

YSGOL GATHOLIG CRIST Y GAIR CHRIST THE WORD CATHOLIC SCHOOL

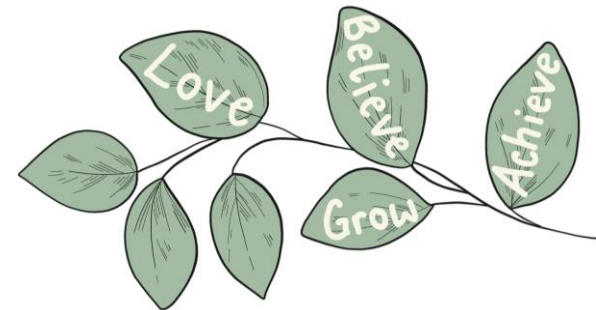
Vision for Curriculum for Wales



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Christ the Word's vision for Curriculum for Wales



Our school's context

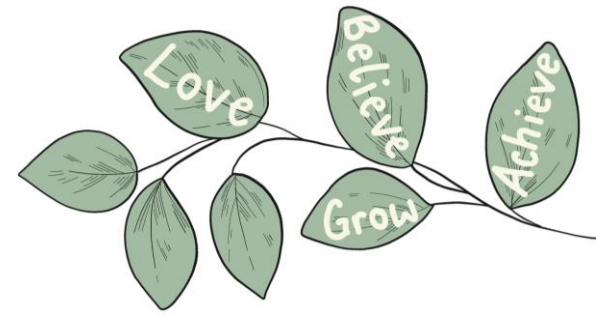
Ysgol Gatholig Crist y Gair is an English Medium all-through Catholic school, catering for children aged 3-16. We have 874 pupils on roll: 397 aged 3-11 in Lower School, including two Nursery classes; 477 aged 11-16 in Upper School. 266 of our pupils (31%) have English as an additional language, with 34 different languages spoken by pupils at Christ the Word.

The school was opened in 2019; we proudly serve our catchment of Rhyl and its surrounding areas. The school has well-equipped facilities, including a chapel, a drama studio and outdoor spaces for both the Lower and Upper Schools.

Rationale

At Christ the Word, we aim to provide a happy, caring and secure environment in which each child will develop their skills, knowledge and understanding to the full. We recognise that every child is special and unique, and comes to school with their own strengths and challenges.

Our Curriculum for Wales will allow us to deliver broad, balanced and relevant learning, through the lens of the Gospel values and teachings. We will aim to ensure that all aspects of a child's development are encouraged and stimulated, providing not only for intellectual development but also for social, emotional and physical growth.



LOVE, BELIEVE, GROW, ACHIEVE

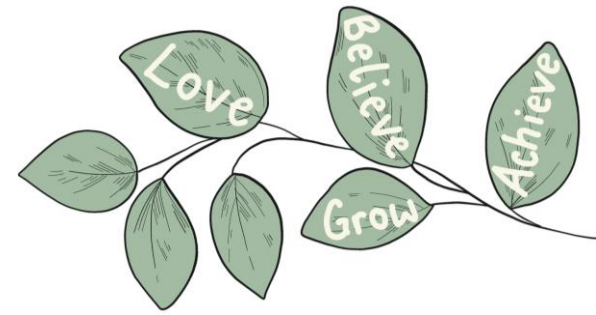
At Christ the Word, we are developing learners who are...

- Healthy, confident individuals, who show **love** for themselves and others
- Ethical, informed citizens, who **believe** in themselves and in our collective responsibility - to each other and to society
- Enterprising, creative contributors, who help themselves and their world to **grow**
- Ambitious capable learners, who strive to **achieve** their full potential.

Our vision is based on the local context of our school, feedback from pupils, staff, governors and our families, to implement the Four Purposes of the Curriculum for Wales.

