

# **ST. DAVID'S HIGH SCHOOL**

## **Curriculum**

**Reviewed by Governors  
January 2024**



# Curriculum at St. David's High school

## Curriculum Definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

## Curriculum Aims

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise The Four Purposes and equip them for ongoing learning, work and life
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues
- support progression along a continuum of learning
- support our learners' health and well-being, including their mental health and well-being
- support our learners' development of knowledge that is the foundation of being an informed citizen
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship
- support our learners to critically engage with a range of information and to assess its value and validity
- enable our learners to develop an understanding of their rights and the rights of others
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

## Curriculum Structure and Design

### The Four Purposes

The Four Purposes are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts

- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- contribute their energy and skills so that other people will benefit and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

## Integral Skills

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum.

### Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

### Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations
- analyse and justify possible solutions, recognising potential issues and problems
- become objective in their decision-making, identifying and developing arguments
- be able to propose solutions which generate different types of value

### Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments
- evaluate their learning and mistakes, helping them to identify areas for development
- become responsible and reliable
- be able to identify and recognise different types of value and then use that value

### Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate)
- reflect and adapt, as well as manage time, people and resources
- check for accuracy and be able create different types of value
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success

- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team

## Areas of Learning and Experience

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (AoLEs)

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

All AoLEs have equal status within our curriculum.

## Statement of What Matters

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of what matter.

<b>Expressive Arts WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>Expressive Arts WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	<b>Expressive Arts WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	<b>Humanities WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>Humanities WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>Humanities WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>Humanities WM4</b> Human societies are complex and diverse, and shaped by human actions and beliefs.	<b>Humanities WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
<b>Health and Well-being WM1</b> Developing physical health and well-being has lifelong benefits.	<b>Health and Well-being WM2</b> How we process and respond to our experiences affects our mental health and emotional well-being.	<b>Health and Well-being WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>Health and Well-being WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.
<b>Health and Well-being WM5</b> Healthy relationships are fundamental to our well-being.	<b>Languages, Literacy and Communication WM1</b> Languages connect us.	<b>Languages, Literacy and Communication WM2</b> Understanding languages is key to understanding the world around us.	<b>Languages, Literacy and Communication WM3</b> Expressing ourselves through languages is key to communication.
<b>Languages, Literacy and Communication WM4</b> Literature fires imagination and inspires creativity.	<b>Mathematics and Numeracy WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>Mathematics and Numeracy WM2</b> Algebra uses symbol systems to express the structure of mathematical relationships.	<b>Mathematics and Numeracy WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>Mathematics and Numeracy WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>Science and Technology WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.	<b>Science and Technology WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<b>Science and Technology WM3</b> The world around us is full of living things which depend on each other for survival.
<b>Science and Technology WM4</b> Matter and the way it behaves defines our universe and shapes our lives.	<b>Science and Technology WM5</b> Forces and energy provide a foundation for understanding our universe.	<b>Science and Technology WM6</b> Computation is the foundation for our digital world.	

Our curriculum uses the statements of what matters to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the ‘big questions’ and key principles within each statement
- support our learners’ progression within the ‘big questions’ and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each area by ensuring that content helps learners to develop a coherent understanding of a range of information

## Descriptions of Learning

At our school, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners’ outcomes at a particular point on the continuum.

## Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each area to inform our approach to progression.



## The Role of Disciplines in our Curriculum

A detailed Curriculum map for CfW at St. David's High School is found here:

<https://newsite.sdhs.cymru/curriculum-for-wales/>

As our learners' progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each area and to specialise in them as they reach the later progression steps. Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

## Mandatory Curriculum Elements

### Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

An overview of our RSE policy can be found here -

[https://www.stdavidshighschool.org.uk/docs/statutory\\_policies/Sex\\_and\\_Relationships\\_Education\\_Policy\\_2021.docx](https://www.stdavidshighschool.org.uk/docs/statutory_policies/Sex_and_Relationships_Education_Policy_2021.docx)

An overview of our RSE scheme of learning/provision map can be found here -

[https://newsite.sdhs.cymru/religious\\_education/](https://newsite.sdhs.cymru/religious_education/)

### Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Flintshire Locally Agreed Syllabus. There is no right to withdraw from RVE.

