

CROESYCEILIOG SCHOOL

YSGOL CROESYCEILIOG



“Learning, Respect, Ambition”

“Dysgu, Parch, Uchelgais”

Curriculum Policy

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“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”

Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Author	Croesyceiliog School
Consultees	Teachers, pupils and parents/carers of Croesyceiliog School
Name of school staff responsible for maintaining this policy	Mr A Davies
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Signed (Head Teacher)	
Signed (Chair of Governing Body)	

CURRICULUM POLICY

1. Introduction and aims

The Croesyceiliog School – ‘Learning Manifesto’

At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.

At Croesyceiliog School.....

We seek Learning	<p>We understand learning happens everywhere and is preparation for the future.</p> <p>Our curriculum develops the four core purposes and actively encourages, motivates and develops the talents of everyone in school.</p> <p>We expect our pupils to be collaborative, curious and questioning.</p> <p>We value literacy, numeracy and digital competency and understand how they underpin our subject knowledge and skills.</p> <p>We plan experiences that delight, foster curiosity, awe and wonder.</p> <p>We understand that failure is part of the learning journey.</p> <p>We develop resilience and independence in our learning.</p>
We expect Respect	<p>Relationships are based on mutual respect, empathy and warmth.</p> <p>We value our place within our community, as Welsh citizens and as global citizens.</p> <p>Our community has a sense of belonging and pride.</p> <p>We enjoy working with others, problem solving and questioning.</p> <p>We model respectful and safe behaviours.</p>
We applaud Ambition	<p>We recognise hard work and sustained effort and understand that this leads to achievement.</p> <p>We believe in the potential of all our pupils.</p> <p>We enjoy challenge and are ambitious of others and ourselves.</p> <p>We expect everyone in our community to have consistent high expectations.</p> <p>We inspire each other with our actions and words.</p> <p>We will have a distinctive and shared ethos of achievement.</p>

2. Underpinning Principles

2.1. The School's curriculum will ensure that

- the education of all pupils has equal value;
- all pupils are challenged to reach the highest standards of which they are capable;
- the provision is concerned with developing personal and social values as well as knowledge and skills; and
- while breadth is maintained, an element of individual choice exists to provide pupils with flexible learning pathways

2.2. The school curriculum

- focuses on the pupil;
- raises aspirations and sets appropriate challenges;
- ensures that appropriate skills development is woven throughout the curriculum;
- focuses on continuity and progression;
- is flexible, balanced, relevant and differentiated;
- focuses suitably on Welsh Government priorities; and
- continues to deliver a distinctive curriculum that is appropriate for Wales

2.3. The school will take every opportunity to ensure all pupils, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge more able and talented pupils (MAT) so that they achieve their full potential and their progress is sustained and enhanced making certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

3. General Arrangements (Formal Curriculum)

3.1. The school will deliver the Curriculum for Wales at Key Stage 3 and 4 and fulfil the requirements of the Learning and Skills (Wales) Measure 2009. The curriculum will be organised in the way that best suits the needs of our pupils whilst ensuring the delivery of a broad and balanced provision.

3.2. Key Stage 3 (Years 7, 8 and 9)

At Key Stage 3 (KS3) – Years 7, 8 and 9 - the school curriculum consists of

In Years 7 and 8 pupils follow the Curriculum for Wales which aims to help every child and young person in Wales develop towards the four key purposes:

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

Every pupil is expected to follow a core curriculum which includes English, Mathematics, Science, ICT, Religious Education and Welsh. In addition, all pupils follow a full range of subjects which meet the requirements of the National Curriculum. These include Art, Technology, Geography, History, A Modern Foreign Language (French or Spanish on an annual rotation), Music, Drama, Physical Education and Health & wellbeing (PSE). Apart from Welsh and Modern Languages all subjects are taught in the medium of English. However, every opportunity is made to make use of incidental Welsh in all subject areas to promote our bilingual status.

To support delivery of the CfW our school is organised into these AoLEs and each one is led by a Leader of Faculty. These are leaders of teaching and learning.

As we have planned our Croesy curriculum we have thought carefully about the cross cutting themes of:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education.