Christ the Word's vision for Curriculum for Wales

Healthy, confident individuals, who show LOVE for themselves and others



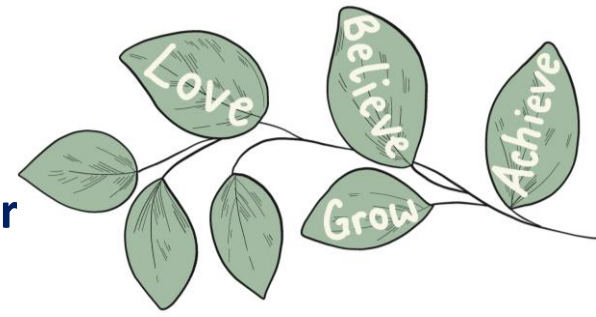
Learners at Christ the Word are...

- Spiritual
- Ethical
- Confident
- Resilient
- Empathetic
- Healthy
- Active
- Respectful
- Trustworthy
- Independent
- Motivated

“This is my commandment, that you love one another as I have loved you.” – John 15:12

Christ the Word's vision for Curriculum for Wales

Ethical, informed citizens, who BELIEVE in themselves and in our collective responsibility - to each other and to society



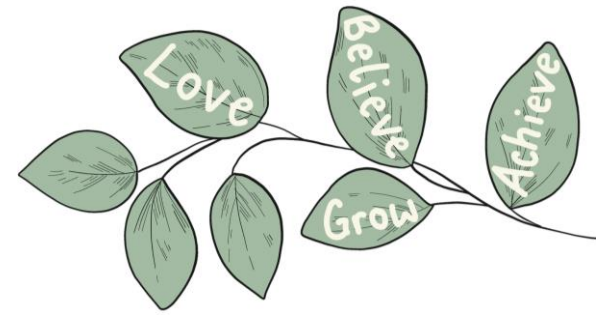
Learners at Christ the Word are...

- Objective
- Aware
- Knowledgeable
- Responsible
- Considerate
- Respectful
- Committed
- Sustainable

“Jesus said to him, ‘If you can believe, all things are possible to him who believes.’” – Mark 9:23

Christ the Word's vision for Curriculum for Wales

Enterprising, creative contributors, who help themselves and their world to GROW



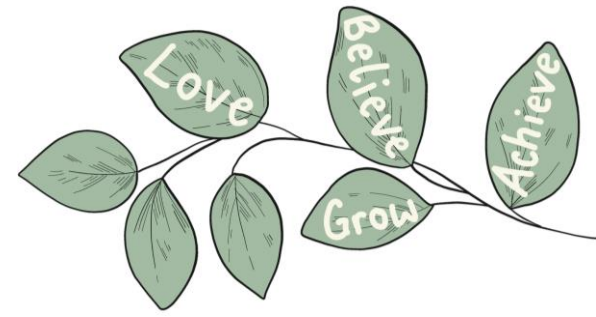
Learners at Christ the Word are...

- Creative
- Innovative
- Opportunity takers
- Leaders
- Team players
- Expressive
- Supportive
- Helpful

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16

Christ the Word's vision for Curriculum for Wales

Ambitious capable learners, who strive to ACHIEVE their full potential



Learners at Christ the Word are...

- Keen
- Engaged
- Knowledgeable
- Skilful
- Problem solvers
- Communicators
- Mathematicians
- Researchers
- Technologically competent

“And Jesus increased in wisdom, and in stature and in favour with God and man.” – Luke 2:52

Christ the Word's vision for Curriculum for Wales

“A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why teach it.” (CfW Guidance)



What we teach and why

Christ the Word provides a curriculum which is broad and balanced. The curriculum includes timetabled activities and extracurricular experiences which promote the spiritual, moral, cultural, mental and physical development of all pupils. Christ the Word has a curriculum that focuses on the progressive development of skills, and hence prepares them for the opportunities, responsibilities and experiences of adult life – so that they are ‘ready to thrive in the wider world’.



