

Cowbridge School



Curriculum Policy

Curriculum *for* Cowbridge

3-19 School

Formulated by: Mrs Thomas, Headteacher, September 2025

Adopted by: Main Governing Body on 21.11.13

Last Reviewed: Autumn 2025

Review: Bi-annually or subject to changes in statutory guidelines or legislation

Next Review: Spring 2027

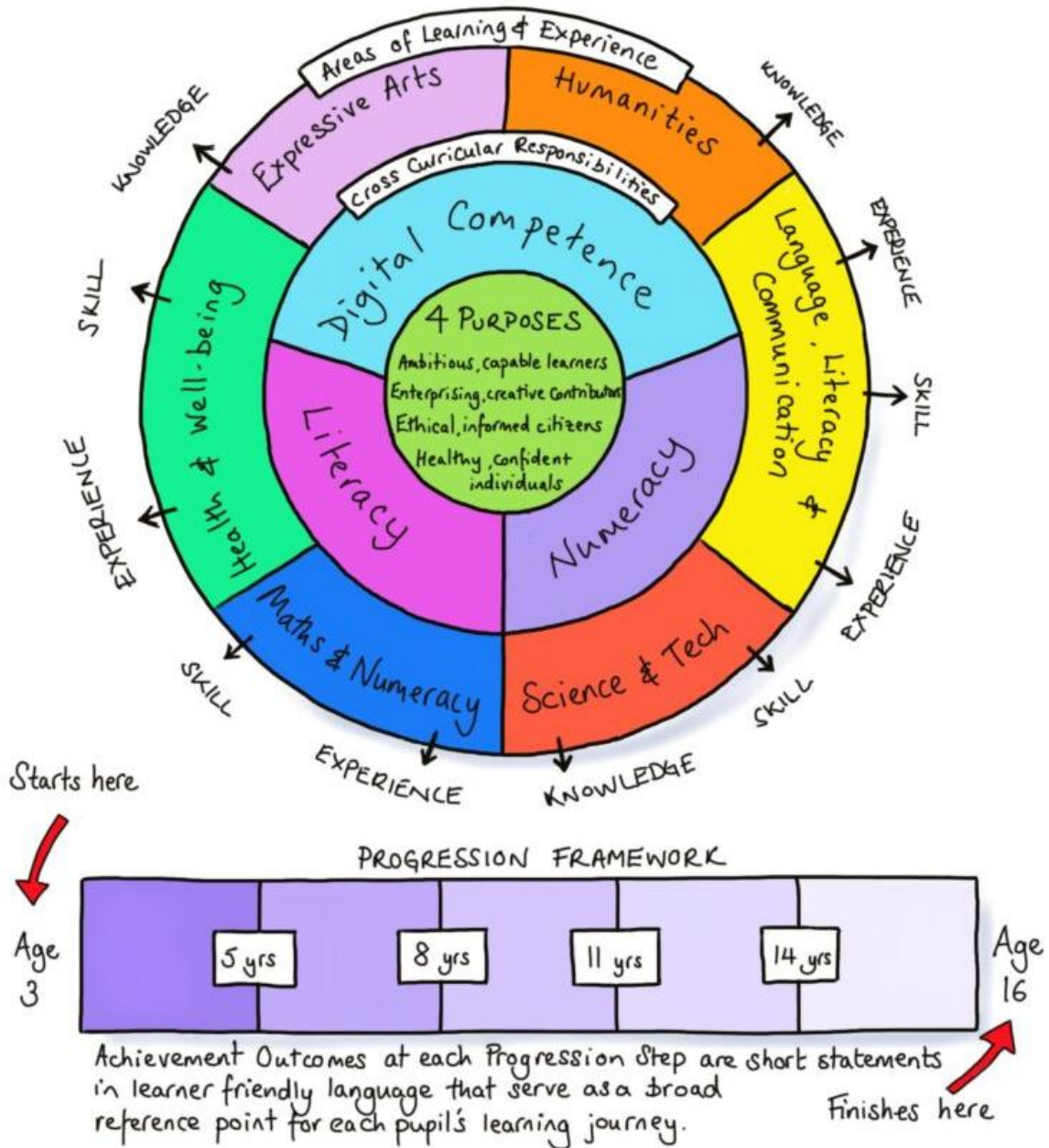
Date of any amendments made to policy & brief points:

Date	Details	Approved by
March 2019	Amended subject information from Years 12 and 13 - Amendment to number of EP lessons - Rewritten sections: Key Stage 3, Key Stage 4, Welsh language teaching & Personal and Social Education	SPC Committee
Autumn 2025	Complete rewrite for 3-19 school	MGB 23.10.25

1. **Curriculum for Cowbridge: Definition**

- 1.1 Curriculum for Cowbridge is the totality of student experiences as part of their lifelong learning and includes the formal taught curriculum and the wider holistic curriculum to grow pupils' intellectual, emotional, physical, social, and spiritual development.
- 1.2 Our formal curriculum is a framework which outlines the aims and objectives of each discipline area, and includes specifically teaching the knowledge, skills and understanding to be gained at each stage of learning. It includes a planned sequence of instruction, incorporating the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment and achievement of educational objectives.
- 1.3 The holistic curriculum is integrated into all parts of life at Cowbridge and aims to prepare students for academic and life challenges. Key principles include self-discovery, healthy relationships and social skills, emotional intelligence, resilience, and an appreciation for self, others and the world in which we live.
- 1.4 In designing our Curriculum for Cowbridge, we took account of **The Curriculum and Assessment (Wales) Act 2021** (the Act) which established the Curriculum for Wales and the curricula set out in **Part 7 of the Education Act (2002)**. The Act makes provision about progression and assessment in connection with the curriculum for 3 to 16 year olds.
- 1.5 The Curriculum Act sets out the [four purposes](#) and the mandatory elements as follows and Curriculum for Cowbridge meets these mandatory elements:
 - The **cross-curricular skills** of literacy, numeracy and digital competence
 - The overarching areas of learning ([Expressive Arts](#), [Health and Wellbeing](#), [Humanities](#), [Languages](#), [Literacy and Communication](#), [Maths and Numeracy](#), [Science and Technology](#))
 - [Relationships and sexuality education](#)
 - [Religion, values and ethics](#)
 - [Careers and work-related Education](#)

Curriculum for Wales: Big Picture



Our Overall Curriculum Aspirations and Purpose

2. Lower School (Nursery - Y7) Phase of Learning

- 2.1 We aim to be a **happy and high-achieving school** where children are **inspired and challenged** from their very first day with us. Our pupils will be challenged to think **independently, creatively, and with curiosity**, to enjoy and participate fully in their learning, and to achieve their full potential so that they can **flourish and grow**.
- 2.2 Central to our core aims are for children to be **confident and to believe, 'I can and I will!'** and to be fully supported in a warm and inclusive environment in order to **thrive in all that they do** at Cowbridge. We will guide children to learn to value themselves and each other; to take risks and responsibility; **to learn from their mistakes; and, to build on their successes day by day, year by year**.
- 2.3 We aim to provide a broad and exciting curriculum, supported and delivered by **excellent specialist teachers** so that our children steadily build: knowledge and understanding; key skills; and, a robust work ethic, **ready to embrace the secondary phase of learning**.
- 2.4 We aim to be recognised as a **centre of excellence for learning, wellbeing, and nurture for our children, inspirationally led and self-improving**, whilst sharing the values and aspirations of the secondary phase (Middle, Senior and Sixth Form) of education for life.

3. Middle, Senior and Sixth Form Phases of Learning

- 3.1 We have high aspirations and we are committed to excellence, **equity, equality and wellbeing for all**. Our strategy is to further develop our **curriculum, resources and teaching** to achieve and sustain excellence. We believe that highly effective teaching is central to, and, inextricably linked with curriculum design and delivery.
- 3.2 Furthermore, developing **caring, articulate, responsible** young people who are able to **empathise** with others, drives our holistic curriculum strategy.
- 3.3 We continually strive to develop and improve at all levels so that we are the first choice for families and their children, not just for academic success but because we care about every child and wish for all to feel valued members of our community and wider society.
- 3.4 We see our core purpose as providing engaging, exciting and challenging learning opportunities which result in **ambitious, capable learners, committed to lifelong learning**. We aim to develop our students' knowledge, skills and

qualities to enable them to be successful, happy, resilient and healthy citizens of Wales and the wider world.