Please refer to our RVE policy.

## Cross-curricular skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills

- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the Literacy, Numeracy and Digital Competency Frameworks to guide our approach to the development of the cross-curricular skills.

Please refer to our cross-curricular skills policy.

## Cross-cutting themes

### Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular area and learning within the RSE Code.

Links to supporting CSC resources for RSE can be found in the appendix below (Appendix 2 <https://www.cscjes-cronfa.co.uk/search?query=RSE&sort=relevance&categories=0982f831-56bc-4cdb-b4be-7b0d6249ae3f&strict=0> )

### Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all

### Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes



Links to supporting CSC resources for diversity can be found in the appendix 3 (Appendix 3 <https://www.cscjes-cronfa.co.uk/search?query=Diversity&sort=relevance&strict=0> )

## Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Links to supporting CSC resources for CWRE can be found in the appendix 4 (Appendix 4 <https://www.cscjes-cronfa.co.uk/search?query=CWRE&sort=relevance&strict=0> )

## Local, National and International Contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes.

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship

- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

## Learner Choice

Our curriculum will provide learners moving from year 9 to year 10 with a choice of learning within each Area.

Option Booklet link -

[https://docs.google.com/document/d/1Gm64DmCXYGS3UcHPjiTK-CBpejsOpv8GNW7pgoNVra0/edit?usp=drive\\_link](https://docs.google.com/document/d/1Gm64DmCXYGS3UcHPjiTK-CBpejsOpv8GNW7pgoNVra0/edit?usp=drive_link)

Year 9 Option website link: [https://sites.google.com/d/1V52QY8atFB-r9PyPOb3tIw\\_ejclmj55C/p/1ObAdqUqQLIr-l5lHjRs\\_vlkeOXFwzL5S/edit](https://sites.google.com/d/1V52QY8atFB-r9PyPOb3tIw_ejclmj55C/p/1ObAdqUqQLIr-l5lHjRs_vlkeOXFwzL5S/edit)

All students study the following subjects, over a two-week period, as part of the compulsory core.

- Mathematics
- English
- Science
- Welsh
- RS (short course)
- PE (core)
- Skills Challenge Certificate
- Agored
- NCFE Equality and Diversity

St. David's High School also offers learners an initial **free choice** of three subjects (five hours per subject over two weeks) from the following list of subjects:

Art  
 Health, Social Care and Child Care  
 Drama  
 Hospitality and Catering  
 French  
 Geography  
 History  
 Vocational Award in ICT  
 Music  
 PE  
 Religious Studies  
 Product Design  
 Spanish  
 Travel and Tourism  
 Triple Science

Personalised College qualifications are also offered for learners In Year 10 and 11, our curriculum will secure learning in all the Areas although not everything from the statements of what matters for each Area will be covered.

## A Curriculum that is Accessible to All

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- makes arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

## Cynefin

Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

## Teaching and Learning

St. David's has a 'CLEAR' vision and adopts 'The Great Teaching Model'. More detail can be found on page 8 onwards in the Staff Handbook -

<https://docs.google.com/document/d/1FTtFlbeaACkIzVaWRQMejUuFBG46-4Hvx3IP2CrjN6l/edit?usp=sharing>

## Assessment

### The Purpose and Role of Assessment within Our Curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways.

Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

## The Role of Different Participants in our Assessment Process

## Leaders

Leaders at our school will establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting
- considering how additional challenge and support for our learners can be best provided, including working with other partners
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice

## Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly
- supporting the promotion of learner well-being through assessment practice
- sharing intended learning appropriately with learners
- evaluating learning, including through observation, questioning and discussion
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively

- developing learners' skills in making effective use of a range of feedback to move their learning forward
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school
- identifying any additional challenge or support learners may require, engaging with external partners where necessary

### Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand where they are in their learning and where they need to go next
- develop an understanding of how they will get there
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning
- review their progression in learning and articulate this both individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time

### Parents and carers

Parents and carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way. We will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with us which will support their child's learning and progression
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school

### External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts

### Supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning. Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain

the next steps required to move their learning forward, including any additional challenge and support required.