Christ the Word's vision for Curriculum for Wales

How we teach it

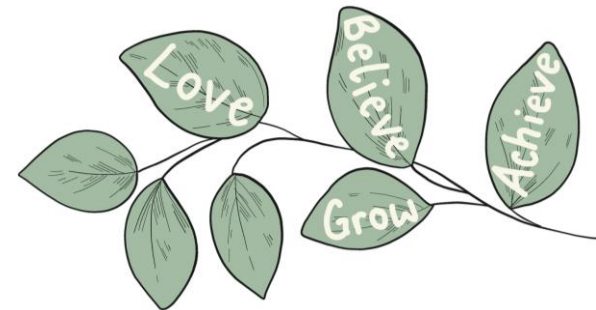
Learning and teaching at Christ the Word is planned in a way that...

- **enables pupils to become increasingly effective learners**
 - they have opportunities to learn in social and work-related contexts
 - they are able to seek appropriate support and they are encouraged to ask increasingly sophisticated questions
 - they have opportunities to self-evaluate and to identify their next steps in learning
- **enables pupils to increase the breadth and depth of their knowledge**
 - they acquire both breadth and depth of knowledge
 - they develop an increasingly sophisticated understanding of the concepts they learn about
 - they see the relationships between different concepts
- **enables pupils to deepening their understanding of the ideas and disciplines within the Areas**
 - they learn how ideas and approaches can be grouped and organised
 - they experience and understand disciplinary learning in each of the Areas
 - they see their learning in the context of the four purposes and the statements of what matters
- **enables pupils to develop, use and apply skills**
 - they develop and apply a range of skills, including: physical; communication; cognitive; literacy; numeracy; digital; planning and organisation; problem-solving and critical thinking; creativity and innovation; self effectiveness; and Area specific skills
- **enables pupils to make connections and transfer learning into new contexts**
 - they are encouraged to identify and make connections between concepts they have learnt about - across learning within an Area, as well as between Areas, and with their experiences outside of school
 - they are supported and encouraged to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts



Christ the Word – creating a Curriculum for Wales

The school held Professional Learning sessions and meetings with stakeholders to create a final version of the vision. This was shared for feedback with the school community. Many responses were received and considered. Our school vision underpins all areas of school life. Our curriculum enables us to realise our vision.



As part of curriculum design, our school leaders and teachers undertook reading and research and attended professional learning on curriculum.

Our staff 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.

Through surveys, governors, staff, parents and pupils were asked to consider what all pupils should know and be able to do, and which values they should develop during their time at the school.

All staff worked together to identify the required changes to our current cultures, provision and practices. Teachers across the whole school have worked together to support one another in planning our curriculum, ensuring progression along the 3-16 continuum within our school.

Learners engage in discussions, providing them with a voice in what and how they learn.

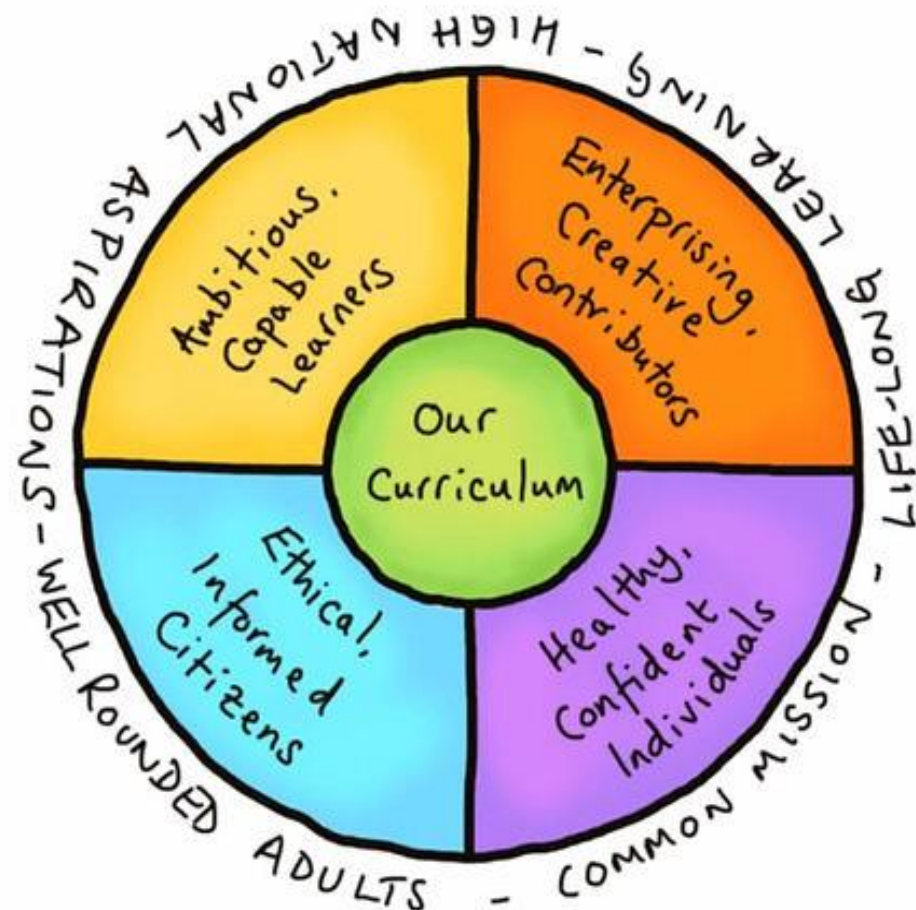
The school regularly shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.