- 3.5 We expect our young people to demonstrate high quality, respectful relationships with us and our wider community. We are committed to sustaining and further developing high quality partnerships so that students develop into enterprising, creative and positive role models for others in our community and beyond.
- 3.6 We are committed to continuously developing a high-quality education profession, where the best teachers and support staff work effectively together, for the ultimate benefit of **every individual student**. We believe that we are more than just a school; we provide a venue where a broad range of enrichment activities and community activities enable young people to gain experiences that may otherwise be inaccessible to them.

4. Overarching Strategic Curriculum Improvement Priorities

- 4.1 In arriving at our improvement priorities, we took account of the views of the school community, the school's self-evaluation documents at senior and departmental level, Welsh Government national priorities, Curriculum for Wales, Teacher Professional Standards, the Estyn Inspection outcome in 2019, and our legislative responsibilities.
- 4.2 The 3 key overarching priorities which drive our explicit and holistic curriculum development, as an All-age School, are summarised as follows:

Develop **c**aring, **s**uccessful young people *with*
collaborative, **s**kilful teaching *and*
Outstanding **c**are, **s**upport and Provision

5. How We Deliver Curriculum for Cowbridge

- 5.1 We believe that high quality teaching and effective curriculum design and delivery are inextricably linked and we achieve this through:
- Well structured lessons with clear learning intentions and well established routines (Ready, respectful and safe)
 - Explaining learning intentions clearly, using questioning purposefully, and adapting teaching in response to pupils' progress and to address

misconceptions.

- Purposeful curriculum planning that builds knowledge and skills **over time** with repeated practice.
- Effective use of formative assessment to adapt teaching and promote pupil reflection. Our curriculum delivery focuses on not just **what is taught**, but, **how well** pupils are learning
- Ensuring that pupils develop their knowledge, skills and understanding of **metacognition** so that they know **how to learn effectively** rather than only 'what to learn'
- Use of authentic and local contexts to deepen engagement and strengthen identity, where appropriate and practical.
- Sustained, collaborative professional learning focused on improving pedagogy through action-research.
- Ensuring that learning is sequenced thoughtfully to ensure progression in knowledge, skills and understanding of topics and specific subjects.
- **Revisiting** key concepts, and designing tasks that enable pupils to **apply learning** in purposeful, meaningful and engaging contexts.

6. How we Assess the Impact and Effectiveness of Curriculum Delivery

6.1 We believe in achieving improvements to all aspects of our work, including curriculum planning and delivery incrementally and over time. We achieve this by:

- Integrating teaching and learning priorities into self-evaluation and improvement planning processes. We routinely gather a wide range of evidence to evaluate the quality of teaching and its impact on pupil progress.
- Engaging in professional dialogue across the school, and reflective conversations e.g. coaching approaches to lesson observation feedback. These are used to identify strengths and refine practice to secure impact on pupils' learning.
- Exploring and using evidence-informed practices to constantly refine pedagogy and by ensuring that our annual strategic improvement plan, performance management and professional learning programme are fully aligned.

