problem solving atmosphere should be created and encouraged in lessons
- The pupils should be active learners taking increasing responsibility for their learning as they get older
- The homework set should reinforce and build on the work completed in class

² During the COVID-19 crisis, the Welsh Governments has given schools flexibility with regard to the statutory content of the curriculum allowing our school to respond effectively to the needs of learners. The school responds by reviewing all aspects set out here for the benefit of each learner.

- The learning aims for every lesson should be presented at the beginning of a lesson
- An extensive programme of activities and extra-curricular activities should be provided.
- An investigative attitude towards learning and teaching should be nurtured.
- An ethos of support should be nurtured where achievement is challenged and encouragement is given.

Assessment

Assessment is an integral part of learning and teaching. Each department's Assessment for Learning policy should reflect the School's Policy. Through the school's SIMS and SMID systems it is possible to track the progress of every pupil in formative assessments and emphasis is placed on sharing targets with the pupil so that they can improve.

The School's Values and Ethos

The curriculum should reflect the school's values and ethos, which were established by the staff, the Governors, the parents and the local community. A healthy partnership between the school, the home and the community should be formed.

Cross-Curricular Themes

The following themes and dimensions should be included in the formal and hidden curriculum, during the relevant key stages: -

- The National Literacy and Numeracy Framework
- The Welsh Dimension
- Global citizenship
- 3 – 19 Skills Framework
- Careers and the World of Work framework
- Education and the Community
- Environmental Education
- Equal Opportunities
- Health Education
- Information Technology
- Multi-Cultural Education
- Personal and Social Education

Contribution of departments

The departments tailor their lessons to conform to the requirements of the National Curriculum in Wales, considering the needs of every individual when planning their courses. Every department considers all the other aspects that enrich the pupils' experiences and every effort is made to ensure that "every pupil reaches the pinnacle of his/her ability and talents" in accordance with our Mission as a school.

Literacy, Numeracy, Key Skills and Thinking Skills

Literacy, Numeracy, Key Skills and Thinking Skills are skills that are necessary for a range of activities in education and training, in the world of

working and indeed in everyday life. Developing the skills within school subjects is preparation for life within and outside school hours, whilst recognising how important it is to be able to communicate effectively, to work with numbers, to use modern technology, to solve problems, to work with others and to monitor and reflect on how personal performance can be improved. The aim of the school with regard to promoting the skills across the curriculum is to give every pupil the opportunity to develop a range of important skills that enable him/her to fully develop his/her character and so to prepare him/her to be a balanced and responsible citizen who is ready to face the challenge of the future.

Key Stage 3

In Key Stage 3, Religion values and ethics, Physical Education, Personal and Social Education, Relationships and Sex Education, Careers Education, English, Welsh, Mathematics, Science Modern Foreign Languages, Design and Technology, Information Technology and Communication, History, Geography, Art and Design and Music are compulsory. The Key Stage 3 curriculum also includes Drama.

Pupils undergo statutory assessment at the end of Key Stage 3. Statutory assessments include teacher assessments taken by every pupil to allow for an evidence based judgement of the level at which a pupil is working at the end of the key stage.

The school is a Pioneer School for the development of the Curriculum for Wales, teacher training for the Curriculum for Wales and the Digital Competence Framework. Consequently, various projects are being piloted across KS3 in order to develop pedagogy and understanding of the Areas of Learning and Experience, the four purposes of the curriculum and to provide feedback to the network of pioneer schools and those schools that are not pioneer schools on a local, regional and national level.

Key Stage 4

In Key Stage 4, Religion values and ethics, Physical Education, Personal and Social Education, Relationships and Sex Education, Careers Education, English, Welsh, Mathematics, Science and the Skills Challenge Certificate are compulsory.

The options menu offered in Year 9 informs the Key Stage 4 curriculum and is detailed within the Options Booklet along with course requirements.

We will continue to follow the basic principles stated at the beginning of this policy to ensure that our pupils continue to have the necessary broad horizons. The School's local curriculum is inputted to the Careers Wales website to ensure that it satisfies the requirements of the Learning and Skills Measure (Wales) 2009.

The pupils are assessed at the end of Key Stage 4 mainly by accredited qualifications (GCSE, BTEC, Award) that are recommended for use with

pupils of compulsory school age as noted on the Qualifications Wales website ([Qualifications in Wales \(qiw.wales\)](http://Qualifications in Wales (qiw.wales))).