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 related to religion, values and ethics (RVE) and careers and work-related experiences (CWRE).

How we design our curriculum

We considered the context of our school, examined the needs of the local community that we serve and what was important to us. We consulted with our staff, families, governors and pupils to understand what our curriculum should include.

From this we were able to plan according to the needs of our pupils.



The Governing Body endorses the fundamental principles which must be applied to the curriculum. In this context the curriculum must have the following qualities:

'Freedom of choice should be underpinned by robust, evidence-based process of curriculum design, where the aim is always to help learners to realise the four purposes.'
(CfW Guidance)

The four purposes

The four purposes are the starting point and aspiration for our curriculum design. Ultimately, the aim of the curriculum is to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



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Christ the Word's skill-based curriculum

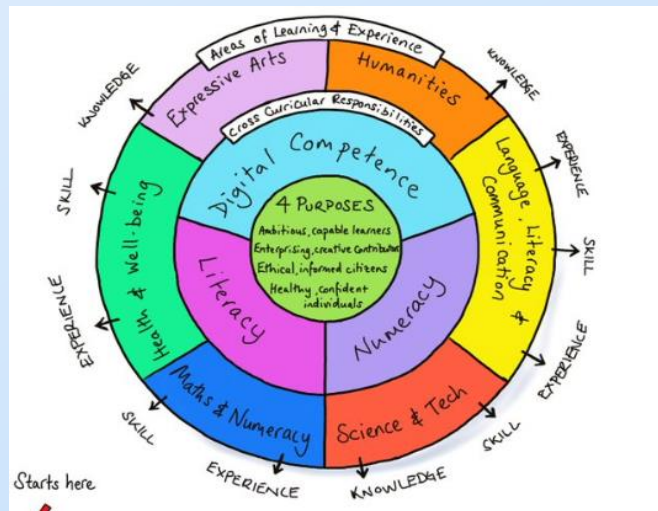
Integral Skills

The curriculum enables learners to develop the skills that are integral to the realisation of the four purposes.

Across all Areas, learners are given authentic and relevant opportunities to develop and apply their:

- creativeness and innovativeness
- critical thinking and problem-solving skills
- personal effectiveness
- planning and organisation skills

The development of these skills allows learners to: work across disciplines; build resilience; develop strategies which will help them manage their well-being; learn to work effectively with others; learn effectively.



Mandatory Cross-Curricular Skills

The curriculum enables learners to develop competence and capability in literacy, numeracy and digital competence and, where there are opportunities, to extend and apply them across all Areas. The development of these skills is the responsibility of all practitioners. It is the belief of the Governing Body that these are opportunities to develop these skills are meaningful and developed through authentic connections.

Pupils are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills;
- be able to use numbers and solve problems in real-life situations; and
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.



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An inclusive curriculum



At Christ the Word, we celebrate our diversity. As a school community, we speak over 30 different languages. Our curriculum reflects the diversity of our school, our local community and modern Wales, whilst retaining the importance of Cynefin.