7. Curriculum Overview

- 7.1 Lower School (Nursery - Y4) - *Foundation Curriculum*** - young children have experiences and opportunities to develop an understanding of themselves and the world in which they live including belonging, communication, exploration, physical development and wellbeing
- 7.2 Lower School (Y5, Y6): *Aspire Curriculum*** - pupils have access to an increasing number of areas of learning delivered by specialist staff and prepare for life as a secondary-age pupil. The curriculum will focus on developing skills (literacy/numeracy/ digital technology) subject knowledge, understanding and conduct for success
- 7.3 Y7/Y8: *Evolve Curriculum*** - pupils have full access to specialist areas of learning to further develop their characteristics, skills, knowledge and understanding, ready for the adolescent phase of life.
- 7.4 Y9: *Broadening Horizons Curriculum*** - pupils have access to a range of experiences which broaden their minds and enable them to make informed choices for future GCSE (or Level one and two equivalent) qualifications and develop healthy habits for life.
- 7.5 Y10 and Y11: *Thrive Curriculum*** Pupils choose GCSE (or other equivalent qualifications) programmes of study which enable them to secure suitable qualifications for the next stage of learning, work and a healthy life.
- 7.6 *Sixth Form*** - Pupils choose from 3 or 4 subjects for final examinations with health, wellbeing and career programmes to prepare them for the next phase of life and learning beyond Cowbridge School.
- 7.7 Areas of Learning and Subject Overview Across Y7-Sixth Form**

Learning Area	Subjects at Cowbridge
Languages, Literacy and Communication	English Language, English Literature, Welsh French, German, Advanced Skills Baccalaureate Wales
Mathematics, Numeracy	Mathematics, Numeracy Further Mathematics
Science and Technology	Science, Design Technology Computer Science, Construction, Digital Technology Engineering, Biology, Chemistry, Physics
Humanities	Geography, History, Ethics and Philosophy, Geology, Government and Politics, Sociology Criminology

Expressive Arts	Art, Music, Textiles, Film studies, Graphics, Photography
Health and Wellbeing	Fitness and Sport Food and Nutrition, Health and Social Care

8. Wider Curriculum Requirements

Religion, Values and Ethics

- 8.1 All pupils undertake learning in the mandatory Religion, Values and Ethics (RVE). In Years 7 to 11 Religion Values and Ethics is taught within specific Ethics and Philosophy lessons. Pupils sit GCSE Ethics and Philosophy GCSE at the end of Y11.
- 8.2 Lessons in Religion, Values and Ethics focus on familiarising pupils with different religious and non-religious philosophical convictions in their own locality, Wales and beyond. Pupils are encouraged to explore and debate how religious and non-religious beliefs influence issues facing the modern world.

Relationships and Sexuality Education

- 8.3 All pupils undertake learning in the mandatory Relationships and Sexuality Education (RSE). RSE is delivered to all year groups through the curriculum schemes of work of Ethics and Philosophy, Health and Wellbeing and Science Learning Areas.

Careers and Work Related Experiences

- 8.4 CWRE is not a standalone subject but is woven into all areas of learning and experience, allowing students to see connections between what they learn and their future opportunities. The overall aim is to ensure equity of opportunity and raise aspirations of all students.
- 8.5 As part of curriculum delivery, all subjects are required to deliver age-appropriate Career and Work-related experiences, pertinent to the subject. This could involve reference to the local and wider labour market. Delivery within curriculum areas aims to develop students' awareness of the specific and transferable skills, knowledge and competencies required for further education, training and the world of work.
- 8.6 Key skills like communication, digital competence, creativity, critical thinking, personal effectiveness, and planning are integrated into lessons to help students become more adaptable and resilient in their future lives and careers.

- 8.7 In addition to formal subject lessons, the school provides bespoke career development activities e.g. The Annual Careers Insight Programme. During assemblies and form tutor time activities, students experience formal and informal presentations and activities to develop awareness of careers and the world of work.

Curriculum Outside of the Classroom

- 8.8 There is a varied and extensive range of school provided extra-curricular activities available to pupils. We believe these are equally important to the 'lived experience' and offer an exciting way to learn outside of the classroom. Additionally, there are a vast array of community activities on most days of the week until 9:30pm via the school's facilities lettings programme.

9. Ongoing Curriculum Review

- 9.1 The process of curriculum design, evaluation and refinement are on-going. Under the direction of the Subject/ Faculty leader, curriculum review occurs and varies depending on the priorities of the subject. Typical examples of curriculum review includes: seeking feedback from pupils and teachers on a specific Scheme of Learning and evaluating the addition of a new literacy strategy. As such, the curriculum is kept under a rolling programme of review, refinement and implementation.