Identifying, capturing and reflecting on each learner's progress over time

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner's 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 will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include 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. This information will also be used as a basis for communicating and engaging with our parents and carers.

## Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time

At St. David's High School, in conjunction to daily monitoring of progress within lesson, there are three 'Whole School' windows for assessing each Year group.

For the academic year 2023-2024 the assessment windows are shown below:

Assessment 1	Year 7	September 11th - September 29th
Assessment 1	Years 8 - 11	October 2nd - November 10th
Assessment 2	Years 7 - 11	January 8th - February 9th
Assessment 3	Year 11	February 26th - March 15th
Assessment 3	Years 7 - 10	June 3rd - July 5th

Assessments (printed on green for easy identification within their exercise books) are used in conjunction with classwork, homework and teachers' professional judgement to determine a pupils' Likely to Achieve' (LTA) grade.

As new statutory reporting dictates, we are reporting to parents/ learners the progress of pupils in Year 7 and 8 at the end of each term. This will be implemented for Year 9 in the academic year 2024-2025. Year 7 and 8 will receive two end of term progress reports and an annual report. The assessment windows are organised to ensure they inform the teachers' overall determination of pupil progress and statutory reporting to parents/ learners in KS3 and KS4.

In KS4 the assessments must be based on past examination questions relevant to the pupils' tier of study. The three summative assessments are then used for formative assessment SIT repair work to support progress.

The 2023-2024 reporting timetable is shown below:

Year	Annual Reports Open	Annual Reports Closed	KS4 Monitoring/ KS3 End of Term Report, Week Beginning	LNF Progress Feedback & End of Yr 9 Levels, Week Beginning	Parents' Evening
7	June 3rd	June 14th	Term 1 (20/11/23) Term 2 (04/03/24)	June 24th	July 11th
8	January 8th	January 19th	Term 1 (4/12/23) Term 3 (1/07/24)	June 24th	February 29th
9	April 8th	April 19th	January 22nd	June 24th	February 8th
10	February 19th	March 1st	November 27th		April 18th
11	November 6th	November 17th	March 11th		December 14th

Understanding group progress in order to reflect on our practice.

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.

Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school

We share learner information with parents and carers termly for KS3.

KS3 Students receive two end of term reports, one annual report and a parents' evening.  
KS4 students receive a monitoring report, an annual report and one Parents' evening.

Exemplars of end of term reports and Annual reports are shown below:

## End of Term Report:



ST. DAVID'S  
HIGH SCHOOL

To be the best you can be, every day

## Year 7 Term 1 Progress Report

Name:

Attendance:

Subject	Progress measure:	Learning measure:	Progression needs, next steps, Pupil/ Parental advice:	AoLE
English	Excelling	Ambitious	1, 3, 5	Language, Literacy and Communication
French	Advancing	Active	1, 6, 8	
Maths	Securing	Passive		

## Reverse of the report:

### Progress Measure

Beginning	Securing	Advancing	Excelling
The student demonstrates an <b>initial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated understanding</b> of the concepts and competencies relevant to the expected learning.

### Learning Measure

The 'Learning Measure' assesses your child's current approach to their learning. Research indicates that overall well-being correlates with motivation and engagement. We are using our 'Learning Measure' as one way of reporting on your child's general well-being in school. The descriptors for each category are summarised below.

Ambitious	Active	Passive	Resistant
Excellent attention and commitment to all aspects of learning.	Good attention and commitment to the majority of learning.	Satisfactory attention and commitment to most aspects of learning.	Unsatisfactory attention and commitment to learning.

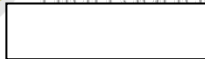
### Progression Needs, Next Steps

Code	Next steps for your child
1.	Complete outstanding subject improvement tasks (SIT) set in your exercise book.
2.	Correct/ Purple pen your assessments, printed on green paper in your exercise books.
3.	Complete your homework (HW Google classroom code: Year 7 - <a href="#">shhnpam</a> , Year 8 - <a href="#">o22362e</a> , Year 9 - <a href="#">gzwhrcf</a> ).
4.	Use MathsWatch ( <a href="https://vle.mathswatch.co.uk">https://vle.mathswatch.co.uk</a> ) to promote progress in numeracy.
5.	Use Reading Plus ( <a href="https://educator.readingplus.com">https://educator.readingplus.com</a> ) to promote progress in literacy.
6.	Use BBC KS3 Bitesize ( <a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hy">https://www.bbc.co.uk/bitesize/levels/z4kw2hy</a> ) to gain a deeper understanding of this subject.
7.	Improve your attitude to learning in this subject.
8.	Add more detail to your written answers to demonstrate your full understanding.
9.	Focus on the overall presentation of your work.