Christ the Word supports the National Mission: high aspirations and achievement for all.

Christ the Word's curriculum takes into account that every child is unique. Learning and teaching are planned and delivered to maximise opportunities for all pupils, including those with Additional learning needs, physical or medical needs and English as an additional language.

A curriculum grounded in the Catholic faith and values



At Christ the Word, our ethos and curriculum are rooted in Catholic values.

Our vision of Love, Believe, Grow, Achieve has its foundations in Gospel teachings; through this vision, we hope to instil strong ethics and morals in all learners at our school. This is in line with the Four Purposes of Curriculum for Wales.

As part of our curriculum, we are proud to come together, to collectively worship and to celebrate holy days.

A curriculum across the 3-16 continuum

Our curriculum ensures that learning takes place across a continuum. At Christ the Word, pupils progress from the Foundation phase, all the way through to Year 11.

This has given us the opportunity to fully realise the potential of Curriculum for Wales, through designing and planning a curriculum with continued progression at its heart.



The Christ the Word approach to curriculum in Lower School



In the lower school, the curriculum is designed to offer rich experiences and engaging topics. Curriculum delivery is based upon the 12 pedagogical principles and the realisation of the Four Purposes. Foundation learning for our 3-7 year olds aims to maximise the use of the outdoors and experiential learning. In the 8-11 age range, these strong foundations are built upon to embed and extend skills, knowledge and experiences.

Our lower 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 the Statements of What Matters and provides appropriate progression in accordance with the Principles of Progression. It also aligns to the mandatory requirements of teaching Religion, Values and Ethics (RVE) but with a greater focus on the teachings of the Catholic church. 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. .



The Christ the Word approach to curriculum in Upper School

In Christ the Word, we have taken a disciplinary approach to planning and delivering Curriculum for Wales. We have taken this approach for several reasons:

We believe this approach helps prepare learners for options and exams, and then for further education.

We believe in the benefit of having subject specialists teaching our learners, in order for them to master skills and understanding; we believe keeping the subject specialisms will help learners to realise the connections between different areas of learning.

We believe this approach best supports the principles of progression and allows us to effectively base learning around the 12 pedagogical principles.

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 accordance with the Principles of Progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE), with a focus on Catholic values. 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.



Areas of Learning and Experience

All subjects are divided into Areas of Learning and Experiences which work collaboratively at covering the “What Matters Statements”, and make progress along the descriptions of learning.

Expressive Arts: Drama, Music and Dance

Languages, Literacy and Communication: English, Welsh MFL

Science and Technology: Science, ICT, Design Technology

Mathematics and Numeracy: Maths

Humanities: History, Geography, RS

Health and Wellbeing: PE, PSE and Food Technology



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Learner progression and assessment



We believe progression and assessment is fundamental to ensuring we achieve our school vision.

Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learner's stage of development. Our assessment arrangements are informed by these principles of progression.

We use a variety of evidence to inform assessment, as well as strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners.

Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is at in their learning journey.

At present, we use the following progress indicators:

Progress Measure	
Emerging	<ul style="list-style-type: none">Starting to become independent, asking questions and making mistakesStarting to show a basic awareness of topic they are learningDemonstrating a basic understanding of new contentRecalling basic knowledgeStarting to learn new basic skillsStarting to solve simple problemsStarting to make links between a few AOEs
Developing	<ul style="list-style-type: none">Growing independenceQuestions show <u>deeper</u> thinking, mistakes easily overcome<u>Developing a deeper</u> understanding and making predictionsRecalls previous learning and make links with new learningLearns and <u>applies</u> new skills confidentlySolves and investigate problemsMakes clear links across AOEs
Mastering	<ul style="list-style-type: none"><u>Fully independent</u> learners who can justify and evaluate their opinionsShows higher order thinking when questioningRevisits previous learning, applying old knowledge to new discoveriesUses <u>complex</u> prior learning and skills to solve problems.Identifies creative solutions to <u>complex</u> problemsMakes more detailed, informed and <u>independent</u> links across AOEs



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Religion, Values and Ethics in our Curriculum

As a Catholic School we have a special mission to ensure that every child achieves their full potential as a person made in the image and likeness of God. Through the RE curriculum, Christ the Word endeavour to help our pupils to know God and understand that they have been chosen by God and are loved by God, and as such they have a responsibility to develop their God-given gifts and talents to better our community. The New Curriculum Directory is called 'To know you more clearly' and has been published by the CES. The new curriculum ensures that the purpose of Religious Education is developed from Nursery to Year 11.