Our teachers and leaders, using our high levels planning documents, have already mapped where these cross cutting themes occur naturally. As our curriculum develops, year on year, we will refine our approaches. The breadth and depth of topics covered will increase overtime as pupils mature and are ready to tackle more complex issues.

3.3 Key Stage 4 (Years 10 and 11)

At Key Stage 4 all pupils follow courses in English, Mathematics, Science, Welsh and the Welsh Baccalaureate. These are all examined through nationally recognised public examinations. Also, all pupils must follow a programme in Physical Education and Life Skills (PSE) which includes Equality and Diversity.

In addition to the core subjects pupils choose three options from a free option choice process:

Art, Music, Photography, Drama, Business, Design Technology: Product Design, French, Geography, Food and Nutrition, Media Studies, Health and Social Care, Music, Digital Technology, ICT, PE, BTEC Sport, Public Services,

All pupils are currently prepared for entry to public examination in eight or nine subjects.

Most core subject classes are organised in ability, the majority of option subjects are not.

At Key Stage 4 the non-core subjects (options) are dependent on need and are subject to change.

4 Skills Development

The curriculum allows for the development of transferable generic skills for pupils. All learning in any subject provides opportunities to develop

- Literacy
- Numeracy
- Digital Competency

4.1 Literacy

At Croesyceiliog School, literacy is the foundation of all learning. We recognise that strong literacy skills in speaking, listening, reading, and writing are essential for success across the curriculum and beyond.

Oracy is embedded into our daily practice through the Voice 21 framework, which places emphasis on structured, purposeful talk. Pupils learn to summarise, question, clarify, and challenge ideas. Our culture of talk nurtures their ability to articulate thoughts clearly, collaborate effectively, and engage respectfully with diverse perspectives.

Our reading curriculum spans a wide range of genres, time periods, and disciplines. We equip pupils with a toolkit of reading strategies that help them process, interpret, and evaluate what they read. They are encouraged to become critical readers across the curriculum—discerning in their thinking, reflective in their understanding, and curious about the world around them.

Additionally, Accelerated Reader and Star Reader Assessments are used for our year 7 and 8 pupils to maximise the progress of reading. Parents can sign up to Home Connect to receive emails every time an assessment or quiz is taken, allowing them to fully support their child at home.

Writing development at Croesyceiliog adopts metacognitive approaches that support pupils in understanding how writing functions in different contexts. Pupils are taught to recognise the purpose, audience, and structure of various text types, enabling them to write with clarity, creativity, and control. They are given the space and support to experiment with language, organisation, and tone, while also refining technical accuracy and coherence.

At its core, our literacy curriculum prepares pupils for lifelong success. The ability to communicate effectively underpins emotional wellbeing, social confidence, academic achievement, and future employment. Whether articulating a viewpoint, analysing a text, or crafting a compelling piece of writing, our students are developing the skills that will enable them to thrive in an increasingly complex and interconnected world.

4.2 Numeracy

We have made a commitment at Croesyceiliog School to develop a strong foundation of numerical skills for all our pupils. Their journey is designed around the five proficiencies; conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

As part of our commitment, every teacher takes responsibility for building our pupils' confidence in using their numeracy skills. We aim to offer authentic experiences across the curriculum so they are ready to understand and navigate the world around them. This approach is a key part of Curriculum for Wales, which emphasises the development of integrated skills to prepare pupils for real-life situations and lifelong learning.

4.3 Digital Competency

The Digital Competence Framework is a key part of the Curriculum for Wales. It ensures that all pupils develop the digital skills they need to thrive in an increasingly digital world. Digital competence is one of the three mandatory cross-curricular skills, alongside literacy and numeracy.

Digital competence empowers pupils to:

- Use technology creatively and responsibly
- Stay safe online
- Solve problems using digital tools
- Communicate and collaborate effectively in digital environments

The DCF is divided into four key strands which we develop within ICT lessons and beyond. The strands are:

1. Citizenship – Understanding digital rights, responsibilities, and online safety.
2. Interacting and Collaborating – Communicating and working with others using digital tools.
3. Producing – Creating digital content for different purposes and audiences.
4. Data and Computational Thinking – Handling data and developing problem-solving skills through coding and logic.