ST. DAVID'S  
HIGH SCHOOL





# Year 11 Annual Report

Name: James Bell

Subject	Progress Strengths and areas for development	Likely to Achieve Grade	Aspirational Target Grade
English	<p>James is a model student and a pleasure to teach. He approaches all tasks with enthusiasm and can always be relied upon to contribute to classroom discussion. In literature, James demonstrates a sound understanding of the characters and themes in <i>Of Mice and Men</i>, referencing the text and making contextual links. He now needs to focus on developing the structure of his responses to unseen poetry, ensuring that his ideas are expressed clearly and well-evidenced. James does struggle to complete tasks within the given time frames and often his work lacks the sufficient detail that is needed to secure the higher grades. He is aware of this and the option of using a chromebook has been given to him, but he has declined it. He must ensure that he writes at a suitable pace in the exam in January to ensure that he can respond to the questions with the detail I know he is capable of. James must complete all of the required questions to gain at least a C grade, but this is something he has struggled to do in class thus far.</p> <p style="text-align: right;">Mrs R Williams</p>	C	B
Maths	<p>James is and always has been a solid mathematician. He has a firm understanding of the basic principles and can easily add new content to his existing subject knowledge base. James is a conscientious learner, taking each lesson as an opportunity to advance himself, he uses homework to consolidate his learning. James achieved a grade B in his most recent mock in November. James needs to continue to practise his skills with regular revision and using past exam papers to get used to the style of the more complex questions.</p> <p style="text-align: right;">Miss L Thain</p>	A*	A*
Science	<p>James has been a pleasure to teach in my science class. His current assessments are showing around a grade A, which is an impressive achievement. In class, he consistently demonstrates an excellent level of understanding and engagement with the current topics we are covering in biology, chemistry and physics. He always works hard and will do great in science. Overall, James is an outstanding student who excels academically as well as behaviourally; I have no doubt that he will continue to achieve great things if he maintains this standard throughout the year. The Science department is holding an after-school revision class every Week 1, Wednesday, 3 until 4 pm attendance to this will help achieve aspirational grade.</p> <p style="text-align: right;">Mrs A Higgins</p>	BB	AA
Skills	<p>In Year 11, the students have completed their second Challenge, Enterprise, and are now completing their third and final Challenge, the Individual Project. This Challenge will provide 50% of their final mark. Over the past year, James has made strong progress and his organisation skills have been very good. I can also report that James's attitude to the subject has been positive, and this has been reflected in his behaviour. In order to improve his Skills result, James should ensure that the Aim Reports are completed with sufficient detail using information from his sources and he should focus on a detailed evaluation once the project is complete.</p> <p style="text-align: right;">Mr A Searle-Jones</p>	B	A
Digital Technology	<p>I am very pleased with James' attendance, and he has a great sense of responsibility and is a good team player. James has been given four assessments, one of which is due by 8th of December, and he has already passed both the data organisation and data analysis assessments, but he has not yet submitted the game software design assessment.</p> <p>As I monitored his game development software work progression, it was expected that he would achieve at least a grade C, if not better, making his overall marks submitted to the design assessment as well as a grade C. In my opinion, he will gain a great deal from joining the Digital Technology club after school, not only theoretically but also</p>	C	B