Key Stage 5

In Key Stage 5, the Skills Challenge Certificate, Religion values and ethics, Relationships and Sex Education, Personal and Social Education and Careers Education are compulsory. The course will be provided at an intermediate and higher level as appropriate.

The options menu offered in Year 11 informs the Key Stage 5 curriculum and is detailed within the Options Booklet along with entry requirements and qualifications.

The pupils are assessed at the end of Key Stage 5 by accredited qualifications (GCE, BTEC, Applied Diploma) that are recommended for use with post-16 pupils as noted on the Qualifications Wales website ([Qualifications in Wales \(qiw.wales\)](http://Qualifications in Wales (qiw.wales))).

14 – 19 Learning Pathways

Science courses are tailored to meet the needs of the pupils and other stakeholders. Students studying Science in KS4 study either Double Award Science, Applied Science or Triple Science. The course/s studied is/are chosen by the Science Department following a discussion with parents, pupil and Science teacher during an options evening.

Options evenings provide an opportunity to assess and develop the curriculum since all Year 9 and Year 11 pupils are provided with an options booklet (which includes all relevant course details) but are also surveyed to ensure that the curriculum meets their needs. Courses are added to or deleted from the curriculum following the options process. The wide range of courses offered and the qualifications gained are noted in the options booklets.

The School has formed a strong partnership with Cardiff and the Vale College (CAVC) and the Military Preparation College (MPCT) in order to further augment the options menu with public services and hair and beauty in Key Stage 4. The Hair and Beauty course is located off site at Barry College. The School works in partnership with Portal Training to provide the SWEET course for students identified as at risk of becoming NEET (Not in Education, Employment or Training). The School provides suitable extended work experience placements or courses in the ACT centre in Cardiff for students at risk of becoming NEET and Junior Apprenticeship programmes in CAVC when required.

The menu of vocational courses offered in the School includes Sports (KS5) Team Work and Personal Development (KS4), Work Related Education (KS4), Construction (KS4), Health and Social Care: Principles and Contexts (KS4), Travel and Tourism (KS4 & 5), Applied Science (KS4), Medical Sciences (KS5), Criminology (KS5) and Music BTEC (KS5). Further details of

courses offered with a vocational element are noted in Appendix I and also in the appropriate Options Booklet.

Additional Learning Needs

The School has a special educational needs policy for statemented and non-statemented pupils, and the Learning Support Department are preparing Individual Development Plans (IDP) in readiness for September 2021. The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential. The School determines the appropriate courses in consultation with the parents and relevant teachers.

Other Relevant Policies

The School has policies for Assessment For Learning, Teaching and Learning, Sex and Relationship Education, Health Promotion, Food and Fitness, PSE, Spiritual and Ethical Development, Homework, Education for Sustainable Development and Global Citizenship and Equal Opportunities. These policies are implemented through the curriculum.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Head of Year.

If the issue is not resolved parents should make an official complaint in writing to the Head and follow the School's complaints procedures.

Monitoring and Review

This policy is monitored and reviewed by the Curriculum Manager (Assistant Head), who reports to the Head on its implementation.

The Head reports to the governing body's Curriculum Committee on the progress of the policy and changes are recommended.

Appendix I:

Summary of the Vocational Courses and Extracurricular Nonformal

Qualifications

2021-2022

Curricular Area	Level.	Key Stage	Details
Medical Sciences	Level 3	5	Bro Morgannwg
Criminology	Level 3	5	Bro Morgannwg
Music (Performing)	Level 3	5	Bro Morgannwg
Sports BTEC	Level 3	5	Bro Morgannwg
Tourism and Travel	Level 1/2 Level 3	4 and 5	Bro Morgannwg
Work Related Education	Level 2	4	Bro Morgannwg
Team Work and Personal Development	Level 2	4	MPCT
Construction	Level 1/2	4	Cardiff and the Vale College
Hair and Beauty	Level 2	4	Bro Morgannwg in partnership with Portal Training
Sweet	Level 1/2	4	Bro Morgannwg
Applied Science	Level 1/2	4	Bro Morgannwg
Health and Social Care	Level 2	4	Bro Morgannwg
Duke of Edinburgh	Gold and Bronze	4 and 5	Bro Morgannwg