RVE is a statutory requirement in the Curriculum for Wales for all learners from age 3 to 16.

The right to withdraw from parents has changed with the new curriculum and all learners must engage with the context.

In order to ensure transparency learning plans and schemes of work will be shared on our website. The RVE guidance is statutory and published under section 71 of the Curriculum and Assessment Act and as a school we work closely with the local SACRE.

Religion, Values and Ethics ensures that learners understand the world around them and is specific to our local context. The curriculum is reviewed regularly to ensure learners become ethically informed citizens.









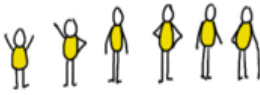




The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension, and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales, enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

We are currently working alongside Denbighshire County Council towards our Cymraeg Campus accreditation, where, as a school, we fully embrace the Welsh language and culture. Christ the Word proudly embraces its location on the Welsh coasts.

We seek every opportunity to promote bilingualism across the school to increase the potential of all pupils.

WHAT ARE THE BENEFITS OF BEING BILINGUAL?		
Improves your understanding of how languages work. 	Improves your language skills in English/native language. 	Linked with better academic results. 
Improves problem solving & attention span. 	Can improve your memory. 	Linked with greater creativity. 
Your brain will age more slowly, so you may live longer. 	Can delay neurological diseases. 	You'll need incidental Welsh to work in the public sector in Wales. 





Relationships and Sexuality Education in our Curriculum

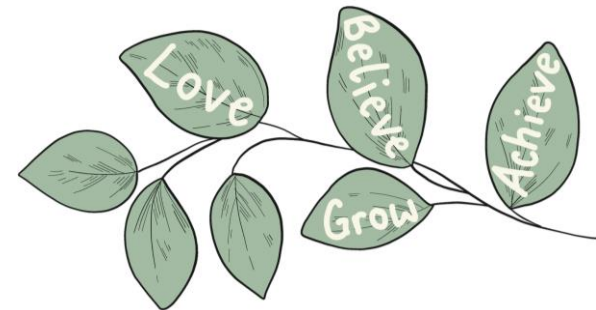
Throughout our PSE and Equality and Diversity curricula, learners at Christ the Word need to develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Parents are no longer able to withdraw their children from RSE lessons, so it is vital that communication with learners, parents and carers takes place.

Learners need to be supported to recognise and value different types of relationships, including families and friendships, as well as the diversity within different types of relationships, including LGBTQ+ diversity, and that these can change over time. The statutory requirements of RSE are not only taught within PSE/Equality and Diversity lessons, but also across the curriculum in other subjects, ranging from Science to Humanities.

RSE is vital to ensure that our learners are equipped with skills for life and become informed in matters of how to stay safe. The use of outside agencies is imperative with the delivery of sensitive topics and agencies such as Brook, NHS and Hafan Cymru, who assist in the delivery of key topics.

In order to ensure that the delivery of RSE is valuable and targeted within Christ the Word, we have used a number of surveys to aid our understanding of the learners needs e.g. PASS, SHRN, and our own student voice surveys.

Reviewing and evaluating our curriculum



Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and our school vision. 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. We will work within our school, across the cluster, and in partnership with governors and all external agencies to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.

In line with this, departments have been using a range of quality assurance practices to ensure that the delivery of the new curriculum is aiding progress. Departments have been using student voice meetings, student and parent voice surveys, staff surveys and professional dialogue meetings. These have allowed departments to improve their practices and engage with student voice to develop.

We are constantly evaluating and refining our practices.



LOVE, BELIEVE, GROW, ACHIEVE