	<p>practically, as I believe that he has the potential to achieve a grade B on his GCSE Digital Technology exam.</p> <p style="text-align: right;">Mr A Abdalla</p>		
Music	<p>Throughout the academic year, James has shown dedication and enthusiasm towards his music studies. He has demonstrated commitment to both the practical elements of performance and the creative process of songwriting within the course curriculum. I have faith that James will do very well, especially if he continues to practise at home. To ensure that James reaches his full potential, it is essential that he focuses on producing the most refined and precise versions of his performance songs before the end of the term leading up to the Christmas break. Assignments will be set as homework to contribute to the following key examination months.</p> <p style="text-align: right;">Mr M Jones</p>	Distinction	Distinction
Product Design	<p>James has had a superb year in Product Design displaying an enthusiastic attitude in all lessons. James chose the 'portable and compact' contextual challenge where he is currently designing a product he will manufacture. Prior to the making aspect of the coursework, James has successfully completed a very detailed and high-level portfolio, something which I am extremely proud of! A future target for James is to develop his confidence in the workshop, as I know he has the ability. It has been a pleasure to teach James and I encourage him to progress into further education in the subject, keep it up. In his recent mock James achieved a B grade.</p> <p style="text-align: right;">Mr D Christian</p>	C	A
Core PE	<p>James is organised with kit, participates in every lesson and demonstrates a positive attitude at all times. James clearly appreciates the physical, mental and social benefits associated with physical activity and I hope that this continues beyond his time with us at St David's. Well done and good luck.</p> <p style="text-align: right;">Mr J Walker</p>	N/A	N/A
RS	<p>James is doing extremely well with the equality and diversity course. His work is full of detail and excellent examples of the concepts and key terms associated with the course. James is responding well to feedback, and he is absolutely on track to pass. I want him to continue to use his own experiences and perspectives within his answers, and I'd also like him to research examples that have links to the local area, businesses, and issues in the news.</p> <p style="text-align: right;">Mr M Jones</p>	Pass	Pass
Welsh	<p>James is a lovely student who works hard in class and seems to be very keen. He has the potential to do very well if he takes time to practise speaking, listening, reading and writing in Welsh. In order to work to the best of his ability, James needs to improve his use of language e.g. connectives, ambitious vocabulary and sentence structure. Keep at it, James!</p> <p style="text-align: right;">Miss M Henderson</p>	C	B

**Tutor Comment:** It has been a pleasure to watch James grow into a mature, kind and helpful young man. James always embraces every opportunity that comes along and is somebody you can rely on in the form. James is always on time for school, always looks smart in his uniform and always has the correct equipment required for the school day. James has made good progress on his PSE work. The PSE qualification will earn James the equivalent of 2 Bs so he just needs to ensure he completes it all on time. Keep up the good work James!

*Tutor: Mrs L Findlay*

**Head of Year Comment:** James is a well-mannered and mature young man who is an asset to St. David's High School. It is great to see that he is part of the Student Senedd. James has produced an excellent set of reports, and it is pleasing to see the enthusiasm and effort he has shown towards his own learning. I feel that his attitude and approach will continue throughout the year. At present James' attendance is just above the school target of 94%, something he must ensure he keeps up over the coming months. Overall, a very good start to Year 11 and keep up the fantastic work. Well done, James!

Head of Year: *Mr. D. Christian*

Headteacher: *Mr. S. Richardson*



We ensure that the information provided in each report does not contain descriptions of the topics and learning activities the learner has undertaken, unless this is to provide context, but should focus on the progression itself and the individual needs and support of the learner. It is important that information and feedback can be easily understood by its intended audience – it should be concise and jargon-free. Information on any support, interventions or additional needs required for the learner's development is also shared.

#### Reading and numeracy assessments

Statutory online personalised assessments are part of our wider assessment arrangements and are designed to help our practitioners and learners understand how reading and numeracy skills are developing and what the next steps should be.

As shown in the Assessment Overview document, we report to pupils/ parents' literacy and numeracy test results, progress and feedback at the end of Year 7, 8 and 9. Parents are provided with the document below to support their child's progress:



# Ysgol Uwchradd Dewi Sant St. David's High School



Pennaeth : Mr Steven Richardson BA(Hons) MA PGCE, Headteacher

*"To be the best you can be, every day"*

7<sup>th</sup> of July 2023

Progress feedback on reading and numeracy assessments

Name:

Hwb Username:

Hwb Password:

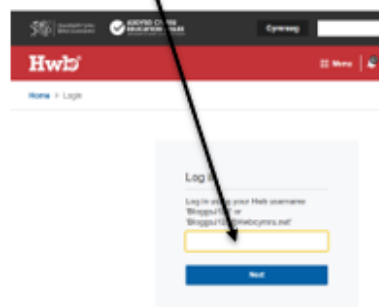
Dear Parent/ Guardian,

I am writing to provide you with feedback on your child's progress in their statutory reading and numeracy assessments that they have completed this academic year. All of our Key Stage 3 pupils have completed two numeracy and literacy assessments, one at the start and another at the end of the year to gauge progress.

Using your child's Hwb account, username and password located at the top left of this letter, you can access their assessment feedback by logging into: <https://hwb.gov.wales/login>

Please follow the steps below to access a summary of the progress that your child has made over this academic year:

1. Username and password here.



2. Click on the personalised assessments.



INVESTOR IN PEOPLE



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St. David's High School, St. David's Terrace, Saltney, Chester, CH4 0AE  
Tel: 01244 671583 Fax: 01244 680309  
e-mail address: [SD@sdhs.flintshire.sch.uk](mailto:SD@sdhs.flintshire.sch.uk)  
Website: [www.stdavidshighschool.org.uk](http://www.stdavidshighschool.org.uk)



LEADERSHIP  
AND MANAGEMENT

Recognised as meeting the Investors in People  
Model for Leadership and Management

3. Click on learner feedback



4. Choose the assessment to view



The assessment feedback provides invaluable information for our teachers to identify your child's strengths in Numeracy and Literacy, together with the areas that need developing. This information is also useful to you, where there are examples of the style of questions that your child completed, enabling you to support their progress at home.

To help support your child's progress in Literacy and Numeracy at home, we have invested in two excellent learning platforms, Reading Plus (<https://www.readingplus.com>) and Maths Watch (<https://vle.mathswatch.co.uk>); your child has their username and password for both programmes that they use regularly in school.

May I take this opportunity to thank you for your support throughout this year. If you have any questions, please do not hesitate to contact the school at [sd@sdhs.flintshire.sch.uk](mailto:sd@sdhs.flintshire.sch.uk).

Yours faithfully,

Roy Smithson  
Senior Assistant Headteacher

The LNF results are also utilised by the Mathematics and English teachers in class to support progress. The NEST uses the LNF personalised feedback and sample questions when working with students who have been identified as needing extra support.

### On-entry assessments

Other than at the point of transition to our school from our feeder primary, at any point a learner enters our school, including when they enter compulsory school-age education, we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

New intake Year 7 pupils are for the first term primarily placed in friendship groups to support their well-being and ease of transition.

During the first term, as shown in the Assessment Overview document, we conduct assessments in all subjects in the first term, September 11<sup>th</sup> - September 29<sup>th</sup>, to assess their abilities and needs. We also conduct CATs testing as another tool to assess the new intake's ability, helping identify students that need support and MAT pupils. Using Assessment 1, classwork, homework from term 1, professional judgement and CATs Year 7 pupils are then reorganised in October to ability streams to support their learning and progress.

## Transition

In accordance with the 2022 Transition Regulations our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
  - o achieve continuity of learning
  - o support individual learner progression

See our transition policy for more details

## Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found here:

<https://newsite.sdhs.cymru/curriculum-for-wales/>

## Curriculum Review, Evaluation and Revision

The review process.

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.

There is a quality assurance process.

There are weekly meetings undertaken where Curriculum is a regular agenda item for reviewing quality and standards.

DoLs have a weekly meeting led by RS.

AoLE have a fortnightly meeting with their SLT links.

DoLs have a meeting every half term with their team.

Whole staff have a Teaching and Learning briefing Tuesday every week.

The structure and staffing of the quality assurance accountability are summarised in the table below:

<b>AOLE</b>	<b>SLT Link</b>	<b>DOL</b>	<b>Staff</b>
Expressive Arts	JW	VS MJ	HM HL(Tech)
Health and Wellbeing	JW	SM	DE TB
Humanities	SR	GR	SM
LLC	TJ	RW	MH(2nd) CA
Maths and Numeracy	RS	LT	LH RG LF
Science and Tech	RS (Science)  GR(Tech)	AH  AA	KK BH DC
Skills (KS 4)	TJ	LH	

Curriculum is also reviewed regularly within Governor's meetings and GwE.